



Administrative Procedure: Performance Appraisal for New Teachers

TABLE OF CONTENTS

1.0.PROCEDURES	3
2.0.ANNUAL ACCOMMODATION REVIEW	3
3.0.CRITERIA FOR IDENTIFYING A SCHOOL FOR A PUPIL ACCOMMODATION REVIEW	3
4.0.IDENTIFICATION OF SCHOOLS FOR A PUPIL ACCOMMODATION REVIEW	5
5.0.SCHOOL INFORMATION PROFILE	5
6.0.ACCOMMODATION REVIEW COMMITTEE	6
7.0.ROLES AND RESPONSIBILITIES OF THE ACCOMMODATION REVIEW COMMITTEE (ARC)	7
8.0.PUPIL ACCOMMODATION REVIEW COMMITTEE MANDATE	9
9.0.SCHOOL PUPIL ACCOMMODATION REVIEW PROCEDURES	10
10.0.SCHOOL CLOSURE IN EXTREME CIRCUMSTANCES	11
11.0.MISCELLANEOUS	11
12.0.APPLICATION OF PUPIL ACCOMMODATION REVIEW GUIDELINES	12

[APPENDIX A..... 13](#)

[DATA COLLECTION REPORT..... 13](#)

[DATA ELEMENT AND QUESTIONS ABOUT THE SCHOOL..... 13](#)

[APPENDIX A-2..... 15](#)

[APPENDIX A-3..... 17](#)

[APPENDIX A-4..... 19](#)

[APPENDIX B..... 20](#)

[SCHOOL INFORMATION PROFILE..... 20](#)

[INFORMATION KEY FOR THE TABLE DATA BELOW..... 20](#)

[APPENDIX C..... 23](#)

[MINISTRY OF EDUCATION ADMINISTRATIVE
REVIEW OF ACCOMMODATION REVIEW PROCESS..... 23](#)

1.0. Procedures

- 1.1. The Superior North Catholic District School Board is aware that changes in any school's student accommodation or other status, has an impact beyond the school and therefore maintains that the detailed pupil accommodation review of any school has a district-wide perspective and includes public consultation.

2.0. Annual Accommodation Review

- 2.1. The Director of Education responsible for student accommodation, will maintain and present major updates regarding enrolment trends and accommodation needs based on the Board's capital planning process.
- 2.2. Annually, the Director of Education in consultation with the Manager of Operations and Manager of Finance, shall prepare a report for Board consideration addressing upcoming accommodation needs and provisions. This report will be presented to the Board by April 30th of each school year and will be available to the public on the Board website. This report may recommend no changes to the current pupil accommodation status.

3.0. Criteria for Identifying a School for a Pupil Accommodation Review

- 3.1. The administration shall bring to the attention of the Board, those schools that fall under one or more of the following categories:
 - 3.1.1. Underutilized
 - a. Any school whose average daily enrolment (ADE) falls, or is projected to fall, to such a level that challenges may be faced in providing a suitable and equitable range of learning opportunities for students.
 - 3.1.2. Overcrowded
 - a. Any school whose average daily enrolment exceeds, or is projected to exceed its maximum facility occupancy level, based upon On The Ground (OTG) capacity. Any school that is 15% above the On The Ground capacity shall be identified.
 - 3.1.3. Program Viability
 - a. Any school which is deemed not able to offer a viable program in terms of enrolment, class sizes and/or grade configurations. This includes schools that under the normal staffing allocation, would require the assignment of more than two grades to one class. Also, schools that are unable to provide a range of learning opportunities for

students will be identified.

3.1.4. Physical Condition

- a. Any school which is in such a physical condition that it is deemed to be prohibitive to repair (at a cost exceeding the renewal resources provided by the Ministry grants to the Board).

3.1.5. Operating/Maintenance Costs

- a. Any school which is deemed to have extraordinary operating and maintenance costs which affect efficiency within the grants provided by the Ministry to the Board. Any school that is experiencing significantly higher building maintenance expense than the average for the system and/or is in need of major capital improvements, shall be identified.

3.1.6. Individual Or Group Accommodation Plan

- a. Any school, group of schools or area identified for consideration as outlined in the Board's Pupil Accommodation Plan, or as set by the Board from time-to-time.

