Date: June 15, 2015

Time: 6:00 p.m.

Location: Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

Attendees:

**Board of Trustees:**
Joyce Anderson, Bill Conway, Manuel da Silva (Chair), Amy Fee, Frank Johnson, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen

**Student Representatives:**
Karen Hakim, Maria Paz Rodriguez

**Senior Administration:**
Michael Schmitt, Gerry Clifford, Derek Haime, David DeSantis, Maria Ivankovic, Shesh Maharaj, Laura Shoemaker

**Special Resource:**
John Shewchuk.

**Recording Secretary:**
Barb Pilsner

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<th>Method &amp; Outcome</th>
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<td>2. Consent Agenda: Director of Education (e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)</td>
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<td>2.1 Institute for Catholic Education – Health &amp; Physical Education Curriculum Resource Support</td>
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<td>(Communication with the External Environment related to Board’s Annual Agenda; ownership communication)</td>
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<td>6.1 Linkages Activity</td>
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<td>6.2 Pastoral Care Activity</td>
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<td><strong>7. Reports from Board Committees/Task Forces</strong></td>
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<td>Discussion</td>
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<td><strong>11. Assurance of Successful Director of Education Performance</strong></td>
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<td><strong>13.1 Upcoming Meetings/Events</strong> (all scheduled for the Catholic Education Centre unless otherwise indicated):</td>
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<td><strong>14. Items for the Next Meeting Agenda</strong></td>
<td>Trustees</td>
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<td><strong>15. Adjournment</strong></td>
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<td>Confirm decisions made tonight</td>
<td>Director of Education</td>
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<td><strong>16. Closing Prayer</strong></td>
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<td><strong>17. Motion to Adjourn</strong></td>
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<td>Board of Trustees</td>
<td>Motion</td>
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CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

As disciples of Christ, may we educate and nurture hope in all learners to realize their full potential to transform God’s world.

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities. We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010
June 1, 2015

Mr. Michael Schmitt
Director of Education
Waterloo Catholic District School Board
Unit A, 35 Weber Street West
Kitchener, ON N2G 4G2

Dear Michael:

At the request of the Assembly of Catholic Bishops of Ontario, the Institute for Catholic Education has begun the task of developing resources to assist teachers, principals and Catholic School Boards in the implementation of the recently revised Health and Physical Education (HPE) curriculum. Writing teams have been established, and classroom teachers, consultants, program coordinators and administrators from Catholic Boards across the province will be working throughout the summer to produce the required materials. The overall project will be coordinated by Cathy Horgan, previously director of the Brant Haldimand Norfolk Catholic District School Board.

My purpose in writing to you at this time is to provide information about the kinds of materials and resources that will be produced, the process that will be followed to develop, vet and approve the materials, and the tentative timelines for the availability of these resources, in order to better assist you with your planning and preparation for next year.

RESOURCES

The resources to be developed generally fall into three broad categories:

1. Elementary Program Supports
2. Secondary Program Supports
3. Communication and Leadership Supports

1. Elementary Program Supports – The intention is to provide materials that will assist elementary teachers to deliver all general and specific expectations of the Human Development and Sexual Health component of the Healthy Living strand of the Health and Physical Education curriculum within the approved Family Life Education program. Specific resources will include:

   - Identification of curriculum links between the revised Health and Physical Education curriculum (Grades 1-8) and Ontario Catholic School Graduate Expectations.
• Supplementary teacher resources and classroom instructional materials to augment the Family Life Education curriculum will be updated and expanded to align with the revised Health and Physical Education curriculum, 2015 (Grades 1-8) to deliver all general and specific expectations of the Human Development and Sexual Health component of the Healthy Living strand. **Materials will include appropriate examples and teacher prompts to correspond with each expectation, and will include 'supplements' to the teacher resource binders for each grade, grades 1-8 of the Fully Alive series**, allowing teachers to seamlessly integrate these supports into their existing Fully Alive teacher resources.

2. **Secondary Program Supports** - The intention is to provide materials that will assist secondary teachers to deliver all general and specific expectations of the HPE curriculum. Resources will be developed both for the use of Secondary Physical Education teachers, and for teachers of Religious Education. Specific resources will include:

   • Identification of curriculum links between the revised Health and Physical Education curriculum (Grades 9-12) and **Ontario Catholic School Graduate Expectations**.
   
   • Identification of curriculum links between the revised Grades 9-12 Health and Physical Education curriculum and **Secondary Religious Education Curriculum – Grades 9-12 (2006)** (currently under revision).
   
   • Supplementary teacher resources and classroom instructional materials, for Religious Education and Health and Physical Education courses, grade by grade. **Materials will model appropriate examples and teacher prompts to correspond with specific expectations of the Human Development and Sexual Health component of the Healthy Living strand in the Health and Physical Education curriculum.**

3. **Communication and Leadership Materials** - The intention is to gather, share and develop resources for school and system administrators to support local initiatives building capacity, and supporting implementation of Health and Physical Education curriculum. Specific resources will include:

   • Communication materials to introduce the curriculum expectations and demonstrate linkages between Health and Physical Education, Grades 1-8 and Grades 9-12, the **Ontario Catholic School Graduate Expectations**, the Family Life Education curriculum, **Fully Alive**, and other Catholic resources.

   • Materials will include parent pamphlets, brochures, and guides for working with parents and community stakeholders, and video resources. Print materials will be made available to you in electronic files, in a format that will enable Boards to insert board name and logo, prior to posting on websites, distributing electronically, or printing locally for distribution.

   • Communication materials for school and system administrators to support local initiatives to build capacity, and support implementation of Health and Physical Education curriculum. Resources will include template presentations that might be used or adapted to provide inservice to principals, and for principals to use in working with school staff, and parent communities.
VETTING AND APPROVAL PROCESS

The majority of the classroom resources will be developed through July and August of this year, and will be subject to review by a panel of theologians, appointed to the task by Cardinal Collins, Archbishop of Toronto, in his capacity as President of the Assembly of Catholic Bishops of Ontario (ACBO). Once reviewed by the theological review panel, the materials will then be vetted by the Education Commission of the Bishops in September, 2015, and subsequently presented to the ACBO plenary in October 2015.

TIMELINES

Classroom resources will be released and distributed to school boards throughout the 2015-2016 school year, with the first wave of resources to be ready for distribution in late October, after the approval process has been completed. As the themes within the Fully Alive program, which deal most directly with issues of human development and sexuality, are most typically delivered in the Spring, most materials will be available 3-4 months prior to teachers using materials in their classrooms, which will allow ample time for inservice at the school board level.

As resources are developed and approved, they will be released to school boards through a memo from ICE to the Directors of Education. The materials will also be available on the ICE website (www.iceont.ca).

Communication materials, and the presentations supporting school and system leaders, will be available by the third week of August, 2015, allowing time for local review, adaptation as appropriate, printing and distribution and still be available for use early in 2015-2016, at venues such as September curriculum evenings.

I hope this helps to clarify the process currently underway in the development of the Catholic resources to support the revised HPE curriculum. The plan outlined above will ensure that the resources developed will be carefully crafted, vetted and deemed by our Bishops as appropriate for use in our Catholic schools. We remain confident that the revised HPE curriculum will be delivered in our Catholic classrooms in a way that is faithful to our Catholic teachings.

Please feel free to contact me if you have any questions or would like clarification on this project.

Sincerely

Michael W. Pautler
Executive Director
Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, May 11, 2015 at Waterloo Region Catholic Education Centre, Kitchener

**Trustees Present:**
Joyce Anderson; Bill Conway; Manuel da Silva (Chair); Amy Fee; Frank Johnson; Greg Reitzel; Brian Schmalz; Melanie Van Alphen

**Student Trustees Present:**
Maria Paz Rodriguez

**Administrative Officials Present:**
Michael Schmitt; Gerry Clifford; David DeSantis; Maria Ivankovic; Shesh Maharaj; Laura Shoemaker; John Shewchuk

**Special Resources For The Meeting:**

**Regrets:**
Wendy Price; Derek Haime; Karen Hakim

**Absent:**

**Recorded:**
Barb Pilsner, Executive Administrative Assistant

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**NOTE ON VOTING:** Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee “shall vote on all questions on which the Trustee is entitled to vote” and abstentions are not permitted.

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1. Call to Order:
The Chair called the meeting to order at 6:02 p.m.
M. da Silva welcomed Sebastian Monsalve our new student trustee for 2015-16

1.1 Opening Prayer & Memorials
The opening prayer was led by F. Johnson. Intentions were offered for the safety of those who drive daily.

1.2 Approval of Agenda
Add 3.1.2 Items for Action from Previous In-camera meeting May 11/15 and Item 5.6 Extended Day Program Update 2015-54 -- It was moved by J. Anderson and seconded by G. Reitzel:
THAT the agenda for May 11, 2015 as amended be now approved. --- Carried by consensus.

1.3 Declaration of Pecuniary Interest
1.3.1 From the current meeting – NIL
1.3.2 From a previous public or in-camera meeting – NIL

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2. Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)

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3. Consent Agenda: Board of Trustees (Minutes of meetings)
3.1 Approval of Minutes of Regular and Special Meetings
3.1.1 Minutes of meeting of April 13, 2015
3.1.2 Items for Action from Previous In-camera meeting May 11/15 related to Awards

2015-55 -- It was moved by B. Conway and seconded by A. Fee:
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. ---
Carried by consensus

4 Delegations

5. Advice From the CEO

5.1 Psychology of Citizenship and Civic Engagement
John Shewchuk introduced Dr. Mark Pancer, from the Department of Psychology at Wilfrid Laurier University.

Dr. Pancer spoke of the many positive benefits for students and adults who are involved in the school and community through volunteering, participation in clubs, and organizations as well as political activities. The most significant community in a young person’s life is their school community. Teachers and schools can initiate civic engagement through discussions on values, a positive school climate and more extracurricular activities.

5.2 School Based Instructional Rounds
L. Shoemaker introduced Tyrone Dowling, principal at Blessed Mother Teresa and Jeff Dinner, principal of St. Bernadette to speak about School Based Instructional Rounds.

T. Dowling and J. Dinner reviewed the process of the instructional rounds – pre-rounds day, rounds day and post-rounds day. Following observations of students working on tasks in the classroom on rounds day, teachers debrief and look at the assets and challenges for students completing the tasks. Instructional rounds assist in setting infrastructure to build capacity focused on the learning and application of best practices.

5.3 International Education
V. Degutis advised the international education program is a self-funding business model to enhance education and benefit all students. This program is the largest and most successful enterprise of the Research and Development Office (RDO). It is aligned with the strategic direction of the Ministry of Education.

5.4 French Immersion Update
M. Ivankovic advised three French immersion classrooms will be in operation for September.

5.5 Multi Year Strategic Plan: Monitoring the MYSP
M. Schmitt spoke about the multi-year strategic plan and the importance of trustees and senior staff understanding how boards monitor themselves. The plan should form part of the performance of the director. Trustees should discuss with the new director how it will be implemented.

5.6 Extended Day Program Update
G. Clifford advised two more schools will be offering the extended day program.

6. Ownership Linkage (Communication with the External Environment)
Trustees met as separate groups for Linkages and Pastoral Care.

6.1 Linkages Activity
A. Fee advised the committee is preparing more appreciation letters. The committee would like the Community Leaders breakfast to be an annual event during Catholic Education week.

6.2 Pastoral Care Team
B. Schmalz noted that trustees and senior administration attended Mass at St. Mary of the Visitation in Cambridge during Education Week on Sunday, May 3rd.

7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)
9. Policy Discussion

10. Assurance of Successful Board Performance
   10.1 Module #5: Part A Performance Review: Director of Education; Part B: Board Self-Assessment: Governance
   Discussion on the module held with item 5.5 Multi Year Strategic Plan.

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements

14. Items for the Next Meeting Agenda/Pending Items
   14.1 Items for the Next Meeting Agenda
   14.2 Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer
   The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn
   2015-56-- It was moved by B. Schmalz and seconded by A. Fee:
   THAT the meeting be now adjourned.
   The meeting was adjourned by consensus at 8:40 p.m.

Chair of the Board

Secretary
Date: June 15, 2015
To: Board of Trustees
From: Director of Education
Subject: Student Success Learning to 18 Update

Type of Report: □ Decision-Making  □ Monitoring  ✓ Incidental Information concerning day-to-day operations

Type of Information: □ Information for Board of Trustees Decision-Making  □ Monitoring Information of Board Policy XX XXX  ✓ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Board Policy I - Aims/Ends
APC 017 - Assessment, Evaluation & Reporting in Secondary Schools

Policy Statement and/or Education Act/other Legislation citation:

Background/Comments:
The Ontario Ministry of Education has developed a wide range of initiatives to facilitate Student Success. The Student Success/Learning to 18 (SS/L18) Strategy is designed to meet five inter-related goals focused on the secondary school system:
1. Increase graduation rates and decrease dropout rates;
2. Support a good outcome for all students;
3. Provide students with new and relevant learning opportunities;
4. Build on students’ strengths and interests; and
5. Provide students with an effective elementary to secondary school transition

Students who are in jeopardy of graduating or accumulating credits due to in-risk situations are guided by caring adults into learning opportunities that take advantage of the many student success initiatives and programs our board offers within the context of the student’s strengths, skills and interests. Our Board’s definition of an “in-risk” student is:
- elementary students who are performing at level 1, or below grade expectations
- secondary students who are performing significantly below the provincial standard
- secondary students earning marks in the 50s and low 60s, and who do not have the foundations to be successful
- students who are disengaged for a variety of reasons, which tend to be reflected in very poor attendance

As cited in our Board Policy I Aims/Ends, our mission is to create the conditions for success for our students by knowing our students, knowing our staff and doing what matters. Our students achieve academic success:
I. When given the necessary supports to work to their highest level of ability,
II. When they have the knowledge, skills and confidence to pursue their desired career and life paths and,
III. When they are prepared for the challenges and opportunities of an ever-changing world that demands a diverse skill set as well as a broad social conscience aligned with our Catholic values and,
IV. When they meet the Ontario Catholic Schools Graduate Expectations.

To this end, our Student Success Learning to 18 Strategy for 2014-2015 strives to meet the needs of all learners through the lens of our gospel values to improve credit accumulation rates which are linked to our graduation rates over time.

Recommendation:
For Information
Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”
Student Success Learning to 18 – Update Committee of the Whole
June 15, 2015
Percentage of Grade 9 Students That Graduated Within 5 Years by Number of Courses Failed 2008-09 Cohort - Province

- Did Not Fail A Course: 91%
- Failed 1 Course: 67%
- Failed 2 Courses: 48%
- Failed More Than 2 Courses: 23%

Source: OnSIS 2008-2009 through 2012-2013
Secondary School
2013-2014 Credit Accumulation Rates
Credit Accumulation Rates
Board vs. Provincial Comparison

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<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
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<td>Board</td>
<td>Province</td>
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<td>92.5</td>
<td>85.6</td>
<td>80.8</td>
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Credit Accumulation Rates
Board vs. Provincial Comparison
Questions
Date:  June 15, 2015  
To:  Board of Trustees  
From:  Director of Education  
Subject:  21st Century Teaching and Learning BluePrint - Update

Type of Report:  
☐ Decision-Making  
☐ Monitoring  
☒ Incidental Information concerning day-to-day operations

Type of Information:  
☐ Information for Board of Trustees Decision-Making  
☐ Monitoring Information of Board Policy XX XXX  
☒ Information only of day-to-day operational matters delegated to the CEO

Origin:  (cite Education Act and/or Board Policy or other legislation)
Board Policy I 001 Ends  
APC 017 - Assessment, Evaluation & Reporting in Secondary Schools  
Growing Success Assessment, Evaluation, and Reporting in Ontario Schools 2010, K-12  
Learning for All – A Guide to Effective Assessment and Instruction for All Students, K-12

Policy Statement and/or Education Act/other Legislation citation:


Background/Comments:
The new millennium was ushered in by a dramatic technological revolution. We now live in an increasingly diverse, globalized, and complex, media-saturated society.

Students entering Kindergarten may retire in 2075. We have no idea what the world will look in the five years, much less 60 years, yet we are charged with preparing our students for life in that world. Our students are facing many emerging issues such as global warming, famine, poverty, health issues, a global population explosion, secularization and other environmental and social issues. These issues will require students to be able to think critically and creatively; communicate and collaborate; function and innovate personally, socially, economically and politically on local, national and global levels as stewards of our earth.

