

BRUCE-GREY CATHOLIC DISTRICT SCHOOL BOARD
Data Collection Template

Part A - Overview

School Name
School Address
School Facility Inventory System (SFIS)
Elem or Sec
Grades Served
On-the-Ground Capacity (OTG)
School Facility Condition Index

Part B - Facilities

Number of Permanent Classrooms
Number of Portable classrooms
Age of Portable classrooms
Library/Resource room
Book Room
Gymnasium
Playing fields
Special Purpose Rooms
Resource Rooms
Cafeteria
Child Care Services
Technology Facilities
Science Facilities
Instrumental Music Room
Other specialized facilities
Accessibility for individuals with disabilities
Barrier-free access
Health & safety concerns
Environmental concerns
Floor Plans (to be included)
Site Plans (to be included)

Part C - Enrolment

Enrolment - English Program

Class Size: JK to Gr. 3

Class Size: Gr. 4 - 8

Class Size: Secondary

Enrolment - French Immersion Program

Class Size: JK to Gr. 3

Class Size: Gr. 4 - 8

Class Size: Secondary

Enrolment - Consolidated English and French Immersion

Class Size: JK to Gr. 3

Class Size: Gr. 4 - 8

Class Size: Secondary

Enrolment trends - past 5 years and 15 year projection (to be attached)

Part D - EQAO

Grade 3 Reading	- School
	- Board
	- Province
Grade 3 Writing	- School
	- Board
	- Province
Grade 3 Mathematics	- School
	- Board
	- Province
Grade 6 Reading	- School
	- Board
	- Province
Grade 6 Writing	- School
	- Board
	- Province
Grade 6 Mathematics	- School
	- Board
	- Province
Grade 9 Mathematics	- School
	- Board
	- Province
OSSLT	- School

Part E - Transportation

Percentage of students bused

Earliest Pick-up Time

Longest bus ride to school

Shortest bus ride to school

Average bus ride to school

Buses shared with out consortia partners

Provide Maps of the School Attendance Boundary (to be attached)

Provide Maps showing where students live (to be attached)

Part F - Staffing

Principal - FTE

Vice-Principal

Secretary

Classroom Teachers

Resource Teachers

Literacy Resource Teachers

Specialty Teachers - Core French

Specialty Teachers - English Release

Specialty Teachers - other (music etc)

Educational Assistants

Custodial

Other

Part G - Community

Community Use Permits per Year

Community Partnerships in School

Single School community

School Volunteers

Child care available before/after school

Part H - Programs

Dedicated Instrumental Music Program

Technology Programs

Other Specialized Programs

Number of Computers

Accessibility/availability of Co-op work sites for students

Nature and extent of Co-instructional Program including clubs/sports

Part I - Revenue and Expenditures

School Operations expenditures - heat, light, cleaning, routine maintenance

School Administration expenditures

Grants for Student Needs for the school

Other Revenue

Part J - Other Information

Any other relevant information with respect to the condition of the school, renewal needs, school programs, the community etc.

- most recent Long Term Capital Plan
- renewal needs over next 10 years
- replacement cost of the school

BRUCE-GREY CATHOLIC DISTRICT SCHOOL BOARD
School Valuation Template

The primary focus of the school accommodation review process is the school valuation process. The School Valuation Template is to be used by the Accommodation Review Committee (ARC) to determine the overall value of a school to the student, the community, the School board and the local economy.

The School Valuation Template may be customized by the ARC to best assist them in determining the overall value of the school. The ARC will use the categories and guiding questions to focus their discussions and deliberations on the review. During the public consultations, the ARC will keep notes on the information and insights provided by the various stakeholders using this framework.

Community members/stakeholders may wish to use the School Valuation Template to guide their comments, questions and/or presentations.

Once the ARC has weighed and considered the input against the criteria contained in the Template, the ARC shall submit a summary School Valuation Report to the Senior Administration of the School Board.

Value to the Student - 50 Points

Quality of the learning environment at the school - *possible discussion questions might include:*

Are the majority of students in combined (double/triple) classes and would that look particularly different in a different school community?