3.1.7. Other

- a. Any school, group of schools or area which, in the opinion of administration, should be considered due to exceptional circumstances. Such exceptional circumstances can include but are not limited to:
 - i. The school is destroyed by fire or other catastrophe.
 - ii. The school is unusable due to environmental hazard.
 - iii. The school is unusable due to a health hazard.

3.1.8. Information concerning Planning Area Development, long-term Enrolment Projections and Accommodation Changes from the Capital Plan, will be presented to the Board to evidence the above condition for the schools identified by administration.

3.1.9. In addition, administration will prepare a Data Collection Report (as outlined in Appendix A) for schools individually, or in groups that are recommended to be considered for review. This report shall be published on the Board website for public access.

4.0. Identification of Schools for a Pupil Accommodation Review

- 4.1. The Board shall consider the reports of schools that are presented by administration for a pupil accommodation review and decide whether the school(s) proceed in the review process by identifying the school(s) for pupil accommodation review.
- 4.2. Where the Board identifies a school(s) for pupil accommodation review, it shall establish an Accommodation Review Committee (ARC) by Board motion, to provide input regarding the implications of the school's proposed future.
- 4.3. Where the Board identifies a school(s) for pupil accommodation review, the Director shall give notice through the Board meeting media release to:
 - 4.3.1. The Principal(s) and staff of the identified school(s).
 - 4.3.2. The Chairperson(s) of the School Council(s) of the identified school(s).
 - 4.3.3. The community of the identified school, by posting a notice on the Board's website and by such other means, as the Director deems appropriate.
 - 4.3.4. The President of SEIU and OECTA
 - 4.3.5. Any other person or body as the Board may direct or the Director may determine.
- 4.4. The Board shall deliver or otherwise make available a copy of the Board Policy and this Administrative Regulation to the said Principal(s), Chairperson(s) of the School Council(s) and other affected parties.

5.0. School Information Profile

- 5.1. The ARC will be provided with a completed Data Collection Report and School Information Profile for each school identified for pupil accommodation review. The School Information Profile(s) will include data that considers the school's value to the students, school board, community and the local economy. The information in the profile(s) is intended to familiarize the ARC members and the community with the school(s) identified for pupil accommodation review.
- 5.2. Each Accommodation Review Committee shall begin deliberations and consideration of the value of the local school to students, the Board, the community and impact to the local economy, using the School Information Profile established for the Board attached in Appendix B.

- 5.3. Each Committee may customize the Profile(s) as required. The same customized Profile(s) must be applied individually to each school being discussed in the pupil accommodation review.

6.0. Accommodation Review Committee

- 6.1. The purpose of the Accommodation Review Committee (ARC) is to provide input regarding the implications of the proposed school alternative pupil accommodations.
- 6.2. The composition of the Committee shall be determined by the Board and shall include at least:
 - 6.2.1. The Trustee(s) representing the jurisdiction in which the identified school(s) is located.
 - 6.2.2. One Trustee from another jurisdiction within the Board's jurisdiction.
 - 6.2.3. The Director of Education.
 - 6.2.4. The Superintendent with responsibility of each identified school.
 - 6.2.5. One School Council representative selected by the School Council of each identified school.
 - 6.2.6. One School Council representative selected by the School Council of each receiving school.
 - 6.2.7. The Principal from each identified school.
 - 6.2.8. The Principal from each receiving school.
 - 6.2.9. Two parents and/or guardians, one from the identified school and one from the receiving school.
 - 6.2.10. An attempt will be made to include a community member and two each of business and municipal leaders, if they are available.
 - 6.2.11. Additional consideration may be given for inclusion of two other parents and/or guardians as well as a student from Grade 7 or above.
 - 6.2.12. Any other person or body as the Board may direct or the Director may determine.
- 6.3. The Director of Education responsible for student accommodation or his/her designate will be responsible for facilitating the work of the Accommodation Review Committee.