With this in mind, our team created the 21st Century Teaching and Learning Blueprint which stipulates key student outcomes that our system will endeavour to meet in light of our Board Policy I 001 Ends, which is to create the conditions for success for our students by knowing our students, knowing our staff and doing what matters. Our students achieve academic success:
I. When given the necessary supports to work to their highest level of ability, 
II. When they have the knowledge, skills and confidence to pursue their desired career and life paths and, 
III. When they are prepared for the challenges and opportunities of an ever-changing world that demands a diverse skill set as well as a broad social conscience aligned with our Catholic values and, 
IV. When they meet the Ontario Catholic Schools Graduate Expectations.

To this end, our team created six working groups that have started the process to enable all of our stakeholders to create learning environments that teach students the skills to engage the challenges they will face as disciples of Christ in order to transform God’s world. This report is an update on our work and provides direction with respect to next steps.

Recommendation:
For Information
*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”
21st Century Teaching and Learning Sub-Committees

- 21st Century Classroom and Environment
- Library as Learning Commons
- Parent and Student Engagement
- Social Media and Digital Citizenship
- Role of Technology
- Community Partnerships

WCDSB Key Learning Outcomes

21st Century Classroom and Environment

Create an age appropriate guideline developed by both students and teachers to support ethical and responsible use of technology.

- Age appropriate mini lesson plans and resources (Grade 1 - 12) based on parable of good samaritan, linked with Catholic Graduate Expectations

Provide professional learning for teachers around critical thinking and the inquiry process. (The use of teacher self-identification matrix)

21st Century Professional Learning Cycle: **reflect practice** based on a problem of practice
**Library as Learning Commons**

Create Learning Commons “brand” to signal that changes are being made and to create the link between the physical and virtual spaces.

- Library as Learning Commons plans (D2H! MDDY) - 50 HD TVs & chromeboxes - redesign learning environment to be more flexible & adaptable to facilitate student collaboration (Library of Education) - Transition from (netbooks)
- can also display student work electronically & digital signage - advertise school events

Ensure robust wireless network coverage in all schools.

- Fall 2014 - Network bandwidth upgrade $3,966 to $156 from Rogers ($800/month), Secondary
- Access Point upgrades ($200, 66), Spring 2015 - CODE funding = 40 Access Points (elementary)

**Parent and Student Engagement**

Actively promote student use of Google Drive (GAFE) for project collaboration and completion.

- All staff and students have Google Apps for Education accounts. Using Chromebooks & GAFE to increase student understanding of concepts and application of skills in Measurement
- Geographic Location
- Math & Tech in the 21st Century Classrooms - St. Joseph Open House

Extend training of teachers and administrators on use of D2L and GAFE.

- Professional Development for senior staff, principals, consultants, teachers, Library Techni-ons
- Mentoring Program for 21st Century Teaching & Learning - Professional Development Exchange

**Social Media and Digital Citizenship**

Collaboration with Religion Consultant (Program Services) regarding implementing resources around effectively using digital media/appropriate digital citizenship in religion curriculum.

- Footprint: The Ontario Catholic Graduate Expectations in the 21st Century course embedded in our D2L platform designed to promote Catholic Social Teachings in the context of technology, social media and overall use of the web (safe & wise)

Developing support resources for staff around use of Social Media (e.g. Twitter and Facebook resources)

Twitter & Facebook guidelines for staff @ school21stcentury (Twitter) @school21
Role of Technology
Establish and implement use of streamlined, singular login and domain for all student and teacher shared resources (one hub for GAJE, D2L, and any other web-based walled gardens, with cloud storage for student work, portfolio items, course content, etc).
Ensure that all online collaboration tools are fully accessible for all learners including those with learning disabilities, vision, hearing etc., such that tools available in the online environments include text to voice, voice notes, word prediction, zoom…

Role of Technology (con’t)
Develop a policy to ensure ‘equitable’ access to technology for all WCDSB schools; include specific strategies to allow more financially marginalized schools to receive additional funds to put towards technology purchases that allow for 21st Century access (chromebooks, tablets, hot spots…) through Ministry funding look to eliminate technology purchase in an equitable manner.
Establish board-wide technology consultation committee (championed by Superintendent) with representation from all stakeholders (incl. Learning Services, teachers, Corporate Services, HR Services, IT Services, and students).

Community Partnerships
Promote the Business Education Partnership of Waterloo Region, such as making better use of the available Speakers Bureau, SHSM Zoom Days, Career Carousels, SHSM Challenge Days. The BEP can also leverage other partnerships at the Hub, such as a June 6, 2014 pilot "Dragon Den" event for SHMS Gr. 10 Business students.

Suggestions by department
Introduction of an online volunteer hour tracking tool (HourRepublic) for Gr. 8 and 9 students. The web tool will be linked with the Gr. 9 Religion course, specifically volunteerism and the Beatitudes. This tool is linked with the KW and Cambridge Volunteer Centre websites. These sites allow students to search for volunteer opportunities by criteria such as interest or passion, age, location, etc.
**Final Thoughts From the Team**

Was this process worthwhile?

Teachers have asked to have a say in what 21st century teaching and learning could and should look like in their classroom. This process involved the representation of all major stakeholders within the WCDSB. It provided them with an opportunity to shape the board’s plan around 21st century learning and the future decisions that will be made around student learning. Having such a large and diverse group gives this plan integrity and also ensures a high level of buy-in because it was developed by those working directly with students.

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**Steps Taken**

- Senior Administration reviewed year one and three recommendations as well as the budget requirements
- 21st Century Blueprint presented at admin meeting - Oct 15
- Administrators asked to share 21st Century Blueprint with staff
- Meeting with sub-committee co-chairs to discuss recommendation implementations - Dec 8
- Communication to implement recommendations - Feb 22
- Review of work completed by sub-committees - May 28

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**Next Steps**

- Establish board-wide technology consultation committee with representation from various stakeholders (Superintendents, classroom teachers, Learning & Prog Services, IT, students, etc.)
- Assess how year 3 recommendations and Board strategic plan will shape implementation in September 2015-2016
- Senior Administration to share the system plan with Program and Student Services and Board for 2015/16.

*The timeline of the 21st century will not be those who crack heads but those who ask good questions and welcome, “— Kwan Sullivan*
21st Century Classroom and Environment

1. Digital Samaritan mini lesson plan

2. Teacher self-identification matrix

3. 21st Century Professional Learning Cycle project plan
Library as Learning Commons

1. Learning partnerships

2. Wireless network access points (as of March, 2015)
Parent and Student Engagement

1. Overview of Google Apps for Education
3. 21st Century Mentoring Program
Social Media and Digital Citizenship

1. Twitter guidelines
2. Facebook guidelines
Role of Technology

1. Single sign-on (in progress)
2. Read & Write for Google (embedded in digital presentation)
3. Equitable access to technology (embedded in digital presentation)
4. Board-wide technology consultation committee (in progress)
Community Partnerships

1. Business Education Partnership
2. Hour of Republic
Lesson: 1 – Citizenship

“The one who had mercy on him”

(Luke 10: 25-37)

Grade: 6  Time Frame: 60 mins

Lesson Objectives:

● To have students reflect on and discuss what it means to be a Responsible “Citizen”.
● Integrate focus of “The one who had mercy on him” (focus from Good Samaritan Parable)

Materials:

● Projector, Speakers
● Internet Access
● pdf File (Lesson 1 – Citizenship)
● Post-its, student journal, religion book (choose most appropriate for you)
● Story: The Selfish Giant by Oscar Wilde (attached)
● Technology Survey (attached)

Lesson:

Guiding Quote for Gr. 6 (based on Parable of the Good Samaritan):

“The one who had mercy on him”

1. Prayer:
   ● Practice Gr. 5 prayer (Prayer of St.Richard)

2. Video clip: (20 mins) NYPD Act of Kindness
   ● http://www.youtube.com/watch?v=YtCWOkadGTY
   ● Beforehand, give students post-its, journal, religion book, etc (your choice) to write some reflections.
   ● Show Video clip (“NYPD’s Act of Kindness”), then:
     ○ “Think Time” - Immediately afterwards, have students take 2 minutes of reflective time where they are just “thinking” about what they have just watched. (2 mins)
     ○ “Write Time” - Have students then write their thoughts independently into their designated notebooks. (2-3 mins)
     ○ “Share Time” - Have students then discuss their feeling, thoughts and observations with elbow-partners, then small group, then as a class.

3. Suggested Mentor Text: (20mins) “The Selfish Giant” by Oscar Wilde
   ● Have students use notebooks, etc to record thoughts, observations and feelings as you read the text.
   ● Use “Think Time”, “Write-Time”, “Share-Time” as model to discuss afterwards.
4. Citizenship: Discuss what it means to be a “Citizen” (15 mins)
   - Use the Catholic Graduate Expectations framework, with a focus on being a Responsible Citizen
   - Breakdown the word “Citizen” into its definition.
     - citizen [sit-uh-zuhn, -suhn], noun
       1. a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection
       2. an inhabitant of a city or town, especially one entitled to its privileges or franchises.
       3. an inhabitant, or denizen: The deer is a citizen of our woods.
       4. a civilian, as distinguished from a soldier, police officer, etc.
   - Brainstorm characteristics that reflect how people can be Responsible citizen
   - Record these (chart paper, SMART notebook, etc) to support upcoming lessons.

5. Exit Card: (5 mins)
   - Use the questionnaire attached.
   - Have students fill out the questions on Form A – Daily Use of Technology
   - Collect, review in preparation for tomorrow’s lesson.
     **** You can easily create this into a Google Form and have students fill this in during class time or as a homework assignment.

Options:
* Use platforms such as Google Classroom or D2L to engage students in discussion
* In class, use Chromebooks, tablets, BYOD and GAFE to have students collaborate and create artefacts that represent their learning on the current topic.

Curriculum Connections

Catholic Graduate Expectations:

A Discerning Believer who: (1c) (1d) (1i);
An Effective Communicator who: (2a) (2c);
A Reflective and Creative who: (3d):
A Self-Directed, Responsible, Life-Long Learner who: (4a) (4g);
A Collaborative Contributor who: (5c) (5e);
A Responsible Citizen who: (7a) (7b) (7e)

Literacy Connections:

Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts;
Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details;
Use stated and implied ideas in texts to make inferences and construct meaning; Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them;
Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions.
# 21st Century Teaching and Learning in Primary

Click on each link within table to access educator reflections and resources

<table>
<thead>
<tr>
<th>Phases</th>
<th>Phase 1: Substitution</th>
<th>Phase 2: Augmentation</th>
<th>Phase 3: Modification</th>
<th>Phase 4: Redefinition</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMR Level</td>
<td>Tech acts as a direct substitute with no functional change</td>
<td>Tech acts as a direct tool substitute, with functional improvement</td>
<td>Tech allows for significant task redesign</td>
<td>Tech allows for creation of new tasks, previously inconceivable</td>
</tr>
<tr>
<td>Transformation vs Enhancement</td>
<td>- use of word processors</td>
<td>- word processor + assistive tech (Word Q)</td>
<td>- Using Google Drive to collaborate and provide feedback</td>
<td>- media text creations (video productions)</td>
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<tr>
<td></td>
<td>- BrightLink replaces chart paper</td>
<td>- BrightLink replaces chart paper and student samples/collective thinking saved for future reference</td>
<td>- students access resources using digital tools (eg. D2L)</td>
<td>- students using e portfolio to document learning</td>
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<tr>
<td></td>
<td>- form replaces paper and pencil</td>
<td></td>
<td>- connecting to classrooms/experts around the world using digital tools</td>
<td></td>
</tr>
</tbody>
</table>

## Mathematics
- Using Websites to practice math skills
- Documenting Learning Journey Using Google Slides
- Programming Robots to solve a little problem (Delivery Attendance to the office)
- Kenya Lion Problem Programming Robots to solve WORLD problems

## Literacy
- Writing letters using Google Docs
- Google Read and Writing Empower Reading Comprehension questions
- GAFE in Writing to Provide Feedback
- Creating Movies/Screencasts, etc
- Use audio recording to enhance their written piece.
- Use digital technology to add illustrations into their story
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Using Google Maps Engine to explore the earth and label a Map</th>
<th>Using Google Earth, Maps and Hangouts to Explore Communities in Ontario</th>
<th>Exploring Carousels (Gr 2)</th>
<th>Mystery Hangouts with Global Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Using Google Forms to collect diagnostic info on solids &amp; liquids (International Safety Symbols)</td>
<td>Using Google Slides to Share Experiment Observations with Peers</td>
<td>Using Google Slides and Cross Classroom Collaboration to Link Science and Social Studies</td>
<td>Creating Commercials Using WeVideo to Think Critically and Offer Solutions in Science</td>
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<td><strong>Incomplete</strong></td>
<td><strong>Incomplete</strong></td>
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</table>
1. Project Title: Google Hangouts and Shared Document Collaboration Project

2. Problem of practice: SIPSA/BIPSA (area of student need): Tasks engaging learners, Feedback guiding learners, Criteria informing learners, Differentiation, Moderation inviting and supporting learning (the primary focus of WCDSB BIPSA).

3. Curriculum expectations to be addressed (overall/specific):

   **Oral Communication Overall Expectations:**
   1. Listening to Understand: Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
   2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
   3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

   **Specific Oral Communication Expectations:**
   
   **Listening to Understand:**
   1.1 Purpose: Identify the purpose and set goals for a variety of listening tasks.
   Prompt Questions:
   "What strategies could we employ to keep the conversation more focused in our next Google Hangout?"
   "What topics for exploration would you like to discuss next time to help you achieve your learning goals?"
   "How might you create topics that can be discussed regardless of texts being studied?"

   1.2 Use Active Listening Strategies: select and use the most appropriate active listening strategies when participating in a range of situations.
   Prompt Questions:
   "How might you prepare for discussion of the topics you prepared for the next Hangout?"  "What can you do to prevent ‘dead air time’ during the discussion?"  "How might preparing answers and related questions to the overall inquiry questions help to keep the discussion moving forward?"

   1.3 Using Listening Comprehension Strategies: select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex or difficult texts.

   1.6 Extending Understanding of Texts and 1.7 Critical Literacy (both of these have counterparts in Reading and Literature Studies: Reading for Meaning): extend understanding of (oral and literary) texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them AND identify and analyse the perspectives and/or biases evident in (oral and literary) texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may raise about beliefs, values, identity and power.

   Student Created Prompt Questions: "How might our culture and position in history affect our understanding of literature?"  "What character in literature you have studied do you relate to the most/least?"  "Should literature be interpreted into films or other forms of entertainment or should it be left alone?"

   **Speaking to Communicate:**
   2.1 Purpose: Communicate orally for a range of purposes, using language appropriate for the intended audience.

   2.2 Interpersonal Speaking Strategies: demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences.

   **Reflecting on Skills and Strategies**
   3.1 Metacognition: explain which of a variety of strategies they found most helpful before, during, and after listening and speaking, then, evaluate their strengths and weaknesses in oral communication to identify the steps they can take to improve their skills.

   3.2 Interconnected Skills: identify a variety of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills.

   **Reading and Literature Studies Overall Expectations:**
   1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.
   4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

   **Specific Reading and Literature Studies Expectations:**
   **Reading for Meaning:**
   1.5 Extending Understanding of Texts and 1.8 Critical Literacy

   **Reflecting on Skills and Strategies:**
   4.1 Metacognition: explain which of a variety of strengths they found most helpful before, during, and after reading, then evaluate their strengths and weaknesses as readers to help identify the steps they can take to improve their skills.
4. Inquiry question

5. 21st century student learning outcomes

ACT
6. Project outline and description of how activity addresses area of student need
7. Instructional technology and level of integration (SAMR) to achieve desired learning outcomes

Writing Overall Expectations
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Specific Writing Expectations:

Developing and Organizing Content
1.1 Identifying Topic, Purpose, and Audience: identify the topic, purpose, and audience for a variety of writing tasks
1.2 Generating and Developing Ideas: generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

Using Knowledge of Form and Style
2.6 Revision: revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies
2.7 Producing Drafts: produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations

Applying Knowledge of Conventions
3.5 Proofreading: regularly proofread and correct their writing
3.7 Producing Finished Works: produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations

Reflecting on Skills and Strategies
4.1 Metacognition: explain which of a variety of strategies they found most helpful before, during, and after writing, then evaluate their strengths and weaknesses as writers to help identify the steps they can take to improve their skills
4.2 Interconnected Skills: identify a variety of skills they have in listening, speaking, reading, and representing, and explain how these skills help them write more effectively

What is the impact of regular Hangouts with another school and student-student collaboration across schools on peer-feedback and student reflection? How might student-student collaboration impact student engagement in discussions and the writing process?