Is the school learning environment equivalent to most schools in the Board in terms of the use of portables verses permanent facilities?

Student outcomes at the school - *possible discussion questions might include:*

Is the learning environment at the school producing student outcomes that are less than, equal or exceed targets set by the School, the Board and the Province?

Has the Board added additional resources to support student achievement at the school and at what cost?

Are there ways the Board could enhance learning opportunities for students within a different school community?

Is there adequate staff at each grade and/or division level to provide mentorship and shared instructional practice?

Range of course or program offerings and the adequacy of the school's physical space to support student learning: *possible discussion questions might include:*

Does the school organization offer students a range of programs which provide equitable learning opportunities that other students of the Bruce-Grey Catholic District School Board (BGCDSB) enjoy?

Would moving to a new/different school community enhance the range of programs available and increase the learning opportunities for students?

Does the space/facility provide specialty rooms for program offerings?

Range of co-instructional activities, extent of student participation and adequacy of the school's grounds for healthy physical activity and co-instructional activities - *possible discussion questions might include:*

Are the outdoor facilities providing adequate space for play by all students with various needs or is space in someway limited?

Is the student enrolment and number of staff sufficient to offer a range of co-instructional

opportunities that is similar to other Board schools.

Accessibility of the School for students with disabilities - *possible discussion questions might include:*

Is the school facility barrier free for all students?

Safety of the School - *possible discussion questions might include:*

Does the school provide a safe environment for all students?

Proximity of the School to students? - *possible discussion questions might include:*

Is the school within reasonable proximity to students and are length of bus rides reasonable considering those which exist at other Board schools?

Value to the Bruce-Grey Catholic District School Board (BGCDSB) - 25 Points

Student outcomes at the school - *possible discussion questions might include:*

Is the learning environment at the school producing student outcomes that equal or exceed targets set by the Board and the Province?

Has the Board added additional resources to support student achievement at the school and at what cost?

Are there ways the Board could enhance learning opportunities for students within a different school community?

Is there adequate staff at each grade and/or division level to provide mentorship and shared instructional practice?

Range of program or course offerings and the availability of specialized teaching - *possible discussion questions might include:*

Does the school organization offer students a range of programs which provide equitable learning opportunities that other students of the Bruce-Grey Catholic District School Board (BGCDSB) enjoy?

Would moving to a new/different school community enhance the range of programs available and increase the learning opportunities for students?

Does the space/facility provide specialty rooms for program offerings?

Condition and location of the school - *possible discussion questions might include:*

Does the Board provide extra resources to ensure that basic operational and maintenance functions are kept to acceptable standards?

Over the next 10 years, will the total renewal needs for the school represent less than 20% of the school replacement cost?

What is the Facility Condition Index rating of the school?

Does the school require long term maintenance in order to be kept at an appropriate standard?

Is the school considered, in whole or in part, to be 'prohibitive to repair' by the Ministry of Education?

Is the school located close to another school in the community or area? Are the services/facilities etc equal or enhanced in the nearby community?

Is the school the only school in the community?

Fiscal and operational factors - *possible discussion questions might include:*

Does the school meet reasonable utilization standards - i.e. 80% or better?

Is there adequate space available at another school “near-by”?

Would portables need to be added at the near-by school and if so, for how long?

Do enrolment trends, past and future, show significant enrolment changes?

Does the Board need to subsidize funding to the school in order to provide comparable services to the school?

Value to the Community and the Local Economy - 25 Points

Facility for community use - *possible discussion questions might include*

Is there community use of the school?

What groups use the school and what is the extent of their use?

Does the school and the school property serve as a community centre?

Are there comparable, alternative spaces available for community use?

Programs offered for both students and community members - *possible discussion questions might include*

Are there programs offered by the school that serve both students and the community such as continuing education courses etc?

School grounds available for recreational use - *possible discussion questions might include*

Are there other play fields, soccer pitches, baseball diamonds in the area?