- 6.4. A Supervisory Officer or his/her designate shall serve as secretary of the Committee. Committee minutes will be provided on the Board's website as will responses to questions raised during the consultation meetings.
- 6.5. Unless the Board decides otherwise, where any person appointed to the Committee is unable or unwilling to participate in the work of the Committee, or where the School Council of the identified school is unable or unwilling to appoint one of its representatives in accordance with sections above, the Committee shall continue to act and perform its duties under this Administrative Regulation, despite the absence of that member(s) and no act or duty performed by the Committee shall be deemed invalid by reason only of the absence of that member(s).
- 6.6. The Director of Education, Superintendent, Trustees and school Principal(s) are not voting members and will act in an advisory role to the ARC. If a student is appointed, he or she will also not be a voting member. All other members as defined in 5.2 will have voting privileges.
- 6.7. There is no provision for alternates to participate on behalf of absent voting members.
- 6.8. At the request of the ARC, additional voting members may be considered by the Board prior to the second public meeting of the ARC. The ARC will then be deemed to be properly formed whether or not all of the members listed in 5.2 are willing and able to participate.
- 6.9. Additional trustees and administrative staff may attend the ARC meetings but are not voting members of the ARC.

7.0. Roles and Responsibilities of the Accommodation Review Committee (ARC)

- 7.1. The ARC provides the opportunity for parents, students, educators, school board officials, business and municipal leaders to assess a school's ability to provide the best educational opportunities for students while ensuring fiscal responsibility.
- 7.2. The ARC will be provided with information and support materials necessary to carry out its mandate, including any partnership opportunities, or lack thereof.
- 7.3. The ARC will be provided with a completed Data Collection Report and School Information Profile for each school in the review area. The School Information Profile(s) will include data that considers each school's value to the students, school board, community and the local economy. The information in the profile(s) is intended to familiarize the ARC members and the community with the school(s) in the review area.
- 7.4. All information relevant to the ARC will be posted on the Board website.

- 7.5. The ARC will review, discuss and update the School Information Profile for each school in the review area. The ARC will consider the needs of all students, including future students, in the school(s) in the review area objectively and fairly. The school's value to the student takes priority over other considerations about the school(s).
- 7.6. The School Information Profile(s) and the educational and accommodation objectives presented by administration will form the foundation for discussion and analysis of the accommodation options. The Board's educational and accommodation objectives in undertaking the accommodation review reflect the Board's strategy for supporting student achievement.
- 7.7. The ARC will review and assess the current educational situation for schools in the review area. Consideration should be given to future implications for students if status quo is maintained and the potential for enhancing the learning environment for students.
- 7.8. The ARC may request administrative and resource personnel to present and/or provide additional information relevant to the review.
- 7.9. Senior administration will present to the ARC at least one alternative accommodation option that reflects the district educational objectives and long term accommodation strategies and capital planning. The ARC may also create alternative accommodation options.
 - 7.9.1. The option(s) presented will address where students would be accommodated, what changes to existing facilities may be required, what program(s) would be available to students, transportation changes and available funding.
 - 7.9.2. If the alternative accommodation options require new capital investment, board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of board administration will propose how students would be accommodated if funding does not become available.
- 7.10. Current and potential partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students and align with the core values and objectives of the board should be examined.
- 7.11. The ARC will consider appropriate alternatives such as realignment of boundaries, program changes, school organization, facility improvement, and the closure of school(s). The alternatives will focus on school/student needs and recognize limitations.
- 7.12. The ARC will work collaboratively and cooperatively and will provide information to the affected school communities on an ongoing basis.

- 7.13. The ARC must ensure that a wide range of school and community groups are consulted and seek input and feedback on the accommodation options presented.
- 7.14. The ARC will consider all information presented prior to making its report and recommendation.
- 7.15. The ARC Accommodation Report will include the School Information Profile(s) and any proposed alternative accommodation recommendations regarding the future of the school(s) being considered.
- 7.16. After the intention to conduct an accommodation review of a school or schools has been announced by the school board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings.
- 7.17. Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.
- 7.18. After the ARC completes its Accommodation Report it is to make the document publicly available and submit the document to the school board administration. After the 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.
- 7.19. Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods. For schools with a year-round calendar, any holiday that is nine calendar days or longer, including weekends, should not be considered part of the 30, 60 or 90 calendar day periods.