The level of technology integration includes:

Redefinition/Transformation: Students engage in authentic conversation with students in another country which previously would not have happened. Students craft topics for conversation as a group and make decisions about what will be said/asked in the Hangout. Students determine what work they would like feedback on and engage in the feedback and reflection process with other students both in the class and in another country using the editing and commenting feature in Google Docs. The teachers are facilitators of these opportunities by making connections using technology, planning whole class conversations using Hangouts, providing opportunities for small group Hangouts, and allowing students to take the collaboration beyond class time through the use of Google Docs (or another shared platform like Slides, Realtime Board, Mindomo etc.)

Ideas for 21st Century Learning (WCDSB Community)

Formative assessment data that identifies area of student need:
6. As a part of research into student use of Google Hangouts and other video communication platforms, it was discovered that although many students use them socially, they do not frequently have the opportunity to use them in the classroom environment for learning purposes. Google Hangouts Survey Data

Additionally, data provided in the Tell Them From Me Survey Results indicated that students did not have very high levels of engagement and they struggle to see the relevance of what they are learning.

The theory of action regarding the Google Hangouts and Shared Document Project is that if students are provided with the opportunity to engage in authentic conversation connected to the curriculum with students also engaged in similar tasks, and they are able to form partnerships whereby they write to one another and provide and receive constructive feedback, then they will be more engaged in their learning and develop communication and collaboration skills to support their own learning and contribute to the learning of others.

7. The technology involved in this project includes:

a. Use of Google+ Communities by the teacher to establish a meaningful connection opportunity
b. Use of Google Hangouts to conduct full class discussions between Kitchener and Fort Worth
c. Use of Google Hangouts amongst small groups of students to have discussions between peers in Kitchener and Fort Worth supervised during class time
d. Use of Google+, Google Docs, Google Forms and Email to coordinate amongst schools (Shared project folder between teachers)
e. Use of Google Forms and Docs to create partnerships/collaborative groups between students at each school (after permission is given and rules are outlined, including adding teachers from each school as moderators for safety reasons)
f. Access to the previous platforms will be mainly through the use of Chromebooks in the hands of students in the classroom

The level of technology integration includes:

Arizona Technology Matrix sample lesson plans and instructional characteristics for five levels of technology
8. a) Prior to beginning this project I had never publicly posted to a Google+ Community outside of the WCDSB Community, I had never participated in a Google Hangout, and my experience with student sharing was limited to my classroom. My personal learning goals related to this project are:

- I am learning to use social media and collaborative tools to help my students make connections to others beyond their classmates and use these connections to effectively and responsibly communicate as they engage in authentic learning and reflection processes
- I am developing my own collaborative practice skills by working with other teachers as learners
- I am developing my leadership and mentorship skills as I invite colleagues in to my classroom to view the process and plan how I will share the findings of my research with a wider audience

b) Planned resources and strategies for achieving personal learning goals:

- engagement in the WCDSB Google+ Community and the Google Hangouts in Education Google+ Community
- feedback and debriefing following Hangouts (both from students and through conversations with Stephanie Martinez and Cindy Hancock)
- classroom observations and invitations to key personnel (administrators, colleagues, educational assistants, technology specialists, interested students etc.) during Hangouts and scheduled collaboration time in class
- documentation of the process collated using Mindomo to prepare for sharing at a later date
- continued reading of such resources such as Educational Leadership

9. Research-based instructional strategies and differentiated instruction

Highlight a search term and click Tools > Research opens a search tray to the right of the document window that displays web pages related to the search term.


Growing Success
Cognitive Coaching
Adolescent Literacy Guide
Making Cooperative Learning Powerful (Article from Education that Sticks issue of Educational Leadership)
Tell Me About...The Most Effective Assessment You Have Used (Article from Using Assessment Thoughtfully issue of Educational Leadership)
A Vision for Mobile Learning: More Verbs, Fewer Nouns (From Educational Leadership May 2015 Issue "Teaching with Mobile Tech"
How Educators and Schools Can Make the Most of Google...

*Look at questioning chart at the back of the book Marg made reference to April 14th (Evelyn has a copy)

8. a) What are your personal learning goals related to the implementation of this project?
b) What resources and strategies will be used to achieve these goals?

Students have certainly exhibited problem solving skills as they troubleshooted problems with technology as they attempted to gain connections in Hangouts and type in shared documents with multiple people. Additionally, they actually collaborated even more with others in their local classes as they pulled in people who could not get connections to work during individual Hangouts so that each person could speak with their partners.

Additionally, it was interesting to see the development of critical thinking during the larger group Hangouts as students shared their opinions and then engaged in some debate in order to support their point of view. During these discussions, initially students were reluctant to appear on camera; however, by the last Hangout when sound wasn’t working, students from both classes held up signs and messages to say goodbye to their partners and to the class as a whole. Students were more willing to take a risk by the end of the partnership.

1. How has the collaborative inquiry informed your teaching practice (awareness)?

By engaging in the collaborative inquiry, I have learned a lot about how students become cognitively engaged in authentic tasks they see a value in. The research the educators involved in the Innovation Projects have worked through together and then shared at the collective meetings in May and June has broadened my awareness of what others are engaged in in their schools and has inspired me to not only continue what I have been working towards but to also expand both my research and my actions next year.

I have learned that I need to take more risks in sharing my ideas with other educators all around the world so that I can create further partnerships and learn more from what others are doing. For instance, I learned that participation in the Google + Communities regarding education is necessary if I am going to continue to become more aware of current research and opportunities to create cognitive engagement (and ultimately, cognitive shift and a growth mindset) for my students.

2. How has your teaching practice changed (action)?

My teaching practice has changed in many ways throughout this project and the other connected projects I have been working on this year. The main difference in my teaching with the 3UP students is that I am less controlling of the specifics of what happens in the classroom. I work to shape what happens and facilitate opportunities; however, much of the control of what actually happens is in the hands of the students. For instance, I set up the collaboration with Castleberry but the students chose what to talk about with each other and they directed their partnerships. I often posed meditative questions to help guide students towards particular mindsets; however, the answers and changes in the students’ thinking were often unexpected. I think that the realization that this actually works to give students agency and an understanding of their own strengths and areas for improvements had given me the confidence to try such techniques with other classes beyond the idealized ENG3UP group where there is already a high level of intrinsic motivation and a strong base skill set.

3. What was the impact on student learning, engagement & accountability?

The Hangout and Document collaboration project impacted student engagement and accountability in particular as students felt accountable to the relationship that they built with the other class as a whole and their partners in particular. I am not sure how to quantify the student learning other than to say that the project pushed students to develop their flexibility and problem solving skills and to develop the courage to engage in a public conversation where critical thinking was required to support one’s point of view. Although I cannot empirically measure the change in the learning, I could certainly see evidence of growth for some students who initially refused to appear on camera because they were shy and uncomfortable and who ended up sharing heartwarming goodbye messages with the other class.

4. Share a learning success or insights gained and a challenge you experienced during the implementation of this project. (In what areas have you made the most progress, and in what areas would you like to grow to better understand how to use these tools?)

At the beginning of the project I did not even know how to work a Google Hangout and I had never engaged in the use of social media platforms such as the Google + Communities. By the end of the project my class had engaged in 4 full class Hangouts and 1 session where each student attempted to engage in 1 or 2:1 Hangouts with their partners in Texas. Additionally, I had personally engaged in 1:1 Hangouts with my teaching colleagues in Texas, posted and responded to inquiries in the Google Hangouts in Education Community on Google +, corresponded many times with both Cindy Hancock and Stephanie Martinez, presented my findings to an audience while in a Hangout with Stephanie, and guided other teachers as they used Hangouts in their own classrooms for similar collaborative purposes.

Encouraged by the successes, I will challenge myself to use Hangouts further to create collaborative and engaging opportunities for my students next year that are even more purposefully attached to learning expectations. Through meeting with other educators, I have learned about how others have used collaborative Hangouts to co-create anchor charts and success criteria by team teaching a lesson. I think this could provide an excellent model for very purposeful collaboration for my students. Additionally, by creating more shared experiences across a distance, I think that students could then actually work with one another on projects rather than simply sharing afterward.

5. What learning will you undertake to prepare yourself for the next iteration of your project?

This summer I plan on working with Cindy Hancock and Stephanie Martinez to learn more about areas where our curriculum can work best together in order to plan the collaboration more closely connected to learning goals. Additionally, I will be learning more about other partnership opportunities for our students in order to expand the areas where collaboration connects to their learning experiences. I would like to learn more about virtual field trips and where I can make connections with professionals who are willing to speak with the class about their field of study and/or experiences. I am looking forward to the next iteration of the project as I think it will offer further opportunities to help students engage with their learning in a meaningful manner.
Learning Partnerships

Seeing everyone as a learner is at the crux of the Learning Commons.

In the past, teachers taught and students learned. But in this environment, everyone is engaged in the learning process.

Teachers become learning coaches and facilitators of new learning. By drawing on the expertise of everyone — students, teacher-librarians, library technicians, community members — learning becomes relevant and dynamic.

Virtual and physical learning partnerships extend collaboration to include all members of a school’s community. Technology-enabled learning partnerships foster the mutual exploration of ideas, and lead to innovation and creativity. Both parallel the social ways by which today’s students are naturally choosing to learn and network.

These integrated learning opportunities are:

- global, connected, and social
- real world, cross-curricular, and interdisciplinary
- active, fluid, and flexible
- complex and resource-rich
- respectful of all ideas

Careful planning ensures that all partners determine how best to model learning together.

**Ideas to Consider**

- Work with classroom teachers and students to plan, teach and assess learning
- Explore professional learning networks to find experts that broaden currently held ideas
- Rethink assumptions about who can be an expert and utilize search techniques for people resources
- Recognize yourself as a learner and model your learning experience
## Access Point Overview

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>Total# of AP's</th>
</tr>
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<tbody>
<tr>
<td>Blessed John Paul</td>
<td>12</td>
</tr>
<tr>
<td>Mother Teresa</td>
<td>11</td>
</tr>
<tr>
<td>Blessed Sacrament Catholic Elementary School</td>
<td>8</td>
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<tr>
<td>Canadian Martyrs Catholic Elementary School</td>
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<tr>
<td>Christ the King Catholic Elementary School</td>
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<tr>
<td>Holy Family</td>
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<td>Holy Rosary</td>
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<td>Holy Spirit</td>
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<tr>
<td>John Sweeney</td>
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<tr>
<td>Monsignor RM Haller</td>
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<tr>
<td>Our Lady of Fatima</td>
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<td>Our Lady of Grace</td>
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<td>St Agatha</td>
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<td>St Aloysius</td>
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<td>St Ambrose</td>
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<td>St Anne (C)</td>
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<td>St Augustine</td>
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<td>St Bernadette</td>
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<td>St Boniface</td>
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<td>St Brigid</td>
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<td>St Daniel</td>
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<td>St Dominic Savio</td>
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<td>Sir Edgar Bauer</td>
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<td>St Gregory</td>
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<td>St Margaret of Scotland</td>
<td>9</td>
</tr>
<tr>
<td>St Mark</td>
<td>8</td>
</tr>
<tr>
<td>St Matthew</td>
<td>10</td>
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<td>St Michael</td>
<td>8</td>
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<tr>
<td>St Nicholas</td>
<td>10</td>
</tr>
<tr>
<td>St Paul</td>
<td>8</td>
</tr>
<tr>
<td>St Peter</td>
<td>8</td>
</tr>
<tr>
<td>St Teresa (E)</td>
<td>8</td>
</tr>
<tr>
<td>St Teresa (K)</td>
<td>7</td>
</tr>
<tr>
<td>St Timothy</td>
<td>9</td>
</tr>
<tr>
<td>St Vincent de Paul</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Elementary</strong></td>
<td><strong>360</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Secondary Schools</th>
<th>Total# of AP's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monsignor Doyle</td>
<td>38</td>
</tr>
<tr>
<td>Resurrection</td>
<td>49</td>
</tr>
<tr>
<td>St. Benedict</td>
<td>53</td>
</tr>
<tr>
<td>St. David</td>
<td>38</td>
</tr>
<tr>
<td>St. Mary's</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Secondary</strong></td>
<td><strong>238</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Sites</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC</td>
<td>10</td>
</tr>
<tr>
<td>Dutton</td>
<td>4</td>
</tr>
<tr>
<td>St. Louis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Other Sites</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

| System Total                                | 618            |

2015-01-12
Currently, we are implementing the use of Chromebooks and Google Apps for Education in our schools in order to support the outcomes outlined in our 21st Century Learning Blueprint. The Chromebook is a portable laptop with a full keyboard and a simplified yet powerful interface that runs on the Chrome Operating System. It boots up in about 10 seconds and works best when connected to the internet via a WiFi connection and a Google Apps for Education (GAFE) account (provided and administered by WCDSB). GAFE is a free suite of hosted and interconnected communication and collaboration applications designed for schools to empower 21st Century Learning. See below for some of the main examples;

### The Google Apps for Education Suite

#### Tools that your entire school can use, together

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Gmail</th>
<th>Drive</th>
<th>Calendar</th>
<th>Docs</th>
<th>Sheets</th>
<th>Slides</th>
<th>Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom:</td>
<td>- teachers create and collect assignments paperlessly, and provide direct, real-time feedback and grades right in Classroom (app available for iOS and Android).</td>
<td></td>
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<tr>
<td>Calendar:</td>
<td>- organize &amp; share schedules, events and calendars.</td>
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<tr>
<td>Drive:</td>
<td>- unlimited, free web-based storage (unlimited storage if files are in Google doc format) - collaborate in real-time to create and share documents, forms, spreadsheets and presentations with your class, school or community working offline is also possible - single sign-on to access all documents &amp; tools (automatic-saving, always most recent version, ability to revert to previous revisions, ability to sync across devices)</td>
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<tr>
<td>Docs:</td>
<td>- create rich documents with images, tables, equations, drawings, links and more - convert files from other formats to Google Docs and edit and collaborate on it online - teachers can provide descriptive feedback to students via text or voice within the Google Doc</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Gmail:</td>
<td>- unlimited inbox, classroom communication - sharing links, documents, easy access to GAFE tools</td>
<td></td>
<td></td>
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<tr>
<td>Hangouts:</td>
<td>- connect to other educators and learners via real-time video chat, take students on virtual field trips through connected classrooms initiative</td>
<td></td>
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<tr>
<td>Forms:</td>
<td>- build surveys and collect data and input from students or public, responses recorded in a spreadsheet to analyze and share the results, - teachers can conduct diagnostic assessments to determine comprehension</td>
<td></td>
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<tr>
<td>Google +:</td>
<td>- educators can participate in a variety of online communities to share best practices and resources in order to grow their knowledge and understanding of these tools by connecting with educators from around the world (Chromebook EDU, Google Apps for Education, Educators on Google +) - this is critical for building capacity within our Board</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Sheets:</td>
<td>- share lists, track results, analyze data, use advanced formulas, charts, filters, pivot tables</td>
<td></td>
<td></td>
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<tr>
<td>Slides:</td>
<td>- embed videos, animations and dynamic slide transitions, share your presentations on the web</td>
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<tr>
<td>Sites:</td>
<td>- create class websites and projects using pre-built templates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Store:</td>
<td>- educators can select additional educational apps/ extensions to use with their students</td>
<td></td>
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</tbody>
</table>
Math & Tech in 21st C classroom

- kids & parents engaged in math and having fun!
- parents able to try Chromebooks in library
- sign up for NewsWire, check out D2L, learn about GAFE
Mentoring Program for 21st Century Teaching & Learning

Overview

The Ministry is providing funding to support professional learning opportunities, which aim to:
- Foster teacher leadership and professional development; and
- Facilitate the sharing of exemplary practices with others for the broader benefit of Ontario’s students.

Each school will receive the equivalent of **1.5 days of release time** to participate in this mentoring program. The principal may consider the following **qualities** when selecting a mentor who will be responsible for modelling how technology can be used to empower any of the areas listed below.

Engage in the outcomes from the [WCDSB 21st Century Learning Blueprint](#);
- 1. Create real-world, authentic learning and opportunities for peer-to-peer learning;
- 2. Apply assessment practices aligned with Growing Success;
- 3. Develop new learning partnerships among educators to share best practices and resources

Possible Mentoring Models

1. The protégé observes the mentor teacher in the classroom during the morning (0.5 release time). Both educators meet in the afternoon to discuss the teaching strategies and tools that were used and how the protégé can implement them with their students (1.0 release time).
2. Mentor & protégé co-teach a class together using 21st Century teaching approaches and tools and spend time discussing next steps and resources that can be incorporated.
3. Mentor provides support to multiple teachers during their planning or class delivery time.
4. Mentor may provide or receive virtual support that involves educators and students from other schools or boards, through tools like Google Hangouts.
5. Release time for teacher(s) to work with students to create co-learning partnerships within the school or with educators & learners from other schools, using 21st Century tools and approaches.

