

Halton District School Board

Operational Policy

NUMBER:	<i>to be determined</i>
TOPIC:	Program and Accommodation Review Committee
EFFECTIVE:	March 21, 2007
CROSS-REFERENCE:	
REVISION DATE:	As required
RESPONSIBILITY:	Director of Education

POLICY STATEMENT

The Halton District School Board is committed to providing the best educational opportunities and to enhancing the learning environment in its schools for the children and young people of Halton Region.

Changes in curriculum, program demands, student enrolment and other factors may result in the need to consolidate, close, build or relocate a school.

The Board is committed to these tenets:

- Student curriculum and program needs will drive facilities planning.
- Rapid upgrades to the condition of facilities will occur where possible.
- The Board will comply with new guidelines for school consolidation and closing decisions.
- The Board will pursue better value for capital grants.
- The Board will exemplify open decision-making, board oversight and public participation in capital planning.

This Policy implements the Pupil Accommodation Review Guidelines released by the Ministry of Education on October 31, 2006. A copy of the Pupil Accommodation Review Guidelines, and the Ministry document entitled “Administrative Review of the Accommodation Review Process” along with this Policy will be posted on the website and will be made available at the head office of the Board.

The Halton District School Board agrees with the Ministry of Education’s observation in Good Place to Learn (February 17, 2005), that, “the education program needs of students must lead decisions concerning buildings and grounds”, and that “there is a strong link between the standard of the physical environment and good outcomes, such as better student performance and higher teacher retention”.

CONTEXT

The Board’s elementary schools are generally organized in groups, usually linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or relocation.

Any decisions under this policy will take into account the Board’s Long-Term Capital Plan.

PROCEDURES

1. The Director's Preliminary Report

The Director will present a preliminary report to the Board identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or program relocation in respect of one or more schools.

A school or group of schools may be considered for study if one or more of the following conditions apply:

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

2. Establishing a Program and Accommodation Review Committee

After reviewing the Director's preliminary report, the Board may direct the formation of a Program and Accommodation Review Committee ("PARC") for a group of schools or for a single school.

Parents/guardians, staff and school council members of the affected schools will be informed within one week, in writing, through their respective schools, of the Board's decision to form a PARC and the decision will be posted on the Board's website.

2.1 The Mandate of the PARC

The PARC will study, report and make recommendations on the accommodation options respecting the group of schools or single school referred to it in the manner set out below, and will express a preference if possible.

2.2 Composition of the PARC

The PARC will consist of the following persons:

- Two Trustees (approved by the Board), at least one of whom represents the area under study;
- The appropriate School Superintendent;
- From each affected school:
 - the school principal or designate
 - one teacher
 - one non-teaching staff member
 - three parents, one of whom will be the school council chair or designate

Once the PARC is constituted, it will invite a municipal councillor or delegate and a member of the business community to join the Committee. The Committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

The Committee has the authority to co-opt additional members.

2.3 Operation of the PARC

The Board will appoint the trustee who does not represent the area under study as the Chair of the PARC. The Chair will convene and chair meetings, and will, in cooperation with the Superintendent, ensure that PARC successfully carries out its obligations under this Policy.

The Superintendent will function as secretary and resource person.

Other resource personnel can be called to provide information to the PARC including third party private and public bodies such as municipalities, post-secondary institutions and coterminous school boards.

2.4 Meetings of the PARC

The PARC will operate within the timelines in this Policy.

The PARC Chair will call the first public meeting of the PARC no earlier than sixty days after the date of its appointment, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

The PARC will meet as often as required. Prior to the first public meeting the PARC will customize the Board's generic School Valuation Framework and the School-specific Valuation Factors. The PARC may add factors but not subtract factors or alter factors.