8.0. Pupil Accommodation Review Committee Mandate

- 8.1. All meetings of the Pupil Accommodation Review Committee shall be open to the public. The Committee will consult with school and community groups including school councils, parents, guardians, students, teachers, local community and other interested parties. The consultations shall be based on the School Information Profile. The Committee may customize the Profile as required. The School Information Profile will be applied to each of the schools involved in the review process.
- 8.2. At a minimum, ARC's are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.
- 8.3. Any member of the public may make written submissions to the Committee or advise of their intention to make a presentation, one week prior to the scheduled meeting. The Committee shall acknowledge and consider all submissions received, but need not reply to any such submissions or other representations in writing or at all.

- 8.4. The Committee shall hold one of the designated meetings, open to the public, to present the Accommodation Report and recommendations going to the Board. The Committee may alter the final Accommodation Report based on community input at this meeting. All Trustees and appropriate Senior Administration will be invited to attend this meeting.
 - 8.4.1. A minimum of 60 calendar days notice of the date and location of the information meeting shall be given to the community. The secretary of the Committee shall ensure that notification of the public meetings is posted on the Board's website and may determine if further notice should be given.
- 8.5. The Director of Education shall provide an analysis of the Accommodation Report and submit the findings, proposals and recommendations of the Accommodation Review Committee to the Board.
- 8.6. The Committee is then dissolved by Board motion.

9.0. School Pupil Accommodation Review Procedures

- 9.1. Accommodation reviews may be introduced at any time during the year, however, as a minimum, an annual report must be presented to the Board by April 30th.
- 9.2. The Director may prepare a commentary report for submission to the Board containing such comments or response to the Accommodation Report and recommendations of the ARC, as the Director deems appropriate.
 - 9.2.1. The Director shall submit his or her commentary, if any, to the Board at the regularly scheduled Board Meeting at which the final Accommodation Report is presented.
 - 9.2.2. The Board shall make a copy of the Director's commentary available to the public, by posting the commentary on the Board's website and by such other means, if any, as the Board deems appropriate.
- 9.3. The Trustees will review the Accommodation Report from the Accommodation Review Committee, along with any commentary report from the Director, and information presented by Senior Administration in order to make a final decision on the school closure, consolidation, or other action. The decision by the Board concerning a recommendation to close the designated school(s) shall be made at a meeting of the full Board in open session.
- 9.4. Where the Board decides to close the identified school(s), the closure shall usually be effective as of September 1st of the next school year in which the Board makes such decision, unless the Board, in its sole discretion, determines otherwise.

- 9.5.** Where a school has been identified for closure pursuant to this Administrative Regulation and where any step remaining in the process contemplated has been prevented by reason of any extraneous circumstances or other events, such that the school cannot be closed by September 1st of the next school year in which it was identified for review leading to closure, the Board may decide, in its sole discretion, to continue the process in the subsequent school year and, in that event, the Board may decide, in its sole discretion, not to repeat any step in the process already conducted provided that all steps contemplated by this Administrative Regulation shall be completed before the closure of the school.
- 9.6.** Where the Board decides to close the identified school(s), notice of the Board's decisions shall be given through the Board meeting media release to:
- 9.6.1.** The Principal(s) and staff of the identified and receiving school(s).
 - 9.6.2.** The Chairperson(s) of the School Council(s) of the identified and receiving school(s).
 - 9.6.3.** The President of SEIU and OECTA
 - 9.6.4.** The community, by posting a notice on the Board's website or by other appropriate means as the Director may determine.
- 9.7.** Where the Board decides to close the identified school(s), the Board may authorize a School Closure Implementation Committee consisting of, but not limited to, a local Trustee, an academic Superintendent, Principal(s), Teacher(s), School Council Member(s) and Parent(s), to plan and implement appropriate procedures for a smooth transition for students, staff and parents and/or guardians.
- 9.8.** Where the Board decides not to close the identified school(s), the Board shall determine the actions, if any, required.

10.0. School Closure in Extreme Circumstances

- 10.1.** Despite any other provision in this Administrative Regulation or any Policy of the Board, in unusual and extreme circumstances such as problems with safe use of a facility, the Board may close a school and forthwith advise the public of its decision and the reasons thereof.