These models are a list of possibilities that can also be combined with other PD release times provided by the school. Schools are not confined to the models listed above.

Mentoring Resources

WCDSB educators can consult the resources below for examples of 21st Century Teaching & Learning approaches and tools, created by our Professional Knowledge Exchange Network.

[Primary](#) | [Junior](#) | [Intermediate](#) | [Senior](#) | [FSL 1](#) | [FSL 2](#)

We encourage participants to share their insights and experiences through Twitter and our [WCDSB online community](#) #WCDSB_21stC @WCDSBnewswire
Adapted from *Twitter 101: How should I get started using Twitter?* at support.twitter.com, this guide is designed to help you dive into Twitter to access a wealth of information and connect with valuable social and professional networks.

**What is Twitter anyway?**

Think of Twitter as the world’s largest real-time conversation happening online. It’s a robust information network made up of short 140-character messages (including spaces) called Tweets that can be sorted by conversation topic using hash tags.

**How can it be useful to a school?**

Your school has a community of parents, educators, organizations and partners that have vested interests in your events and daily activities. Twitter is an outlet that allows you to share updates and stories with those people when it’s convenient for you. Your community can follow your school’s account and receive updates in real-time, allowing them to feel connected with what you’re up to and ultimately become more engaged in the school community.

**What would I tweet about?**

Engage your community online by sharing updates and things you find interesting. From photos of student, to news on upcoming events, or anything you might share in your morning announcements, there are many things you can tweet that your followers and community will find interesting.
1. CHOOSE A NAME AND USERNAME

The large bolded text is your “name”, directly below that is your “username” (with the @ symbol). The text is your bio which gives you the opportunity to let other Twitter users know who you are. Visit some of the accounts on the next page to get an idea of what yours could say.

This is an ‘avatar’. It is recommended you upload a small headshot of yourself or your school.

Your name can be a maximum of 20 characters, including spaces, and appears on your profile page and next to your avatar on all of your tweets. This is typically your full name or shorter variation if it is long.

Your username can be a maximum of 15 characters, with no spaces or special characters. Preceded by the ‘@’ symbol, this is how others will mention you in their tweets (i.e. @WCDSBNewswire).

Try using your first and last name, if they aren’t too long, as well as incorporating the WCDSB acronym. For example, John Doe could pick @JohnDoeWCDSB. For longer names, take your first initial, last name and WCDSB acronym. For example, Rolland Chidiac could pick @RChidiacWCDSB. Try to think of a few different variations and don’t be shy about asking the opinion of your friends and colleagues.
FIND AND FOLLOW OTHERS

It’s best to begin your journey by finding and “following” other interesting Twitter accounts. Look for businesses, public service accounts, people you know, colleagues, or news sources you read.

A great way to find more interesting accounts is to visit the profiles of people you know and see who they're “following.”

PAY ATTENTION TO WHAT’S HAPPENING

Messages from others you “follow” will show up in a readable stream on your Twitter homepage. Once you've “followed” a few people, you'll have a new page of information to read each time you log in. Click links in others' tweets to view articles or images they've linked to. Click hashtagged keywords (i.e. #WCDSBAwesome) to view all tweets about that topic.

SOME ACCOUNTS YOU CAN FOLLOW

Waterloo Catholic School Board
Username: @WCDSBNewswire

WCDSB Religion and Family Life
Username: @WCDSBReligion

WCDSB Elementary Athletics
Username: @WCDSBAthletics

WCDSB Student Success
Username: @WCDSBStudents

WCDSB Mental Health & Wellness
Username: @WCDSBwellness

St. Louis Adult Education
Username: @StLouisWCDSB

WCDSB OYAP
Username: @OYAPCoordinator

Diocese of Hamilton
Username: @DioceseHamilton

WCDSB Director of Education
Username: @WCDSBdirector

WCDSB Resource Centre
Username: @WCDSBResourceCe

WCDSB Newcomer Centre
Username: @WCDSBNewcomer

WCDSB First Nations, Métis & Inuit
Username: @WCDSBFNMI

WCDSB Faith
Username: @WCDSBFaith

Ontario Catholic School Trustees’ Association
Username: @cathedru
How to Start Tweeting

People who are interested in what you have to say may “follow” you and they’ll see all the tweets you share with them. Here are some easy ways to get started posting your own tweets.

1. POST, RETWEET, REPLY

In addition to posting your own tweet, you can also retweet, or reply to other people’s posts you find valuable or interesting. With your cursor hovering over the tweet, you will find the option to retweet or reply. This is not very time intensive and is a great way to engage your online community.

2. TAG OTHERS IN YOUR CONTENT

Once you’re ready to begin tweeting your own messages, consider mentioning other users by including their Twitter username (preceded by the @ symbol) in your tweets. Try posting a message mentioning a colleague or organization – they may respond and start a conversation. This could take as little as a few minutes per day.

3. GETTING FANCY: Lists, direct messages and those # things

Once you're familiar with the Twitter basics, consider exploring the site’s more advanced features like lists, direct messages, and favorites.

You can also use hashtags (#) to mark your tweets with a specific topic. Hashtags become links within your tweet that, once clicked, will present you with a list of tweets from all other Twitter users that may be tweeting about the same topic. You should know that hashtags can only contain letters and numbers. No punctuation, special characters or spaces will work.

 válido #WCDSBAwesome

incorrecto #WCDSB Awesome

incorrecto #WCDSB-Awesome

<table>
<thead>
<tr>
<th>TOP 5 DOS</th>
<th>TOP 5 DON’TS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be timely in providing information and responding to tweets.</td>
<td>• Don’t tweet about how your day is going or what you had for lunch.</td>
</tr>
<tr>
<td>• Share information you find valuable/useful, others will likely feel the same.</td>
<td>• Don’t assume people will be able to find you. The more active you are the easier and faster you’ll accumulate ‘followers’.</td>
</tr>
<tr>
<td>• Try to always link to articles, webpages or images for more information</td>
<td>• Don’t tweet personal opinions on controversial issues that may conflict with your professional responsibilities.</td>
</tr>
<tr>
<td>• Engage with those you ‘follow’ and those who ‘follow’ you.</td>
<td>• Don’t engage in negative or sensitive conversations online. Invite them offline by phone or email.</td>
</tr>
<tr>
<td>• Stay active. A dormant account is worse than no account at all.</td>
<td>• Don’t tweet the same information repeatedly.</td>
</tr>
</tbody>
</table>
Manage & monitor your tweets

There are many third party sites you can use to help manage your social media interactions, these are only a few of them.

Consider using HootSuite

This great tool is available both online and as an app on your mobile device and will allow you to send tweets and posts to a variety of social media platforms from one location. To get started, follow these easy steps found in this Quick Start Guide.

HootSuite also makes it easy for you to monitor conversations happening on Twitter by hashtag or keyword. By having separate ‘streams’ of search terms and topics of interest, you can easily gather timely tweets about specific organizations or events.

OTHER GREAT FEATURES OF HOOTSUITE

- Schedule your tweets and posts to go out at any time you want. This means if you’re strapped for time, you can schedule tweets to go out throughout the day without having to log back in.

- Manage multiple accounts from one login. Manage all of your Twitter, Facebook, LinkedIn, etc. accounts from one place. You can manage up to 5 with the free version of Hootsuite.

- Shorten URLs and get basic analytics. When using Hootsuite’s URL shorten, it will track how many users actually click on your links. Useful to see what kind of content your followers like most.

Other great tools

TweetDeck - Much like HootSuite, TweetDeck allows you to monitor and schedule tweets in real time, but is in the form of an app.

Trendsmap - See what topics are trending in different cities around the world, including here in Waterloo Region!

Add these tools to your tablet and smartphone for easy access on the go!
SOME IDEAS TO GET YOU TWEETING

- What is interesting to you in the world of education? It’s probably interesting to your followers too.

- Share a link to something interesting you read this morning or saw online or on TV.

- Tweet from an event you attend. Send a picture of the speaker or a link to their slide deck. It’s always a good idea to credit authorship of material.

EXPLORE SOME POPULAR EDUCATION HASHTAGS

- #PhysicsEd
- #edchat
- #schools
- #Bullying
- #edtech
- #kinderchat
- #elearning
- #edapp
- #STEM
- #esl
- #scichat

Remember, it should only take a couple minutes a day to contribute on Twitter. The amount of time you spend exploring what everyone else has to share is up to you.
This guide is designed to help you use Facebook as an effective tool to engage your parent and community partners online.

**What is Facebook anyway?**

Facebook's mission is to give people the power to share and make the world more open and connected. Users can easily stay connected to family and friends by sharing what’s new in their life and what might be interesting online. Users can also stay connected to the organizations that matter most to them, keeping up-to-date on current news and events.

**How can it be useful to a school?**

Your school is a community that consists of parents, educators, organizations and partners that have an interest in the events and daily activities of your school and classrooms. Facebook is a powerful communication outlet that allows you to share updates and stories. The best part is you can share these items when it’s most convenient for you. Your community can ‘like’ your school’s Page to receive updates in real-time, allowing them to feel connected and ultimately more engaged to the school community.

**What would a school share on Facebook?**

Engage your online community by sharing updates, photos of student projects, news on upcoming events or anything you might share in your morning announcements. There are many things you can share that your followers and community will find interesting.
## Getting Started on Facebook

1. Log into your Facebook account

If you don’t have an account yet, you will need to sign up by visiting [www.facebook.com](http://www.facebook.com) and following the registration steps.

If you’re not comfortable using your personal account, you can create a work account using your Board email address. This will allow you to receive notifications about interactions on your school’s Facebook page right in your inbox.

2. “Like” your school’s Facebook page

When you’re logged into your Facebook account, search for your school’s Facebook page, and “like” the page.

### TOP 5 DOS

1. Include photos and/or videos to make your posts more interesting
2. Promote upcoming events, meetings and share announcements or good news
3. Respond to comments or questions within a reasonable timeframe
4. Like the Facebook pages of other relevant organizations and share their content with your community when appropriate
5. Keep an active account! Try to post something at least once a week

### TOP 5 DON’TS

1. Don’t post too often, your followers might find a flood of posts annoying
2. Don’t just assume people will be able to find your page. You need to tell your community about your Facebook page and ask them to “like” your page!
3. Don’t post personal opinions on controversial issues that may conflict with the professional image of the Board, or your school
4. Don’t engage in negative or sensitive conversations online. Invite individuals to discuss offline by phone or email
5. Don’t post the same information repeatedly
WHO IS LIKING YOUR PAGE?

After you’ve accumulated about 30 likes, Facebook gives you access to Insights. Browse through your Page insights and discover demographic information, how far your posts may be reaching, as well as where your likes are coming from (mobile, referrals, etc.)
IDEAS FOR USING FACEBOOK

• Promote upcoming events for parents and members of your community

• Strengthen the public image of your school by sharing your school’s good news

• Keep parents informed by sharing school announcements, upcoming PD days and holidays

• Show school culture through photos and videos

• Demonstrate the creative ways students learn at your school

• Share links to interesting things you read online, inspiring YouTube videos, or resources parents might find interesting

MODERATING YOUR PAGE

No need to worry about inappropriate content appearing on your Facebook page. You have the ability to delete anything that may be offensive.

In your Page settings, your profanity block level should already be set to “Strong” and your Timeline should be closed, which means that only you can post new content on your page. The only things you will have to moderate are comments on your status updates and photos.

Please contact John Shewchuk, Chief Managing Officer if you require support in setting up your Facebook page.

CHECK OUT THESE ONLINE RESOURCES

Facebook in education

How schools can use Facebook to build an online community

53 things to post on your school’s Facebook page

Parent engagement in a Web 2.0 world

Social media for schools: a guide to Twitter, Facebook and Pinterest

Facebook Help Centre
REGARDLESS OF PATHWAY
All students can be successful as they transition from school to work. The local business community can assist in helping students make informed career decisions. Valuable career exploration opportunities are created by connecting educators and employers.

ZOOM Career Days  Connecting students
Future Workforce  Employers
Influence

Students

Educators
Speakers Bureau

Interactive opportunities

Business & Education Partnership
Community prosperity
Business Visitation
Career Exploration
Science Superhero
Success
Youth
Never lose your form again
Track your hours, simple & hassle-free.

Sign Up

Français
Date: June 15, 2015
To: Board of Trustees
From: Director of Education
Subject: Multi-year Strategic Plan Update

Type of Report: □ Decision-Making
□ Monitoring
☒ Incidental Information concerning day-to-day operations

Type of Information: □ Information for Board of Trustees Decision-Making
□ Monitoring Information of Board Policy XX XXX
☒ Information only of day-to-day operational matters delegated to the CEO

Origin:
The Education Act requires school boards to develop multi-year plans that are 3 years or more in scope. The multi-year plan provides focus and direction to the board to achieve both the Ministry of Education goals but as importantly, the vision of the board. The multi-year plan is aimed at achieving the Ministry of Education goals of student achievement, positive school climate, inclusive and accepting schools, stewardship of resources, and effective and appropriate education programs to its pupils.

Policy Statement and/or Education Act/other Legislation citation:
The Education Act, Section 169
Policy I 001 Ends

Background/Comments:
The Board approved the renewal process for its Multi-year Strategic Plan (MYSP) in December 2014. An Appreciative Inquiry approach was adopted to seek input from all stakeholders. A Steering Committee reviewed the process and questions used in the stakeholder survey. A Communication Guide and survey questions invited stakeholder feedback from mid-March until the end of April 2015.

The Steering Committee identified common themes that emerged from the survey which were shared at the Trustee MYSP planning session on May 30, 2015. The Board of Trustees task was to identify Strategic Priorities and Strategic Directions that would provide direction to develop an Annual Operation Plan.

On May 30, 2015 the Board of Trustees identified the following Strategic Priorities and Strategic Directions:

Strategic Priorities
1. Nurturing Our Catholic Community
2. Student Engagement, Innovation and Achievement
3. Building Capacity to Lead and Learn
Strategic Directions

We are Nurturing our Catholic Community when...

✓ Faith is lived and witnessed in Community
✓ Students and Staff are Healthy in Body, Mind and Spirit
✓ Everyone is included, respected and welcomed

Student Engagement, Innovation and Achievement are evident in our Catholic schools when.....

✓ Parents, parishes, community partners and student engagement are nurtured and valued
✓ Students are achieving at their highest potential in a 21st Century world
✓ Staff are engaged in cultivating collaborative learning communities

We build capacity to lead and learn when...

✓ Professional Learning for All staff is timely and responsive
✓ Leadership and Succession Planning is intentional and nurtured
✓ As good stewards, our decisions and actions are evidence-based and responsive

Upon review of the notes taken from the MYSP planning session, two refinements are suggested for consideration.

1. Strategic Priority # 3: We build capacity to lead, learn and live when.... Strategic Direction related to stewardship: Our decisions, actions and stewardship of resources are evidence-based and responsive

We build capacity to lead, learn and live when...

✓ Professional Learning for ALL staff is timely and responsive
✓ Leadership & Succession planning is intentional and nurtured
✓ Our decisions, actions and stewardship of resources are evidence-based and responsive

Attached is an initial graphic which illustrates the Strategic Priorities and Directions.
Feedback from the Board is invited at this point in time in order that a final report and recommendations confirming the Strategic Priorities and Directions may be tabled for approval at the June 22, 2015 Board meeting.

Recommendation:
For information and discussion.

Prepared/Reviewed By: Michael Schmitt
Director of Education

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”
Nurturing Our Catholic Community

Faith is lived and witnessed in Community

Student Engagement, Innovation and Achievement

Students and Staff are Healthy in Body, Mind and Spirit
Everyone is included, respected and welcomed

Parents, parishes, community partners and student engagement are nurtured and valued
Students are achieving at their highest potential in a 21st Century world
Staff are engaged in cultivating collaborative learning communities

Building Capacity to Lead and Learn

Professional Learning for All staff is timely and responsive
Leadership and Succession Planning is intentional and nurtured
As good stewards, our decisions and actions are evidence based and responsive

Living in Faith
Date: June 15, 2015
To: Board of Trustees
From: Director of Education
Subject: Accommodation Review Guideline Update Discussion

Type of Report: □ Decision-Making  □ Monitoring  ■ Incidental Information concerning day-to-day operations

Type of Information: ■ Information for Board of Trustees Decision-Making  □ Monitoring Information of Board Policy XX XXX  □ Information only of day-to-day operational matters delegated to the CEO

Origin:
The Ministry of Education’s Pupil Accommodation Review Guideline has been updated. APF008 is the administrative procedure that outlines the Board’s process for Reviews. The AP needs to be updated to align with the new Guidelines. This report outlines the process for updating the AP.