School as a partner in other government initiatives in the community - - *possible discussion questions might include*

Does the school have significant partnerships with government and other organizations that rely on the school in its present location?

Value of the school if it is the only school within the community - *possible discussion questions might include*

How does the community use the school?

Does the local municipal plan predict growth?

Have local businesses identified the cost to their business if the school were to close?

School as a local employer - *possible discussion questions might include*

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 were to be closed?

Availability of co-operative education - *possible discussion questions might include*

Can the community support the range of placements for co-op students attending the school?

Are these placements accessible to students i.e. busing or walking distance of the school?

Availability of training opportunities or partnerships with business - *possible discussion questions might include*

Are there training opportunities or partnership opportunities with local business that currently supports student achievement and the local community?

Attracts or retains families in the community - *possible discussion questions might include*

Do families select the community as their place of residence in whole or in part because of the school?

Accommodation Review Committee Recommendations

March 30, 2007

Bruce-Grey Catholic District School Board
School Accommodation Review
Timelines Chart

<u>Action</u>	<u>By Whom</u>	<u>When</u>	<u>Possible Date Range Where Applicable</u>	<u>Actual Date</u>
Presentation of the Periodic Accommodation Review to the Board	Senior Administration	Discretion		
Board decision to establish an ARC	Board	Discretion		
Notice of Board decision to establish an ARC	Director of Education	Within one week of the decision		
Notice of the first ARC Public Meeting	ARC	At least 60 days prior to the meeting		
Delivery of the Data Collection Template and the Alternative Accommodation Plans Template to the ARC	Staff	No later than ARC's first public meeting		
First ARC Public Meeting	ARC	At least 60 days after the Board Decision to establish an ARC		
Notice of Second ARC Public Meeting	ARC	At least 2 weeks prior to the meeting		
Second ARC Public Meeting	ARC	As scheduled by the ARC		
Notice of the Third Public Meeting	ARC	At least 2 weeks prior to the meeting		
Third ARC Public Meeting	ARC	As scheduled by the ARC		
Notice of the Fourth ARC Public Meeting	ARC	At least 2 weeks prior to the meeting		
Fourth ARC Public Meeting	ARC	As scheduled by the ARC		

Delivery of ARC School Valuation Report	ARC	Not earlier than 90 days after the Board decision to establish an ARC and not later than 95 days after the beginning of the ARC's first public meeting		
Staff's Report and recommendations	Staff	Not less than 30 days after the ARC report was delivered to the Senior Administration		
Board sets dates for Board meeting for public input, and for Board meeting to decide accommodation	Board	As scheduled by the Board (restrictions below)		
Notice of Board meeting for Public Input	Board	A minimum of 2 weeks notice of the Public Meeting		
Board Meeting for Public Input	Board	As scheduled by the Board but not sooner than 30 days after Staff's Report and recommendations are presented to the Board in public session		
Staff's follow-up report on accommodation	Staff	Next regularly scheduled Board meeting		
Notice of Board Meeting to decide on accommodation	Board	60 days prior to the Board Meeting		
Board Meeting to decide on accommodation	Board	No sooner than 60 days after the presentation of the staff's report, 30 days after the Board Meeting for public input and 15 days after Staff's follow-up report as released publicly		
Notice of decision on accommodation	Director of Education	Within 1 week of the decision		
Appointment of the Integration Committee	Director	Within one week of the Board decision		
Integration Committee Report to the Director	Integration Committee	As determined by the Integration Committee		
Consolidation Occurs	Board	As determined by the Board		

BRUCE-GREY CATHOLIC DISTRICT SCHOOL BOARD
Alternative Accommodation Plans Template

Once the Accommodation Review Committee (ARC) review begins, the Board shall present alternative accommodation plans for the students of the school as part of the ARC Review. The Alternative Accommodation Plans Template is to be used for this purpose.

Various Options are to be presented with the following information to be provided for each option:

Where could the students of the review school be accommodated?

What changes would be required to existing facilities?

What programs would be available to the students?

What transportation arrangements will exist for the students?

March 30, 2007