11.0. Miscellaneous

- 11.1.** Where the time limited by this Administrative Regulation for doing anything expires or falls on a school holiday within the meaning of Regulation 304 of the Revised Regulations of Ontario, 1990, the time so limited extends to the next day following that is not a school holiday.

- 11.2. The Board may decide to extend any time period prescribed by this Administrative Regulation on such terms as it deems appropriate, by formal motion.
- 11.3. A copy of this Administrative Regulation shall be posted on the Board's website along with the Ministry of Education Pupil Accommodation Review Guideline and Administrative Review of Accommodation Review Process.
- 11.4. It would be expected, in normal circumstances, that once a school was reviewed, it would not be reviewed again for five (5) years.

12.0. Application of Pupil Accommodation Review Guidelines

- 12.1. The Ministry of Education Pupil Accommodation Review Guidelines and Board Policy regarding School Reviews do not apply in the following circumstances:
 - 12.1.1. Where a replacement school is to be rebuilt by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies (ie. Replacement of a rural school within its existing rural community).
 - 12.1.2. When a lease is terminated.
 - 12.1.3. When a Board is considering the relocation of a grade(s), or a program where the enrolment in the grade(s), or program, constitutes less than 50% of the enrolment of the school. This calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried out over a number of school years.
 - 12.1.4. When a Board is repairing or renovating a school and the school community must be temporarily relocated to ensure the safety of students during the renovations.
 - 12.1.5. Where a facility has been serving as a holding school for a school community whose permanent school is under construction or repair.

References

- Ministry of Education - Pupil Accommodation Review Guideline (Revised June 2009)
- Ministry of Education - Administrative Review of Accommodation Review Process

Appendix A



SUPERIOR NORTH CATHOLIC District School Board

Data Collection Report

Data Element and Questions about the School

School Name: _____

School Address: _____

Municipality: _____

Define Community: _____

School Facility Inventory System (SFIS) Number: _____

Type of School: _____

Grades Served: _____

Student Full Time Equivalent (FTE) Numbers:

Past: _____

Current: _____

Projected: _____

On-The-Ground Capacity: _____

Total Number of Portable Units On School Site: _____

Number of Portable Units Used For Instructional Purposes: _____

Enrolment (ADE): _____

Is this school defined as a "Rural School"? _____

Number of Students Bussed As Percent of Total Number of Students: _____

What percentage of the students are bussed to school? _____

Longest Bus Ride To School (Minutes): _____

Shortest Bus Ride To School (Minutes): _____

Average Bus Ride To School (Minutes): _____

Assessment Of The Accessibility Of The Facility

For Individuals With Disabilities:

Do students have access to barrier-free washrooms?

Appendix A-2

Does the school have a full-time Principal? _____

Number of Vice-Principals At The School (FTE): _____

Number of Administrative Assistants At The School (FTE): _____

Number of Teachers At The School (FTE): _____

Number of Educational Assistants (FTE): _____

Number of Custodial Staff At The School (FTE): _____

Total Number of Employees At The School Site (FTE): _____

Number of Volunteers: _____

Number of Classrooms In The School: _____

Does the school have a library/resource center/learning commons Yes No

Does the school have a gymnasium? Yes No

Does the school have a general purpose room? Yes No

(Define):

Does the school have hard surfaced outdoor play areas? Yes No

Does the school have a playing field? Yes No

Does the school have at least one dedicated science room? Yes No

How many science rooms are in the school? _____

Does the school have an instrumental music room? Yes No

Does the school have dedicated resource withdrawal space? Yes No

Does the school have a dedicated auditorium? Yes No

What specialized facilities are provided at the school?

Comments on adequacy of any of the above:

Does the school have a dedicated instrumental music program?	Yes	No
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Does the school offer broad-based technology programming?	Yes	No
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What specialized programs are offered at the school?