Policy Statement and/or Education Act/other Legislation citation:
Board Policy IV 010 – Policy Provision 7
“...the CEO shall not...
7. Fail to follow the Pupil Accommodation Review Process dated June 10, 2013.”

Background/Comments:
The Pupil Accommodation Review Guideline (2015) contain revised recommendations on how school boards should run school closure reviews. This Board’s current processes are outlined in APF008 “Pupil Accommodation Review Process”. Before any new school closure reviews are announced, the AP needs to be updated. A summary of the current APF008, the new Guidelines, and the suggested changes have been prepared for review. Not all changes are mandated, and in some cases, the existing APF008 is compliant. These changes will be discussed with Trustees to gain agreement on which changes will be included in a revised APF008.

Feedback will be taken away and the AP will be updated. The revised AP will be brought to a Board meeting in September 2015 for final commentary.

Attached to this report is the summary for discussion, the current APF008, and the 2015 Accommodation Review Guidelines.

Recommendation:
This report is for discussion purposes only.
Prepared/Reviewed By: Michael Schmitt
Director of Education

Shesh Maharaj
Superintendent of Corporate Services

Lindsay Ford
Manager of Planning

"Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."
### Pupil Accommodation Review Guidelines – March 2015 Changes

<table>
<thead>
<tr>
<th></th>
<th>2009 Guidelines</th>
<th>APF 008</th>
<th>2015 Guidelines</th>
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<tbody>
<tr>
<td>Transition Plan <em>NEW</em></td>
<td></td>
<td>Suggestions for transition planning included in appendix D.</td>
<td><em>NEW</em> Establish committee to transition students &amp; staff</td>
</tr>
<tr>
<td>Guiding Principles <em>NEW</em></td>
<td></td>
<td></td>
<td>Policies should be designed to align with these principles: Student well-being Academic achievement School board financial viability/sustainability</td>
</tr>
<tr>
<td>Modified Process <em>NEW</em></td>
<td></td>
<td></td>
<td><em>NEW</em> A shorter process with only 1 public meeting can be used for less complex reviews. Board must explicitly define criteria within their policy that would allow for this – Trustee approval required.</td>
</tr>
<tr>
<td><strong>Board Meetings &amp; Delegations</strong>&lt;br&gt;<strong>NEW</strong></td>
<td>2009 Guidelines</td>
<td>APF 008</td>
<td>2015 Guidelines</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>3 Board meetings:</strong>&lt;br&gt;1. Present recommendations &amp; delegations&lt;br&gt;2. Questions of staff &amp; delegations&lt;br&gt;3. Decision</td>
<td></td>
<td>• Staff must compile feedback from delegations &amp; present to trustees in final report.</td>
<td></td>
</tr>
<tr>
<td><strong>Decision</strong>&lt;br&gt;<strong>NEW</strong></td>
<td></td>
<td>• The Board may approve the recommendation, modify the recommendation, or approve a different outcome.</td>
<td></td>
</tr>
<tr>
<td><strong>ARC Members</strong></td>
<td>• Parents&lt;br&gt;• Educators&lt;br&gt;• Board officials&lt;br&gt;• Community members&lt;br&gt;• Trustees not required to sit on ARC</td>
<td>• SO – Corporate Services (chair)&lt;br&gt;• SO – Affected schools&lt;br&gt;• Principal (non-voting)&lt;br&gt;• Manager of Planning&lt;br&gt;• 2 Trustees (non-voting)&lt;br&gt;• Business rep (where possible)&lt;br&gt;• Municipal rep (where possible)&lt;br&gt;• Parish rep (where possible)&lt;br&gt;• 1 student / school (secondary)</td>
<td>• Minimum – parent reps chosen by their school communities&lt;br&gt;• Trustees may be ad hoc members to monitor the process.</td>
</tr>
<tr>
<td><strong>Role of the ARC</strong></td>
<td>• Carry out public consultation on school information profiles, options, &amp; final report.&lt;br&gt;• Modify school information profiles.&lt;br&gt;• Create options.&lt;br&gt;• Produce final report with recommendations.</td>
<td>• Carry out public consultation on school information profiles, options, &amp; final report.&lt;br&gt;• Modify school information profiles.&lt;br&gt;• Create options.&lt;br&gt;• Produce final report with recommendations.&lt;br&gt;• All ARC meetings open to public.&lt;br&gt;• Attend a minimum number of meetings to be eligible to vote.&lt;br&gt;• If the ARC refuses to complete the work, board administration may continue the process.</td>
<td>• Official conduit of information shared between the school board and the school communities.&lt;br&gt;• Minimum – provide feedback on initial staff report options.&lt;br&gt;• May comment/seek clarification on initial staff report.&lt;br&gt;• May provide alternative options with supporting rationale.</td>
</tr>
<tr>
<td>Terms of Reference</td>
<td>2009 Guidelines</td>
<td>APF 008</td>
<td>2015 Guidelines</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Contains reference criteria to frame the parameters of the ARC’s discussion.</td>
<td>Includes ARC’s purpose, responsibilities, reference criteria to frame the parameters of the discussion, review procedures.</td>
<td>Describe the ARC’s mandate (education &amp; accommodation objectives) and reflect the board’s strategy for supporting student achievement &amp; well-being.</td>
</tr>
<tr>
<td></td>
<td>Defines ARC members &amp; voting vs. non-voting members.</td>
<td>Includes goals.</td>
<td>Clearly outline expectations, roles, responsibilities, &amp; procedures.</td>
</tr>
<tr>
<td></td>
<td>Describes the type of materials to be provided by staff.</td>
<td></td>
<td>Specify the minimum number of working meetings.</td>
</tr>
<tr>
<td>Developing Options</td>
<td>School boards present at least 1 option to ARC.</td>
<td>Options to be developed by board staff or the ARC.</td>
<td>Board staff to include a recommended option in the initial report to trustees (prior to initiating review) including a timeline for implementation.</td>
</tr>
<tr>
<td></td>
<td>ARC to create alternative options.</td>
<td></td>
<td>Staff may amend the option.</td>
</tr>
<tr>
<td>Author of Final Report</td>
<td>ARC produces &amp; submits final report to Director of Education.</td>
<td>ARC produces &amp; submits final report to Director of Education.</td>
<td>Board staff submits report &amp; recommendations to Trustees.</td>
</tr>
<tr>
<td></td>
<td>ARC presents final report to Trustees.</td>
<td>If the Director disagrees then a dissenting report with recommendations will be submitted to Trustees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff reviews ARC report and makes recommendations to Trustees.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## School Information Profiles (SIP)

**Purpose:** help the community understand how well each school is meeting the objectives of the review.

Must Consider:
- Value to Student
- Value to Board
- Value to Community
- Value to Local Economy
- Priority to be placed on value to student.
- Provided examples of what to include.

## 2009 Guidelines

- **Purpose:** provide basic information on each school to inform the ARC & community with regard to the objectives.
- **Must Consider:**
  - Value to Student
  - Value to Board
  - Value to Community
  - Value to Local Economy

## APF 008

- **Purpose:** provide an understanding of the facilities
- **Must Consider:**
  - Value to Student
  - Value to Board
  - Minimum data requirements and factors to be included prescribed – includes community partnership discussions.

## 2015 Guidelines

- **Purpose:** provide an understanding of the facilities
- **Must Consider:**
  - To be completed by staff before the review starts.
  - Not the role of the ARC to approve.
  - Value to Student
  - Value to Board
  - Minimum data requirements and factors to be included prescribed – includes community partnership discussions.

### # Public Meetings

<table>
<thead>
<tr>
<th>School Information Profiles (SIP)</th>
<th>2009 Guidelines</th>
<th>APF 008</th>
<th>2015 Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: help the community understand how well each school is meeting the objectives of the review. Must Consider: Value to Student, Value to Board, Value to Community, Value to Local Economy, Priority to be placed on value to student. Provided examples of what to include.</td>
<td>Purpose: provide basic information on each school to inform the ARC &amp; community with regard to the objectives. Must Consider: Value to Student, Value to Board, Value to Community, Value to Local Economy</td>
<td>Purpose: provide an understanding of the facilities. To be completed by staff before the review starts. Not the role of the ARC to approve. Must Consider: Value to Student, Value to Board. Minimum data requirements and factors to be included prescribed – includes community partnership discussions.</td>
<td></td>
</tr>
</tbody>
</table>

### Timelines

<table>
<thead>
<tr>
<th>School Information Profiles (SIP)</th>
<th>2009 Guidelines</th>
<th>APF 008</th>
<th>2015 Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total = 180 days</td>
<td>Total = 187 days</td>
<td>Total = 100 days</td>
<td></td>
</tr>
<tr>
<td>30 calendar days – notice to 1st public mtg</td>
<td>30 calendar days – notice to 1st public mtg</td>
<td>30 Business Days – initiation to 1st public mtg (includes partner notification timelines)</td>
<td></td>
</tr>
<tr>
<td>90 calendar days – 1st public mtg to final public mtg</td>
<td>90 calendar days – 1st public mtg to final public mtg</td>
<td>40 business days – 1st public mtg to final public mtg</td>
<td></td>
</tr>
<tr>
<td>60 calendar days – posting of final report to decision</td>
<td>60 calendar days – posting of final report to decision</td>
<td>10 business days – final public mtg to making final report public</td>
<td></td>
</tr>
<tr>
<td>Timelines must not include summer break, Christmas break, or March break</td>
<td>Timelines must not include summer break, Christmas break, or March break</td>
<td>10 business days – delegations to final decision.</td>
<td></td>
</tr>
<tr>
<td>7 calendar days – delegations to decision</td>
<td></td>
<td>Note: timelines differ for a modified process (60 days).</td>
<td></td>
</tr>
<tr>
<td>Public Meetings</td>
<td>2009 Guidelines</td>
<td>APF 008</td>
<td>2015 Guidelines</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
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</tr>
<tr>
<td></td>
<td>Consult on the SIPs, options and accommodation (final) report.</td>
<td>Consult on the SIPs and options.</td>
<td>1st Public Mtg must include: overview of ARC orientation, initial staff report with recommended option, SIPs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preferred option &amp; recommendations must be presented.</td>
<td>Board staff are expected to facilitate.</td>
</tr>
</tbody>
</table>

| Exemptions | Replacement school within existing boundary or on same site. | Replacement school within existing boundary or on same site. | Replacement school within existing boundary or on same site. |
|           | Lease is being terminated. | Lease is being terminated. | Lease is being terminated. |
|           | Less than 50% of enrolment is being moved. | Less than 50% of enrolment is being moved. | Less than 50% of enrolment is being moved. |
|           | Temporary relocation due to repairs/renovations. | Temporary relocation due to repairs/renovations. | Temporary relocation due to repairs/renovations. |
|           | Replacement school within existing boundary or on same site. | | |

Other direction contained within the 2015 Ministry Guideline

- Public consultation is required prior to amending the Board’s accommodation review policy (APF008).
- School boards may use closed schools for other board purposes or hold onto the property as a strategic long-term asset.
- Boards must undertake long-term capital & accommodation planning.
Administrative Procedures Memorandum

#: APF008
Pupil Accommodation Review Process

DATE OF ISSUE: August 31, 1999

MEMO TO: Principals; Vice Principals; Senior Administration; Trustees; School Council Chairs

FROM: Director of Education

PURPOSE:
The purpose of this administrative procedures memorandum is to outline the procedures to be followed when conducting pupil accommodation reviews (i.e. boundary reviews and school closure reviews).

REFERENCES:

- Executive Limitation IV 008, “Financial Conditions and Activities”... “The CEO shall not:
  8. Acquire, encumber or dispose of real property.”

- Executive Limitation IV 010, “Facilities/Accommodations”... “The CEO shall not:
  1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as non-voting members of the Accommodation Review Committees.
  2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.


APPENDICES
- Appendix A – Ministry of Education Pupil Accommodation Review Guideline
- Appendix B – Generic Terms of Reference Template
- Appendix C – Generic School Information Profile
DEFINITIONS:

“Accommodation Review” is a public consultation process used to assess how students are accommodated in WCDSB schools. An accommodation review may be used to examine and adjust school boundaries (Boundary Review) or to examine the need to close a school (School Closure Review).

“Public Consultation Session” is a public session designed to encourage an open and informed exchange of views. A Public Consultation Session may take on various formats such as an open house, formal public meeting with a presentation and question/answer period, information session, workshop, etc.

COMMENTS AND GUIDELINES

An accommodation review process may be initiated by an excess of students at a school or schools within a planning area, where there is a lack of enrolment causing an inefficiency in the use of Board resources, or where other factors suggest that an alternative accommodation solution should be explored (e.g. building condition, excessive transportation costs, etc).

When considering the rationale for conducting an accommodation review it is necessary to recognize that one set of criteria cannot be applied to all situations and each potential review area must be evaluated on its own merits. For instance, the criteria used to evaluate urban schools may differ from the criteria used to evaluate rural schools.

Two types of accommodation reviews are defined in this policy as follows:

a) Part A – Boundary Review: The purpose of a boundary review is typically to transfer students from one school to another school in order to balance enrolment.

b) Part B – School Closure Review: The school closure review process applies where one or more schools is being considered for closure. This process reflects the Ministry of Education Pupil Accommodation Review Guideline (Revised June 2009). Closure reviews apply only to schools offering elementary or secondary regular day school programs.

The Ministry of Education Pupil Accommodation Review Guidelines (Appendix A) outline specific circumstances where there is no requirement to undertake a boundary or school closure review. In the circumstances below, the Board will consult with local school communities about the proposed accommodation options for students in advance of any decision by the Board.

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board’s existing policies;
- Where the board has leased a building, or part of a building, to provide elementary or secondary pupil accommodation and the lease is being terminated;
- When the board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment 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 over a number of school years;
- 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; or
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or under construction or repair.
PART A: BOUNDARY REVIEW PROCESS

The Boundary Review Process will ensure that the public has adequate opportunity to comment on the alternative solutions, the impact on affected students has been considered and that the decisions are based on an efficient and equitable use of system resources. In most cases, the final approval of a boundary change rests with the Board of Trustees and would involve a full public consultation process. There are, however, two exceptions to this rule which would allow senior administration to be the decision making body. These exceptions are as follows:

- Where a boundary change is being considered for an area where there are no existing students, the boundary options may be considered by senior administration and a decision reached by them without community consultation.
- Where there are relatively few students affected by a proposed boundary change, the families of those students will be consulted directly and given an opportunity to comment on the boundary options being considered. Following this consultation, senior administration may make a decision or elect to conduct a full review.
- Where a boundary change is being considered for an area which was part of an Accommodation Review up to and including five years previous, the change will come to the Board for information and approval.

Where senior administration is the decision making body, the proposed boundary change will be communicated directly to the affected school community. In addition, the details of the boundary change will be posted on the Board’s website accompanied by a written report explaining the rationale for the change. The public will have the ability to appeal the decision of senior administration to the Board of Trustees within thirty days of public notification. The Board, upon receipt of an appeal, will have the option of endorsing the decision of senior administration or ordering administration to conduct a full review. If no appeal is received within thirty days of the notification date the decision of senior administration will be final.

a) Boundary Review Committee (BRC)

The Boundary Review Committee is an advisory committee appointed by the Board of Trustees. The purpose of the committee is to provide feedback to Board administration regarding alternative accommodation scenarios and implementation recommendations. Committee members will consider the needs of the entire school system in their deliberations and will resist advocating for any particular school or neighbourhood. The following people will be invited to sit on the boundary review committee:

- Superintendent of Corporate Services (Chair)
- Superintendent(s) of the affected school(s)
- Two parent representatives from each school in the review
- Principal from each school included in the review (non-voting)
- Manager of Planning, Admissions and Enrolment
- Two trustees (non-voting members)

For secondary boundary reviews, one student representative from each school will be invited to sit on the BRC. Parents of each school community will be invited to apply to become a parent representative on the BRC. Parent representatives will be selected by the principal at each school. No substitute parent reps will be allowed to attend BRC meetings in the absence of the designated parent reps.
All voting members of the BRC must attend a predetermined number of BRC meetings and public consultation sessions to be eligible to vote. This number will be set by the BRC chair at the beginning of the review. Should a parent representative be absent for a vote, that parent may submit their vote by proxy to the principal prior to the vote.

If, for any reason, the committee refuses to complete, or dramatically delays, the review process then board administration may continue on their behalf.

b) Committee Meetings
Meetings of the BRC will be open to the public. The BRC will take delegations at a minimum of three committee meetings throughout the review. Delegations must register in advance if they wish to address the BRC.

Members of the public attending committee meetings are expected to act with decorum and in a manner that respects the work of the committee. Individuals or groups that disrupt the work of the committee proceedings may be asked to leave.

c) Terms of Reference
The Terms of Reference for the BRC will include the committee’s purpose, their responsibilities, a set of Reference Criteria that frame the parameters of the discussion, and the procedures for conducting the review. A generic Terms of Reference has been attached as an example of what the terms of reference may contain (Appendix B).

d) Boundary Review and Analysis
The BRC will review potential boundary changes including the various factors that could be considered in making a decision. These factors may include (but not be limited to) the following:

- Existing and proposed boundaries
- Enrolment projections (5 or 10 years, as appropriate)
- Future residential growth potential
- Number of students potentially impacted by the boundary change
- Implications for program delivery
- Facility utilization
- Transportation considerations (number of walking and bussed students, bell times, efficiency)
- Financial impacts (operating costs, staff costs, transportation costs)
- Capital implications (portables, new construction, facility renewal)
- Implications for program delivery (class size, grade structure, specialized program offering)

The BRC is responsible for providing recommendations to senior administration regarding a preferred boundary configuration and implementation recommendations. If the BRC is divided and cannot reach consensus and there is a definitive second option then that option will be included in the ARC’s Final Report. Senior administration will bring the recommendations of the BRC to the Board of Trustees. Senior Administration may also bring their own recommendations forward at that time. The Board of Trustees will make the final decision.

e) Community Consultation
The purpose of the public consultation process is to keep the public informed, listen to and acknowledge concerns and to receive feedback. The BRC will report on how public input influenced the recommendations.
The public consultation process must include a minimum of two public consultation sessions prior to the meeting where the preferred option and implementation recommendations are first presented to the Board of Trustees. The preferred option and draft recommendations of the committee will be presented to the public before they are presented to the Board. Additional public consultation sessions may be scheduled as necessary to ensure that there has been an appropriate opportunity for public consultation.

Public consultation sessions will be publicized in advance through a range of methods. A summary of the communications will be kept and shared with the Board of Trustees and the BRC throughout the review process.

The public consultation sessions should be held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public consultation sessions will be structured to encourage an open and informed exchange of views. All information presented at public consultation sessions, including the final report to the Board outlining the recommended option, will be made available on the Board website.

All data, reports, submissions, parent/ratepayer comments received during the BRC process are subject to Freedom of Information/Protection of Privacy legislation. All written public comments received by staff will be distributed to BRC members and the Board of Trustees in their entirety. Public comments received throughout the process may be shared with the public and may become part of the public record.

Trustees are encouraged to attend all public consultation sessions. The Board of Trustees will receive an update after the public consultation session where initial accommodation options are discussed.

f) Board Meetings
The recommendations of the Boundary Review Committee will be considered by the Board of Trustees as follows.

- The first meeting would involve the presentation of the BRC’s recommendations and the Board will receive delegations from the public.
- The second meeting would allow trustees to ask questions of staff and provide an additional opportunity for delegations.
- The final meeting would be held for trustee decision-making and no delegations would be permitted.

Delegations must adhere to the WCDSB General Board Operational and Procedural By-law. There must be a minimum of seven calendar days between the meeting when the board received the last delegation(s) and the meeting when the Board of Trustees make a decision.

The community will be made aware of the dates and times of these Board Meetings in a similar manner to the notification provided for the other public consultation sessions.

PART B: SCHOOL CLOSURE REVIEW PROCESS

In October 2006, the Ministry of Education released Pupil Accommodation Review Guidelines to provide direction to school boards regarding accommodation reviews where school closure is a possibility. These guidelines were subsequently revised in June 2009.

The guidelines are meant to ensure that decisions regarding school closures are made with the full understanding and involvement of the local community and that a broad range of criteria have been
considered regarding the quality of the learning environment for students. The Board’s school closure review process must, at a minimum, reflect the policies outlined in the Ministry’s Pupil Accommodation Review Guidelines (Appendix A).

a) Accommodation Review Committee (ARC)
Each school closure review process will be conducted by an Accommodation Review Committee appointed by the Board of Trustees. Committee members will consider the needs of the entire school system in their deliberations and will resist advocating for any particular school or neighbourhood. The recommended composition of the committee is as follows:

- Superintendent of Corporate Services (Chair)
- Superintendent(s) of the affected school(s) Two parent representatives from each school in the review
- Principal from each school included in the review (non-voting)
- Manager of Planning, Admissions and Enrolment
- Two Trustees (non-voting members)
- One business representative (where possible)
- One municipal representative (where possible)
- One parish representative (where possible)

Business and Parish representatives must not be personally affiliated in any way with the schools under review. Municipal representatives will be appointed by the local municipality.

For secondary boundary reviews, one student representative from each school will be invited to sit on the ARC.

Parents of each school community will be invited to apply to become a parent representative on the ARC. Parent representatives will be selected by the principal at each school. No substitute parent reps will be allowed to attend ARC meetings in the absence of the designated parent reps.

All voting members of the ARC must attend a predetermined number of ARC meetings and public consultation sessions to be eligible to vote. This number will be set by the ARC chair at the beginning of the review. Should a parent representative be absent for the vote, that parent may submit their vote by proxy to the principal prior to the vote.

If, for any reason, the ARC refuses to complete or dramatically delays the review process then board administration may continue on behalf of the ARC.

b) Committee Meetings
Meetings of the ARC will be open to the public. The ARC will take delegations at a minimum of three committee meetings throughout the review. Delegations must register in advance if they wish to address the ARC.

Members of the public attending committee meetings are expected to act with decorum and in a manner that respects the work of the committee. Individuals or groups that disrupt the committee proceedings may be asked to leave.

c) Terms of Reference
The Terms of Reference for the ARC will include the committee’s purpose, their responsibilities, a set of Reference Criteria that frame the parameters of the discussion, and the procedures for conducting the
review. A generic Terms of Reference has been attached as an example of what the terms of reference may contain (Appendix B).

d) School Information Profile (SIP)
A School Information Profile will be completed for each school in the accommodation review. The purpose of the SIP is to provide basic information on each school to inform the ARC and the community with regard to the objectives and Reference Criteria outlined in the Terms of Reference. A generic SIP is attached (Appendix C). The SIP includes data for each of the following four considerations:

- Value to the student
- Value to the school board
- Value to the community
- 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. The SIP will be completed by board administration for each of the schools in the review. The same profile template will be used for each school in the review. The completed SIP will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize. The final SIP and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

e) Accommodation Options
A variety of accommodation options will be examined by the ARC. These options may be developed by Board administration or by the ARC. Board administration will provide the necessary data, where possible, to enable the ARC to examine the options. As the ARC considers accommodation options, the members have a responsibility to consider the needs of all students objectively and fairly.

The ARC may recommend options that include capital investment. In these situations, the Board will advise on the availability of funding and where no funding exists the ARC must propose how students would be accommodated if funding does not become available.

The ARC will submit a Final Report to the Director of Education that outlines the process the ARC followed, the preferred accommodation option and recommendations for implementation. Committee members may have differing opinions and consensus may not be reached by the ARC. The Accommodation Report will reflect the range of opinions expressed by the ARC, including those that are in opposition to the final recommendations. If the ARC is divided and there is a definitive second option then that option will be included in the ARC’s Final Report.

Should the Director of Education disagree with the ARC’s recommendations, a dissenting report will be prepared. The dissenting report should outline specific concerns with the ARC recommendations, the rationale/analysis supporting these concerns, and the Director’s recommendations to the Board of Trustees. Both reports would then be presented to the Board of Trustees for a final decision.

f) Community Consultation
Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups are consulted. These groups may include the school councils, parents, guardians, students, teachers, the local community and other interested parties.

The purpose of the public consultation process is to keep the public informed, listen to and acknowledge concerns and to receive feedback. The ARC will report on how public input influenced the decision.
The public consultation process must include a minimum of four public consultation sessions to consult about the School Information Profile and the accommodation options. The preferred option and recommendations of the committee will be presented at one of these public consultation sessions. Public consultation sessions will be structured to encourage an open and informed exchange of views.

A summary reflecting the full range of opinions expressed at the public consultation sessions will be made available on the Board website. All information and presentation materials from the public consultation sessions will be also be made available on the Board website.

All data, reports, submissions, parent/ratepayer comments received during the ARC process are subject to Freedom of Information/Protection of Privacy legislation. All written public comments received by staff will be distributed to ARC members and the Board of Trustees in their entirety. Public comments received throughout the process may be shared with the public and may become part of the public record.

Public consultation sessions must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). A summary of the communications will be kept and shared with the Board of Trustees and the ARC throughout the review process.

Trustees are encouraged to attend all public consultation sessions. The Board of Trustees will receive updates:

- after the public consultation session where the school information profiles are discussed; and
- after the public consultation session where initial accommodation options are discussed.

**g) Board Meetings**

The recommendations of the Accommodation Review Committee will be considered by the Board of Trustees as follows.

- The first meeting would involve the presentation of the ARC’s recommendations and the Board will receive delegations from the public.
- The second meeting would allow trustees to ask questions of staff and provide an additional opportunity for delegations.
- The final meeting would be held for trustee decision-making and no delegations would be permitted.

Delegations must adhere to the WCDSB General Board Operational and Procedural By-law. There must be a minimum of seven calendar days between the meeting when the board received the last delegation(s) and the meeting when the Board of Trustees makes a decision.

The community will be made aware of the dates and times of these Board Meetings in a similar manner to the notification provided for the other public consultation sessions.

**h) Timelines**

After the intention to conduct a closure review 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 consultation sessions. Beginning with the first public consultation session, the public consultation period must be no less than 90 calendar days.

The completed Final Report will be posted on the Board’s website upon receipt by the Director of Education. Once the report has been received, there must be a minimum of 60 calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations.
Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60, or 90 calendar day periods.

i) Administrative Review of Accommodation Review Process

The Ministry of Education has outlined a process by which the public may apply for administrative review of a Board decision. The Ministry guidelines are contained in Appendix A. Administrative review applies only to those reviews that follow the school closure process and do not apply to boundary review decisions. An administrative review cannot overturn a decision by the Board of Trustees and can only examine the Board’s process. A review of a school board’s accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

- 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.
  - The petition must be specific in terms of what parts of the process are being challenged relative to Board policy.

- 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 headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition. Only one signature per household will be counted for the purpose of meeting the required percentage of supporters.
  - The petition should clearly provide a space for individuals to print and sign their name; address (street name and postal code); and 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.

- Submit the petition and justification to the school board and the Minister of Education within thirty (30) days of the board’s closure resolution.

The school board would be required to:

- Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school and/or individuals who participated in the review process.

- 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.

If the conditions set out above have been met, the Ministry would be required to:

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.
PURPOSE

The purpose of the Pupil Accommodation Review Guideline (previously referred to as school closure guidelines) is to provide direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

The Guideline ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the full involvement of an informed local community and it is based on a broad range of criteria regarding the quality of the learning experience for students.

In recognition of the important role schools play in strengthening rural and urban communities and the importance of healthy communities for student success, it is also expected that decisions consider the value of the school to the community, taking into account other government initiatives aimed at strengthening communities.

School boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.

Under paragraph 26, subsection 8 (1) of the Education Act, the Minister of Education may issue guidelines with respect to school boards’ school closure policies. The Guideline is effective upon release.

SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for establishing and following their own accommodation review policies. At a minimum, boards’ accommodation review policies are to reflect the requirements of the Pupil Accommodation Review Guideline set out below.

A copy of the school board’s accommodation review policy, the government’s Pupil Accommodation Review Guideline and the Administrative Review of Accommodation Review Process documents are to be available at the school board’s office and posted on the school board’s website.
School boards are expected to undertake long-term enrolment and capital planning that will provide the context for accommodation review processes and decisions. This planning should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.

The *Guideline* recognizes that, wherever possible, accommodation reviews should focus on a group of schools within a school board's planning area rather than examine a single school. These schools would be reviewed together because they are located close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.

**ACCOMMODATION REVIEW TERMS OF REFERENCE**

The review of a particular school or schools is to be led by an Accommodation Review Committee (ARC) appointed by the board. The ARC assumes an advisory role and will provide recommendations that will inform the final decision made by the Board of Trustees.

Each ARC must include membership drawn from the community. It is recommended that the committee include parents, educators, board officials, and community members. Trustees are not required to serve on ARCs.

School boards will provide the ARC with a Terms of Reference that describes the ARC’s mandate. The mandate will refer to the board’s educational and accommodation objectives in undertaking the ARC and reflect the board’s strategy for supporting student achievement. The Terms of Reference will contain 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. Examples may include grade configuration, school utilization, and program offerings.

The Terms of Reference will identify ARC membership and the role of voting and non-voting members, including board and school administration. The Terms of Reference will also describe 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.

School boards will inform the ARC at the beginning of the process about partnership opportunities, or lack thereof, as identified as part of boards’ long-term planning process.

**SCHOOL INFORMATION PROFILE**

School boards are required to develop a School Information Profile to help the 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):

- Value to the student
- Value to the school board
- Value to the community
- Value to the local economy

It is recognized that the school’s value to the student takes priority over other considerations about the school. A School Information Profile will be completed by board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.

The following are examples of factors that may be considered under each of the four considerations. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s).

**Value to the Student**

- the learning environment at the school;
- student outcomes at the school;
- course and program offerings;
- extracurricular activities and extent of student participation;
- the ability of the school’s physical space to support student learning;
- the ability of the school’s grounds to support healthy physical activity and extracurricular activities;
- accessibility of the school for students with disabilities;
- safety of the school;
- proximity of the school to students/length of bus ride to school.

**Value to the School Board**

- student outcomes at the school;
- course and program offerings;
- availability of specialized teaching spaces;
- condition and location of school;
- value of the school if it is the only school within the community;
- fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

**Value to the Community**

- facility for community use;
program offerings at the school that serve both students and community members (e.g., adult ESL);
- school grounds as green space and/or available for recreational use;
- school as a partner in other government initiatives in the community;
- value of the school if it is the only school within the community.

Value to the Local Economy

- school as a local employer;
- availability of cooperative education;
- availability of training opportunities or partnerships with business;
- attracts or retains families in the community;
- value of the school if it is the only school within the community.

ACCOMMODATION REVIEW PROCESS

As indicated above, the public review of each school or group of schools is to be led by a local Accommodation Review Committee appointed by the board.

School boards must present to the ARC 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.

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five year period, unless there are exceptional circumstances.

School Information Profile

The ARC will discuss and consult about the School Information Profile(s) prepared by board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

Public Information and Access

School boards and ARCs are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the school board’s website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.
Accommodation Options

The ARC may also create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report to the board.

ARC's may recommend accommodation options that include new capital investment. In such a case, 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.

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.

Community Consultation and Public Meetings

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.

As indicated above, the ARC will consult about the customized School Information Profile prepared by board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback about the accommodation options and the ARC’s Accommodation Report to the board. Discussions will be based on the School Information Profile(s) and the ARC’s Terms of Reference.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

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.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARC’s and board administration are to respond to questions they consider relevant to the ARC and its analysis.
meetings or in writing appended to the minutes of the meeting and made available on the board’s website.

**ARC Accommodation Report to the Board**

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the board’s Director of Education, who will have the Accommodation Report posted on the board’s website. The ARC will present its Accommodation Report to the Board of Trustees. Board administration will examine the ARC Accommodation Report and present the administration analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the board must outline clear timelines around when the school(s) will close.

**TIMELINES FOR AN ACCOMMODATION REVIEW PROCESS**

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.

Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

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.

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.

**APPLICATION OF ACCOMMODATION REVIEW GUIDELINES**

The Guideline applies to schools offering elementary or secondary regular day-school programs. The following outlines circumstances where school boards are not obligated to undertake an accommodation review in accordance with this Pupil Accommodation Review Guideline. In these circumstances, a board is expected to consult with local communities about proposed accommodation options for students in advance of any decision by the board.