Appendix A-3

Does the school have a child care center?	Yes	No
Are child care services available for student care before school?	Yes	No
Are child care services available for student care after school?	Yes	No
Is the school the only school of the Board within the community?	Yes	No
Is the school building used regularly by community groups?	Yes	No
Is this the only facility in the vicinity that could be used by community groups?	Yes	No
Are the school's grounds used regularly by community groups?	Yes	No
Is this the only playing field in the vicinity that could be used by community groups?	Yes	No
Is the school a partner in other government initiatives within the community?	Yes	No

(Please specify:)

Is there a potential suitable partner within the community to utilize a portion or the entire school and assume financial responsibility for proportional operating costs? Yes No

(Please specify:)

Are there training opportunities for students with local employers? Yes No

Is the school involved in other partnership arrangements with local employers? Yes No

(Please specify:)

- What is the replacement cost of the school? _____
- What is the Facilities Condition Index (FCI) for the school? _____
- What are the total grants provided for the school? _____
- What are the total expenditures for the school? _____
- What is the net difference between revenues and expenditures? _____

Appendix A-4

How many spaces are there at other schools of the Board in the same review area as the school?

What is the enrolment at other schools in the same review area as the school?

Appendix B



SUPERIOR NORTH CATHOLIC District School Board

School Information Profile

The following School Information Profile has been designed in keeping with the Pupil Accommodation Review Guideline provided by the Ministry of Education, June 2009. The School Information Profile will be used by each Accommodation Review Committee which is established to review a suggested school closure and/or consolidation. Each Accommodation Review Committee may customize the following framework to better reflect the community school(s) being reviewed. The same customized framework must be applied to each school being considered in the review.

Committee members will use the following categories and guiding questions to focus their discussions and deliberations on the accommodation review. During the public consultations, the Committee will keep notes on the information and insights provided by stakeholders using the framework. Community members presenting to the Committee may wish to use the following framework to guide their presentations.

Once the Committee has duly weighed and considered the input against the established criteria of the framework, they will submit a summary report to the Board. The Trustees will then consider all information including the initial data report and the report from the Committee, in order to make the final decision on any school closure.

Information Key for the Table Data below

Key	Value
VS	Value To The Student
VB	Value To Superior North Catholic District School Board
VC	Value To The Community
VE	Value To The Local Economy

Focus	Key Components and Focused Questions
VS VB VC	Quality of the learning environment and range of programs/course offerings. <ul style="list-style-type: none"> ● Does the school organization offer students a range of programs which provide equitable learning opportunities that other students in Superior North CDSB enjoy? (Consider program offerings for instrumental music, full gym program offered at the school, etc.) ● Does the space/facility provide speciality 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 space, up-to-date science lab/room, technology rooms.) ● Would moving to a new school community enhance the range of programs available and increase the learning opportunities for students? ● Are the majority of students in multi-grade classes (double/triple grades)? ● Would moving to a different school reduce the number of multi-graded classes? ● Would moving to a new school community enhance the range of programs available and increase the learning opportunities for students? ● Does the school offer programs that serve both students and community members (eg. Adult ESL)?
VS VB	Adequacy of the school's physical space to support student learning. <ul style="list-style-type: none"> ● Does the school provide students with a learning environment which is equivalent to most schools in the Board? eg. Building versus portables, range of speciality rooms.
VS VB VS	Adequacy of the grounds supports healthy physical activity and extra-curricular activities. <ul style="list-style-type: none"> ● Does the yard provide for adequate outdoor space for play by all students with all types of needs? ● Are there issues with the yard which may limit the student use of the space? ● Is student participation in extra-curricular activities related to adequacy of grounds and facility?
VS VB	Accessibility of the school for student and school community members with physical disabilities. <ul style="list-style-type: none"> ● Is the entire school barrier-free for all students and school community members with physical disabilities? e.g. Wheelchair accessible to all program areas including washrooms.
VS VB	Proximity of the school to students/length of bus ride to school. <ul style="list-style-type: none"> ● Are most students able to access the school as walkers? ● Do most students ride a bus to access the school? ● Would students be required to be bussed to a new school setting? ● Is that bus ride within the standards set by Board policy for the length of time most students spend on a bus? ● Does the current location or will the proposed location be better suited to allow participation in extracurricular activities?
VS VB	Student outcomes at the school. <ul style="list-style-type: none"> ● Has the Board added additional resources to support student achievement at the school? Extent and cost? ● Are there ways the Board could enhance learning opportunities for students within a different school community? eg. Provision of wider range of support services (EA's, CYW's, special education, literacy coach, specialty teachers). ● Are there at least two teachers who teach the same grade level who can provide mentorship and share instructional practices and experiences?
VB VS	Condition of the school. <ul style="list-style-type: none"> ● Does the Board need to subsidize funding in order to completely ensure basic operational and maintenance functions? ● Does the condition of the school pose any safety issues?