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board’s existing policies;
1.0 Mandate

The Board of Trustees has asked an Accommodation Review Committee to conduct a school closure review of _______________ (review area). The ARC, as an advisory committee to the Board of Trustees, will analyze School Information Profiles and other relevant data, develop alternative accommodation scenarios and make recommendations to the Board of Trustees that meet the educational and operational objectives of the Waterloo Catholic District School Board.

2.0 Reference Criteria

The reference criteria include educational and accommodation criteria for examining schools under review and accommodation options. The reference criteria define the parameters of the ARC discussion and will be used by that ARC to fulfill its mandate. The reference criteria include, but are not limited to, the following.

2.1 Board Parameters

- All elementary schools are JK-8.
- All secondary schools are Grade 9-12.
- Facilities should not limit students from fully experiencing the curriculum.
- Facilities should have a relationship with the community.
- Physical accessibility in new and existing facilities should be maximized.
- All capital projects (i.e. new schools, additions) require Ministry and Board approval.
- Creative financing options and private sector partnerships should be explored where appropriate.

2.2 Board-wide Accommodation Review Goals

- Provide the highest quality learning environment possible.
  - Consider program environments and how they support student achievement.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
  - Maximize the use of Board owned facilities over the long term.
  - Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that it may be a good short-term solution.
- Provide a long-term (5 years +) accommodation solution.
- Create boundaries that maximize the number of students that can walk to school.
  - Consider the Board’s existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Consider the impact on parish boundaries.
- Provide logical attendance boundaries.
  - Follow logical divides such as major roads, physical barriers, etc.
  - Recognize existing neighbourhoods wherever possible.
- Reduce operating costs (e.g. maintenance, operations, transportation, etc.)
- Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board’s long term capital plan.

2.3 Review Goals

[This section will be customized to the individual review prior to distributing the terms of reference to the review committee. The review goals are those created to address issues or concerns specific to the individual review area.]

3.0 Roles and Responsibilities

An ARC has been appointed by the Board, in accordance with Board policy, to carry out the accommodation review process. ARC members can expect approximately 10-12 ARC meetings over an 8 month period. A minimum of 4 public consultation sessions will also be held. Throughout the process the committee will be assisted by various board staff members in the collection, presentation and evaluation of data, organizing both committee and public consultation sessions, generating options and preparing reports. The outline below illustrates the relative division of responsibilities between the committee and staff.

<table>
<thead>
<tr>
<th>ROLE OF THE ARC</th>
<th>ROLE OF BOARD STAFF</th>
</tr>
</thead>
</table>
| **Agendas & Minutes** | • Approve minutes of each ARC meeting.  
 • Ensure the accuracy of meeting minutes.  | • Prepare meeting agendas.  
 • Record minutes.  
 • Post minutes on the Board website. |
| **Materials, Support and Analysis** | • Review information prepared by staff  
 • Request additional information as necessary. | • Prepare a timeline outlining tasks, milestones and deadlines according to APF008.  
 • Organize school tours for the ARC.  
 • Prepare, distribute and present information to the ARC and public.  
 • Attend meetings as a resource to the ARC.  
 • Provide any additional information requested by the ARC. |
| **School Information Profile (SIP)** | • Review and discuss the School Information Profiles.  
 • Consult with the public regarding the SIP.  
 • Request changes to the SIP as necessary. | • Prepare a School Information Profile for each school in the review. |
| **Alternative Accommodation Scenarios/Options** | • Develop accommodation options consistent with the Reference Criteria. | • Prepare accommodation options.  
 • Prepare data to support the... |
### Community Consultation
- Hold a minimum of four public consultation sessions.
- Ensure that all relevant information is made available to the public.
- Consider public comments when making decisions and recommendations [where possible provide written notations of actions taken for each comment].
- Prepare presentation materials for public consultation sessions.
- Advertise meetings in accordance with Board policy.
- Post all relevant information on the Board’s website.
- Ensure that the ARC and Board of Trustees receive all written public comments.

### Recommendations & Final Report
- Develop a preferred option.
- Develop implementation recommendations.
- Prepare a Final Report containing the preferred options and implementation recommendations.
- Ensure that the report accurately reflects the process and discussions of the committee.
- Prepare the Final Report on behalf of the ARC.
- Post the Final Report on the Board’s website.
- Respond to public inquiries regarding the review.
- Present the final report recommendations to the Board of Trustees.

### Meeting Conduct
- The chair shall guide the meeting according to the agenda.
- ARC members are expected to treat each other and board staff with respect.
- The goal is to work toward consensus on key issues. Where this is not possible a vote will be held. Only voting members of the ARC will be allowed to vote. The vote will be successful only if the majority (50% + 1) of ARC members present at time of the vote are in favour.
- ARC members are expected to attend every ARC meeting where feasible. At least one parent representative from each school should be in attendance at every meeting.
- ARC members are expected to attend public consultation sessions.
- The role of the ARC terminates once the Final Report and recommendations have been submitted to the Director of Education.
<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School:</strong></td>
</tr>
<tr>
<td><strong>Address:</strong></td>
</tr>
<tr>
<td><strong>Original Construction Year:</strong></td>
</tr>
<tr>
<td><strong>Year of Additions/Renovations:</strong></td>
</tr>
<tr>
<td><strong>Building Size – GFA (sq.ft/m²):</strong></td>
</tr>
<tr>
<td><strong>Number of permanent classrooms:</strong></td>
</tr>
<tr>
<td><strong>Number of port-a-pak/RCM classrooms:</strong></td>
</tr>
<tr>
<td><strong>Number of portables:</strong></td>
</tr>
<tr>
<td><strong>On-The-Ground Capacity:</strong></td>
</tr>
<tr>
<td><strong>Site Size (Ha/Acres):</strong></td>
</tr>
<tr>
<td><strong>Frontage (m):</strong></td>
</tr>
<tr>
<td><strong>Zoning:</strong></td>
</tr>
</tbody>
</table>
## VALUE TO THE STUDENT

### SUPPORTS

The capacity and numbers (according to the Board or Ministry formula) supports the following number of staff:

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Current Staffing (# FTE)</th>
<th># FTE Students</th>
<th>Staffing Benchmark</th>
<th>No. of Staff Provided by Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vice-Principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JK/SK Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior/Intermediate Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Assistant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French as a Second Language Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Planning Time Teachers</td>
<td></td>
<td></td>
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<tr>
<td>English as a Second Language Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Support Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretary</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Library Technician</td>
<td></td>
<td></td>
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<tr>
<td>Lunch Hour Supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodial Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Support Staff</td>
<td>Total Number of FTE Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PROXIMITY TO EXTERNAL TEACHING RESOURCES

List any cultural resources, recreational opportunities, and natural areas within 1.6km of the school.
### STUDENT ACADEMIC OUTCOMES

Are the EQAO assessment results available for this school? [Yes] [No]

What has been the EQAO assessment results trend over the last 5 years?

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3 Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3 Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6 Reading</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6 Writing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6 Mathematics</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### QUALITY OF THE LEARNING ENVIRONMENT

**Instructional Areas:**

Number of Purpose-Built Kindergarten Rooms: [ ]

Number of Regular Classrooms: [ ]

Do classrooms have natural light (windows)? [Some] [Yes] [No]

Describe the classroom layout:

- Open concept (pods) [ ]
- Permanent walls [ ]
- Combination [ ]

Does the school have purpose-built classrooms for:

- Science: [Yes] [No]
- Art: [Yes] [No]
- Music: [Yes] [No]
- Spec. Ed: [Yes] [No]

What size is the gymnasium?

- Single [ ]
- Over-sized single [ ]
- Double [ ]
- Partition wall? [ ]

Are the following spaces available?

- Change rooms [ ]
- Gym storage [ ]
- Stage [ ]
- Servery [ ]

Is the size of the gymnasium appropriate for the capacity of the school? [Yes] [No]

Are the size, shape, and configuration of the library adequate for the capacity of the school? [Yes] [No]

Does the library have natural light (windows, skylights, etc.)? [Yes] [No]

Are there any specialized spaces included in the library?

- Computers [ ]
- Technology [ ]
- Stage [ ]
- Other (specify) [ ]

Is there sacred space for small groups to reflect, pray and share? [Yes] [No]
### Administrative Areas:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Available</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception with waiting area</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Principal office</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>VP office</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Meeting room</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Staff room with kitchen</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Staff work room</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Health room</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>OSR storage</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

**Describe the building environment:**

- **Air quality (ventilation, temperature control, humidity, particulates):**
  - Satisfactory [ ]
  - Unsatisfactory [ ]

- **Light quality (adequate levels, natural light):**
  - Satisfactory [ ]
  - Unsatisfactory [ ]

- **External distractions (landfill, trains):**
  - Noise [ ]
  - Odours [ ]

- **Other (specify):**

### ACCESSIBILITY

**Describe any accessibility issues with the site (e.g. steep slopes, stairs).**

**Percentage of the school’s floor plan that is wheelchair accessible:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Available</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the school multi-leveled?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>If yes, is there an elevating device (i.e. elevator, lift)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is there a barrier free washroom for student use?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Boys only [ ] Girls only [ ]</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>If yes, is it located near the spec. ed. room?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the main entrance accessible?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the administration area fully accessible?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is there a barrier free washroom designated for staff use?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the gymnasium accessible?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the entrance closest to the gymnasium accessible?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is there a barrier free washroom located in the change rooms?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Boys only [ ] Girls only [ ]</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>
Is the library accessible? Yes ☐ No ☐

**ADEQUACY OF EXTERNAL PHYSICAL SPACE TO SUPPORT LEARNING & DEVELOPMENT**

List the site’s amenities and playground space (e.g. baseball diamond, soccer field, basketball court, outdoor classrooms, creative play structure, etc.)

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there parkland adjacent to the school site?</td>
<td>Yes ☐ No ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, does it have sports fields?</td>
<td>Yes ☐ No ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not, is there a park within 200m of the school with sports fields?</td>
<td>Yes ☐ No ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXTRACURRICULAR ACTIVITIES**

Which extracurricular activities are currently offered?

**Athletics:**

- Basketball? girls ☐ boys ☐
- Volleyball? girls ☐ boys ☐
- Softball / 3 pitch? girls ☐ boys ☐
- Soccer? junior ☐ intermediate ☐
- Cross Country? ☐
- Track & Field? ☐
- Other (List):

**Arts:**

- Choir? ☐
- Drama? ☐
- Dance? ☐
- Art/Crafts? ☐
- Other (List):

**Clubs:**

- Chess/checkers? ☐
- Computers? ☐
- Other (List):

Does the school have a large enough population to enable participation in intramurals against other schools? Yes ☐ No ☐

**SAFETY**

Do all regular classrooms have windows? Yes ☐ No ☐

Can the main entrance be easily monitored from the main office? Yes ☐ No ☐

Are there clear sight lines *inside the school* that allow corridors and stairwells to be easily monitored? Yes ☐ No ☐

Describe any deficiencies.

Are there clear sight lines that allow the *site* to be easily monitored? Yes ☐ No ☐

Does the site require extra staff to supervise? Yes ☐ No ☐

Describe any deficiencies.
### PROXIMITY TO STUDENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students walking to school:</td>
<td></td>
</tr>
<tr>
<td>Total number of students bussed to the school:</td>
<td></td>
</tr>
<tr>
<td>Number of students that are bussed due to a hazard:</td>
<td></td>
</tr>
<tr>
<td>Number of students attending the school but living out of boundary:</td>
<td></td>
</tr>
<tr>
<td>Number of students living in the bussed area:</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of students living in the boundary but attending another school:</td>
<td></td>
</tr>
</tbody>
</table>

### INTERACTION BETWEEN THE SCHOOL AND PARISH

- Which parish is affiliated with this school?
- Which other parishes do students at this school attend? N/A
- Distance from the school to the parish (km):

### VALUE TO THE BOARD

### ENROLLMENT FACTORS

<table>
<thead>
<tr>
<th>Description</th>
<th>Year</th>
<th>Enrolment</th>
<th>Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-Ground (OTG) Capacity:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical FTE Enrolment: past 5 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current full time equivalent (FTE) enrolment:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolment FTE Projection: next 5 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student yield:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board average student yield:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe the student yield trend at the school:                 declining</td>
<td>stable</td>
<td>increasing</td>
<td></td>
</tr>
</tbody>
</table>
### ADEQUACY OF THE SITE

<table>
<thead>
<tr>
<th>Actual number of parking spaces on site:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended minimum number of parking spaces (2 per classroom):</td>
</tr>
<tr>
<td>Are there designated handicap parking spaces? No. [ ] Yes [ ] No [ ]</td>
</tr>
<tr>
<td>Is there a designated bus drop-off area? on the site [ ] on the street [ ] Yes [ ] No [ ]</td>
</tr>
<tr>
<td>Is there a designated parent drop-off area on the site? Yes [ ] No [ ]</td>
</tr>
<tr>
<td>Is the school visible within the neighbourhood (collector road vs. cul-de-sac) Yes [ ] No [ ]</td>
</tr>
<tr>
<td>Describe any site limitations (e.g. steep slope, forest, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approximate number of portables that could be accommodated on the site:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there space on the site to accommodate an addition if needed? Yes [ ] No [ ]</td>
</tr>
</tbody>
</table>

### COST TO OPERATE

| Annual transportation cost: $ | Cost per bussed pupil: $ |

3 Year average expenditures per pupil:

<table>
<thead>
<tr>
<th>Utilities (Hydro, Natural Gas, Water, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Operations (waste management, security, preventative maintenance, grounds, custodial staffing, custodial supplies, etc.)</td>
</tr>
</tbody>
</table>

| subtotal |

| Cost to Operate per pupil $ | Ministry Benchmark per pupil $ | Board average Cost to Operate per pupil $ |

### LONG TERM CAPITAL/RENEWAL COSTS

| Potential accessibility projects: Cost estimate: $ |

| Potential program upgrades: Cost estimate: $ |

| Potential renewal projects over the next 5 years: Cost estimate: $ |
### VALUE TO THE COMMUNITY & LOCAL ECONOMY

#### FACILITY FOR COMMUNITY USE

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the school have a child care facility?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List any facility partners that currently have an agreement for space in the school.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Types of groups &amp; number of annual hours of rented space in the school (Community Use of Schools):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>youth □ hours:_________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>adult □ hours:_________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other □ hours:_________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the community invested financially in the school grounds?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List any agreements governing the joint use of green space.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Does the community invested financially in the school grounds?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List any agreements governing the joint use of green space.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Does this school represent the only green space within the neighbourhood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this the only Catholic school in the community (within 8km)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the attributes of the site that lend itself to an alternate use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there sufficient parking to accommodate an additional use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it located within 400m of a transit stop?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it located on a collector or arterial road?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can a portion of the building be segregated from the rest of the school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the surrounding land uses support an alternate use?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX D: Best Practice Procedures for Accommodation Reviews**

The following strategies and ideas are intended to provide guidance to the Accommodation Review Committee on the performance of the accommodation review. These procedures are not mandatory but rather augment the procedures outlined in the policy. However, the Accommodation Review Committee should carefully consider incorporating as many of these “best practices” as is practical in the review process.

<table>
<thead>
<tr>
<th>Suggested Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The principal has ultimate responsibility for selecting the parent representatives for their school.</td>
</tr>
<tr>
<td>• Suggested Process:</td>
</tr>
<tr>
<td>o The school community will be notified that a review has commenced and that parent representatives are being sought to participate on the committee;</td>
</tr>
<tr>
<td>o Notification may include a flyer sent home with students, an invitation to a school council presentation, posters at schools, parish bulletins and/or email notification.</td>
</tr>
<tr>
<td>o Parents may apply through the completion of an application, available on-line, from the school or by request from the board.</td>
</tr>
<tr>
<td>o Applications will be submitted to the school Principal.</td>
</tr>
<tr>
<td>o The Principal will short-list the applicants based on the criteria listed on the application.</td>
</tr>
<tr>
<td>o The school council will review the applicants and make a recommendation to the principal.</td>
</tr>
<tr>
<td>o The principal will select the parent reps.</td>
</tr>
<tr>
<td>o All applications should be kept by the principal for the duration of the review in case a replacement rep is needed.</td>
</tr>
<tr>
<td>• If one of the two parent reps quits the ARC near the end of the process and it’s too late to introduce another parent rep to the ARC then the remaining parent representative will have two votes to ensure that each school has equal representation.</td>
</tr>
<tr>
<td>Selection of municipal, business and parish representatives</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>• Municipal Representative – the municipality will be responsible for appointing a municipal representative to the committee.</td>
</tr>
<tr>
<td>• Business Representative – the local Chamber of Commerce will be contacted for the appointment of one (1) business representative.</td>
</tr>
<tr>
<td>• Municipal, business representatives shall not be associated with any of the schools involved in the review.</td>
</tr>
<tr>
<td>• Parish Representative – the local parishes associated with the schools involved in the review will be contacted to appoint one (1) representative to the committee.</td>
</tr>
<tr>
<td>• The parish representative must not be personally affiliated with any of the schools in the review.</td>
</tr>
<tr>
<td>• All of these committee members are optional and the review can proceed without these members if necessary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A job description will be created prior to the review and provided to prospective parent representatives as part of the application process;</td>
</tr>
<tr>
<td>• A job description will be created for school principals to make the role of the Principal clear to the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Committee meeting dates/times will be set at the first ARC meeting.</td>
</tr>
<tr>
<td>• Dates/times will be posted on the website.</td>
</tr>
<tr>
<td>• ARC members must attend 80% of the ARC meetings and public consultation sessions. (Note: the percentage will be set by the ARC chair at the beginning of each review. It will be approximately 80% and depend on the number of meetings in the review.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Tours</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School tours will be organized at the beginning of school closure reviews to acquaint committee members with the issues to be addressed through the review.</td>
</tr>
<tr>
<td>• Planning staff would provide information relative to each site (floor plans, site plans, capacity, enrolment, etc).</td>
</tr>
<tr>
<td>• The tour of each school would be conducted by the Principal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delegations to Committee Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The meetings where delegations will be allowed will be selected at the beginning of the process by the ARC. This information will be made available to the public.</td>
</tr>
<tr>
<td>• No delegations will be allowed at the night the committee makes its recommendations.</td>
</tr>
<tr>
<td>• Delegations will be required to register 48 hours in advance through the Capital Planning Department. Delegations are required to submit presentation material at this time.</td>
</tr>
<tr>
<td>• Delegations will be given 5 minutes to speak.</td>
</tr>
<tr>
<td>PUBLIC CONSULTATION</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Public consultation</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PUBLIC CONSULTATION</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>The purpose of the public consultation sessions will be clearly stated at the beginning of the review process and reiterated throughout the process.</td>
</tr>
<tr>
<td></td>
<td>The purpose should be stated at every public consultation session.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PUBLIC CONSULTATION</th>
<th>Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification</td>
<td>Notification should be given by a variety of means to reach the largest number of people possible:</td>
</tr>
<tr>
<td></td>
<td>Email distribution (parents can sign up for this)</td>
</tr>
<tr>
<td></td>
<td>Signs posted on each school property</td>
</tr>
<tr>
<td></td>
<td>Board website (updated frequently)</td>
</tr>
<tr>
<td></td>
<td>Flyers sent home with students</td>
</tr>
<tr>
<td></td>
<td>Newspaper advertisements</td>
</tr>
<tr>
<td></td>
<td>Media releases</td>
</tr>
<tr>
<td></td>
<td>Social media (where appropriate)</td>
</tr>
<tr>
<td></td>
<td>A summary of all communication will be kept and distributed to the ARC and trustees throughout the accommodation review.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PUBLIC CONSULTATION</th>
<th>School Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Council</td>
<td>Staff will attempt to present to each school council involved in the review area individually at the beginning of a school closure review.</td>
</tr>
<tr>
<td></td>
<td>These presentations will be advertised to the broader school community.</td>
</tr>
<tr>
<td></td>
<td>Information on the application for parent representatives would be shared at this meeting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PUBLIC CONSULTATION</th>
<th>Public Consultation Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public consultation</td>
<td>Public consultation sessions may take on a variety of formats and will be customized to each review.</td>
</tr>
<tr>
<td></td>
<td>Open house portion – display boards will be set up around the gym/library for parents to view. An adequate amount of staff will be present to answer any questions.</td>
</tr>
<tr>
<td></td>
<td>Presentation portion – a presentation will be done at a set time within the public consultation session.</td>
</tr>
<tr>
<td>Community Needs</td>
<td>Public Consultation</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| - Individual school communities may face challenges in encouraging the participation of their parents.  
- Where specific barriers can be identified, the committee should implement strategies to encourage participation, for example:  
  - Provide a translator at public consultation sessions  
  - Translate notices and other written documents.  
  - Provide childcare for parents attending consultation sessions.  
  - Conduct consultation sessions at alternative sites which may be more comfortable to parents (e.g. ethnic clubs, parishes, neighbourhood associations)  
  - Provide food if meetings are held during meal times | - Community members will be advised that any comments submitted to the committee may become part of the public record.  
- There will be a method of recording questions/answers at public consultation sessions that could include comment sheets or meeting minutes  
- Other options for submitting comments any time during the review include suggestion boxes at schools, email to Capital Planning staff or ARC members.  
- Committee members & all trustees receive copies of all written public comments received. Comments would not be edited or summarized. Inappropriate comments may be removed prior to distribution.  
- A FAQ webpage will be established on the accommodations page.  
- Public comments (minus personal or inappropriate information) may be posted on the website periodically throughout the review. Responses may also be posted.  
- Comments marked as confidential will not be shared.  
- Summaries will be provided in the final report of the ARC as they pertain to accommodation options that were considered. | - Start transition planning as early in the review process as possible so that the public understands the measures that will be undertaken to alleviate student fears, ensure continuity of special education support and build linkages between communities.  
- The public should be invited to present suggestions for inclusion in the transition plans.  
- Transition plan ideas should be shared with the public during the accommodation review process.  
- Provide teaching staff at the schools with resources and information so they can talk to students about the change process. |
<table>
<thead>
<tr>
<th>TRANSITION PLAN</th>
<th>After the review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Support</strong></td>
<td><strong>Community Building</strong></td>
</tr>
<tr>
<td>• Staff from departing and receiving schools meet to review needs of individual students (IEPs, EA support, ESL, behaviour concerns)</td>
<td>• Welcome, meet &amp; greet for students changing schools at their new school</td>
</tr>
<tr>
<td>• Special Education staff from the Board Office meets with staff from the departing and receiving schools to support students transitioning to a new school</td>
<td>• School tours to familiarize students with their new school</td>
</tr>
<tr>
<td>• HR to ensure EAs are present at school the first day with the student they had supported the previous year</td>
<td>• Open house for parents and students to visit their new school</td>
</tr>
<tr>
<td>• Staff from the departing school prepare summaries highlighting the particular learning styles of each student</td>
<td>• Joint celebrations held (assemblies, masses, play days, performances)</td>
</tr>
<tr>
<td>• Arrange late June or late August meetings with classroom teacher, in new classroom, to help alleviate anxiety</td>
<td>• Student ambassadors from receiving school to visit departing school to answer questions from students</td>
</tr>
<tr>
<td>• Wherever possible honour requests to have friends accommodated in the same classroom or to ensure separation of students where there have been past difficulties</td>
<td>• Set up pen pals between students who are transferring and students in the same grade at the school they’ll move to</td>
</tr>
</tbody>
</table>

<p>| <strong>Administrative Activities</strong> | |
| • Regular communication with the parent community is essential | |
| • Transfer electronic records to receiving schools by the end of May so that class lists can be created to try and keep friends together, wherever possible | |
| • Kindergarten on alternate day schedules must be provided with other opportunities to visit schools if events happen on days when they are not at school | |</p>
<table>
<thead>
<tr>
<th>TRANSITION PLAN</th>
<th>After the review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Council Activities</strong></td>
<td></td>
</tr>
<tr>
<td>• Involve school councils in community building events</td>
<td></td>
</tr>
<tr>
<td>• Hold joint school council meetings in the period leading up to the move</td>
<td></td>
</tr>
<tr>
<td>• Review the priorities for each School Council and determine the joint priorities going forward</td>
<td></td>
</tr>
<tr>
<td>• Review School Council budgets and potential expenditures to benefit students</td>
<td></td>
</tr>
</tbody>
</table>
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VI. ESTABLISHING AN ACCOMMODATION REVIEW

VII. THE ACCOMMODATION REVIEW COMMITTEE

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IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS

X. PUBLIC MEETINGS

XI. COMPLETING THE ACCOMMODATION REVIEW

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XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

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XVI. DEFINITIONS
**PREAMBLE**

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while ensuring continued student achievement and well-being, and the financial viability/sustainability of the school board.

One aspect of a school board’s capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When a school board identifies a school that is projected to have long-term excess space, a school board would typically look at a number of options such as:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

If none of these options are deemed viable by a school board, the board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures. These decisions are made within the context of supporting the school board’s student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

The Ministry of Education expects school boards to work with their community partners when undertaking capital planning, including when a school board is beginning to develop options to address underutilized space in schools. The Ministry of Education’s *Community Planning and Partnerships Guideline* (CPPG) outlines requirements for school boards to reach out to their local municipalities and other community partners to share planning related information and to explore potential partnership opportunities. This version of the *Pupil Accommodation Review Guideline* (the “Guideline”) builds upon the CPPG by providing requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

If a pupil accommodation review results in a school closure decision, a school board will then need to decide whether to declare that school as surplus, potentially leading to the future sale of the property. These sales are governed by provincial regulation. Alternately, a school board may decide to use a closed school for other school board purposes, or hold the property as a strategic long-term asset of the school board due to a projected need for the facility in the
future. Each school board decides when it is appropriate to review its strategic property holdings to determine if these properties are still required to be held or should be considered surplus to the school board’s needs and considered for a future sale.

This document provides direction to school boards on one component of their capital planning - the pupil accommodation review process. It provides the minimum standards the province requires school boards to follow when undertaking a pupil accommodation review. It is important to note that school boards have flexibility to modify their pupil accommodation review policies to meet their local needs, and can develop policies that exceed the provincial minimum standards outlined in this document.

I. PURPOSE

The purpose of the Guideline is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools. This Guideline ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

This Guideline is effective upon release and replaces the previous Guideline of June 2009.

II. INTRODUCTION

Ontario’s school boards are responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of their elementary and secondary programs. These decisions are made by school board trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. In some cases, to address changing student populations, this requires school boards to consider undertaking pupil accommodation reviews that may lead to school consolidations and closures.

Under paragraph 26, subsection 8 (1) of the Education Act, the Minister of Education may issue guidelines with respect to school boards’ school closure policies.

III. GUIDING PRINCIPLES

The Guideline has been established to align with the Ministry of Education’s vision and as such, focuses on student well-being; academic achievement; and school board financial viability/sustainability.
All school board pupil accommodation review policies should be designed to align with these guiding principles.

**IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES**

School boards are responsible for creating and implementing a policy to address pupil accommodation reviews to serve their local needs. The Ministry of Education expects school boards to consult with local communities prior to adopting or subsequently amending their pupil accommodation review policies.

All pupil accommodation review policies must be clear in stipulating that the final decision regarding the future of a school or group of schools rests solely with the Board of Trustees. If the Board of Trustees votes to close a school or schools in accordance with their policy, the school board must provide clear timelines regarding the closure(s) and ensure that a transition plan is communicated to all affected school communities within the school board.

It is important to note that this *Guideline* is intended as a minimum requirement for school boards in developing their policies. School boards are responsible for establishing and complying with their pupil accommodation review policies to serve their local needs.

A copy of the school board’s pupil accommodation review policy, the government’s *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be made available to the public as determined in the school board’s policy, and posted on the school board’s website.

The *Guideline* recognizes that pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

School board pupil accommodation review policies will include statements that encourage the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the school board, such as a significant change in enrolment.

**V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW**

As described in the *Community Planning and Partnerships Guideline*, school boards must undertake long-term capital and accommodation planning, informed
by any relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

School boards must document their efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report (see Section VI).

VI. ESTABLISHING AN ACCOMMODATION REVIEW

School boards may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain one or more options to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option if more than one option is presented. The initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

The option(s) included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section VIII) will be made available to the public, as determined in the school board’s policy,
and posted on the school board’s website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

School boards must ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see Section VII);
- consultation with municipal governments local to the affected school(s) (see Section IX);
- public meetings (see Section X); and
- public delegations (see Section XI).

**VII. THE ACCOMMODATION REVIEW COMMITTEE**

*Role*

School boards must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board’s staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section XI) to be presented to the Board of Trustees.

*Membership*

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by a school board’s pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board’s policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC progress.
**Formation**

The ARC should be formed following the Board of Trustees’ consideration of the initial staff report but prior to the first public meeting. The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

**Terms of Reference**

School boards will provide the ARC with Terms of Reference that describe the ARC’s mandate. The mandate will refer to the school board’s education and accommodation objectives in undertaking the ARC and reflect the school board’s strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the school board’s expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

The Terms of Reference will outline the minimum number of working meetings of the ARC.

**Meetings of the Accommodation Review Committee**

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board’s pupil accommodation review policy.

**VIII. SCHOOL INFORMATION PROFILE**

School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- value to the student; and
- value to the school board.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:
- **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.
  - Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., 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 (e.g., 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 (e.g., cooperative placements, guidance counseling, etc.).
  - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
  - Current grade organization of the school (e.g., number of combined grades, etc.).
  - Number of out of area students.
  - Utilization factor/classroom usage.
o Summary of five previous years’ enrolment and 10-year enrolment projection by grade and program.
o Current extracurricular activities.

- Other School Use Profile:
o 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.
o Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
o 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.
o Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
o Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
o Description of the school’s suitability for facility partnerships.

School boards may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects school boards to prepare SIPs that are complete and accurate, to the best of the school board’s ability, prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

**IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS**

Following the Board of Trustees’ approval to undertake a pupil accommodation review, school boards must invite affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the school board’s initial staff report.

The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board’s initial staff report before the final public meeting. School boards must provide
them with advance notice of when the final public meeting is scheduled to take place.

School boards must document their efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees (see Section XI).

X. PUBLIC MEETINGS

Once a school board has received an initial staff report and has approved the initiation of a pupil accommodation review, the school board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. School board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the school board.

At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended option(s); and
- a presentation of the SIPs.

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board’s policy, and posted on the school board’s website.

The final staff report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

School board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.
Delegations to the Board of Trustees Meeting

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

XII. TRANSITION PLANNING

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS

The pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees’ approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees’ decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board’s
initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board’s initial staff report before the final public meeting.

- Beginning with the date of the Board of Trustees’ approval to conduct a pupil accommodation review, there must be no fewer than 30 business days before the first public meeting is held.

- There must be a minimum period of 40 business days between the first and final public meetings.

- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.

- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

**XIV. MODIFIED ACCOMMODATION REVIEW PROCESS**

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex, school boards may find it appropriate to undertake a modified pupil accommodation review process. The *Guideline* permits a school board to include an optional modified pupil accommodation review process in its pupil accommodation review policy.

A school board’s pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the school board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process need to be based on two or more of the following factors:

- distance to the nearest available accommodation;
- utilization rate of the facility;
- number of students enrolled at the school; or

- when a school board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school’s enrolment (this
calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

School boards may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the school board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of their school board’s pupil accommodation review policy.

The guiding principles of this Guideline apply to the modified pupil accommodation review process.

Even when the criteria for a modified pupil accommodation review are met, a school board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the school board’s pupil accommodation review policy.

The initial staff report and SIPs must be made available to the public, as determined in the school board’s policy, and posted on the school board’s website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board’s policy, and posted on the school board’s website. The final staff report must include a Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.

Once school board staff submit the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.
The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

A transition plan will be put in place following the decision to consolidate and/or close a school.

**Timelines for the Modified Accommodation Review Process**

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees’ approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees’ decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board’s initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, must provide their response on the recommended option(s) in the school board’s initial staff report before the final public meeting.

- The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees’ approval to conduct a modified pupil accommodation review, there must be no fewer than 30 business days before this public meeting is held.

- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.

- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.
XV. EXEMPTIONS

This Guideline applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board’s policy;

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board’s policy;

- when a lease for the school is terminated;

- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school’s enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);

- when a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;

- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or

- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The school board will also provide written notice to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division no fewer than 5 business days after the decision to proceed with an exemption.
A transition plan will be put in place following the Board of Trustees’ decision to consolidate, close or move a school or students in accordance with this section.

XVI. DEFINITIONS

**Accommodation review**: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

**Accommodation Review Committee (ARC)**: A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

**ARC working meeting**: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

**Business day**: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards’ Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

**Consultation**: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

**Facility Condition Index (FCI)**: A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

**On-the-ground (OTG) capacity**: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

**Public delegation**: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

**Public meeting**: An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

**School Information Profile (SIP)**: An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.
**Space template**: A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.