Focus	Key Components and Focused Questions
VS VB	<p>Location of the School.</p> <ul style="list-style-type: none"> ● Is the school located close to another school in the community/area? ● Is the proposed school community located in an area which is connected to students and families? eg. Where families go to swim, play hockey/ soccer/sports, work, shop?
VB	<p>Enrolment versus available space.</p> <ul style="list-style-type: none"> ● Does the school meet Board standards for utilization? Consider: partially empty, over capacity and needing portables? ● Is there adequate space available at another school nearby? ● Would portables need to be added? If so, for how long? ● Do enrolment trends from the past and future projections warrant significant enrolment changes?
VB	<p>Cost to operate the school.</p> <ul style="list-style-type: none"> ● Does the Board need to subsidize funding in order to provide comparable services to the school? eg. Principal/school administrator, full-time administrative assistant, custodial services. ● Has the Ministry of Education identified the school as being prohibitive to repair? ● Does the school/property require long-term maintenance in order to be kept at an appropriate standard?
VC	<p>Facility for community use or partner use.</p> <ul style="list-style-type: none"> ● Does the community use the school? If so, what clientele and to what extent? ● Does the school/school property serve as a community centre? ● Are there comparable, alternative spaces available for community use? ● Is there a potential suitable partner within the community to utilize a portion or the entire school and assume financial responsibility for proportional operating costs? ● Does the school have potential to partner with other government initiatives in the community to utilize surplus space?
VC	<p>School grounds as Green Space and or available for recreational use.</p> <ul style="list-style-type: none"> ● Does the school provide the only green space in the area? ● Are there other play fields, soccer pitches, baseball diamonds in the area?
VC VB VE	<p>Value if it is the only school in the community.</p> <ul style="list-style-type: none"> ● How does the community use the school? ● Is this the only school in the community? Only Catholic school in the community? ● Does the urban/local municipal plan predict growth? ● Have local businesses identified the cost to their business if the school was to close? ● Is the school valued to attract or retain families in the community?
VC VE	<p>School as a local employer.</p> <ul style="list-style-type: none"> ● How many members of the community are employed at the school? ● Would there be job loss for those individuals employed at the school if it closed?
VC VE	<p>Availability of cooperative education.</p> <ul style="list-style-type: none"> ● Can the community support a range of placements for co-op students attending the school? ● Are these placements readily accessible to students? eg. Local bussing, within walking distance of the school.
VC VE	<p>Availability of training opportunities or partnerships with business.</p> <ul style="list-style-type: none"> ● Are there training opportunities or partnerships with business that currently support student achievement and the local community?

Appendix C



SUPERIOR NORTH CATHOLIC District School Board

Ministry of Education Administrative Review of Accommodation Review Process

1. A review of a school board's accommodation review process may be sought if the following conditions are met.
2. An individual or individuals must:
 - a. Submit a copy of the board's accommodation review policy highlighting how the accommodation review process was not compliant with the school board's accommodation review policy.
 - b. Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents and/or guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition.
 - c. The petition should clearly provide a space for individuals to print and sign their name; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has participated in the review process.
 - d. Submit the petition and justification to the school board and the Minister of Education within thirty (30) days of the board's closure resolution.
3. The school board would be required to:
 - a. Confirm to the Minister of Education that the names on the petition are parents and/or guardians of students enrolled at the affected school and/or individuals who participated in the review process.
 - b. Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education within thirty (30) days of receiving the petition.
4. If the conditions set out above have been met, the Ministry would be required to:
 - a. Undertake a review by appointing a facilitator to determine whether the school board accommodation review process was undertaken in a manner consistent with the board's accommodation review policy within thirty (30) days of receiving the school board's response.

¹ Information contained in the petition is subject to the Freedom of Information and Protection of Privacy Act, 1990.