The PARC will hold at least four public meetings:

- At the first public meeting, the PARC will describe its mandate, outline its study process, give the public a briefing on the data and issues to be addressed and receive community input. The PARC will also describe how the School Valuation Framework and the School-specific Valuation Factors referred to in the Appendix, have been customized, and receive community input.
- At the second public meeting, the PARC will present its draft School-specific valuation reports applying the Valuation Factors listed in the Appendix to the schools under consideration and receive community input.
- At the third public meeting, the PARC will receive community input on the accommodation options to be considered and will receive community input.
- At the fourth public meeting, the PARC will present its draft School Valuation Report and recommendations to the public and receive community input. The PARC may make changes to the report based upon feedback at the meeting.

Public notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number. Notice of the first public meeting will be provided no less than 60 days in advance of the meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. A minimum of two weeks notice will be provided in respect of the other public meetings.

Meetings of the PARC will be open to the public.

Detailed minutes will be kept of the PARC meetings and will be posted on the Board's website.

The PARC will provide information to the affected school communities on an ongoing basis.

2.5 The Work of the PARC

As noted above, the Halton District School Board is committed to providing the best educational opportunities for the children and young people of Halton Region. Active curriculum and programming decisions that might require school consolidation, closure or program relocation must take into account the needs of all of the students in all of the schools in a particular group, recognizing that the schools form a community and have a common set of interests. The Board encourages PARCs to work actively against any inclination for individual school communities to divide into adversarial groups.

Attention should first be paid to the current educational situation in the school or group of schools and how it is likely to evolve if things are left as they are. Attention should then be paid to the potential for enhancing the learning environment for students. The questions set out below are intended to help the PARC to focus on common issues in order to reach a constructive and positive outcome. It is not possible, however, to avoid some assessment of individual schools.

2.6 PARC Report Framework

In respect of the school or group of schools being studied, the PARC will consider the questions set out in the PARC Report Framework, and may consider such additional questions as it determines to be relevant.

In answering these questions, the PARC will consider the School Valuation Factors listed in the Appendix, both in respect of the existing organization of the schools and any proposed organization, and may add Factors to be addressed.

1. Does the school or group of schools currently provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for all the students of the Halton District School Board who reside in the catchment area?
2. Does the school or group of schools currently provide the range of optional programs required to ensure an appropriate education and program quality for all the students? What optional programs cannot be offered currently that are available in other Halton District School Board schools?
3. Is the operation of the schools or size of schools supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the operation?
4. Do enrolment projections and development plans indicate that the enrolments will be high enough for the next five years to keep the organization viable?
5. Is there a proposed organization of all or some of the existing schools that could result in each remaining school being able to provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for the Board's students who reside in the existing or proposed catchment area?
6. Is there a proposed organization of all or some of the existing schools that could result in each remaining school being able to provide the range of optional programs required to ensure an appropriate education and equity for all the students? What optional programs could be offered in the proposed organization that are available in other Halton District School Board schools?
7. Can the proposed school organization result in an equivalent or improved environment for the students from a health and safety perspective?

8. What bussing would be required under the proposed organization? If there are increased bussing costs, can these be offset by reduced operating and administrative resource costs?
9. What are the financial benefits of the proposed organization that would enable the Board to maintain or improve the student learning environment? Would the operation of the proposed school organization be supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the operation of this organization?
10. What are the capital requirements of the proposed organization be in terms of renewal, additions, new schools or program enhancements? Would they be supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the capital requirements, such as the shared use of a building or site?
11. Do alternative organizations of all or some of the schools offer better long term opportunities to provide quality educational services and accommodation for students within current fiscal realities?
12. What effects would the proposed organization have on community activities of social, educational, cultural or recreational nature?
13. What are the possible alternative uses for any building recommended for consolidation or closure?

2.7 Information and Documentation

An information package necessary to permit PARC to carry out its mandate will be provided no later than at the commencement of PARC's first public meeting scheduled under s. 2.4.

The package will include the following, which will also be made available to the public via posting on the Board's website and in print format:

- The most recent Long Term Capital Plan of the Board to provide a context for the accommodation review;
- Background information regarding the schools located within the area of the accommodation review. This information is to include, but not necessarily be limited to, the following:
 - Organization and programming information for each school under study
 - Maps of area
 - Enrolment and capacity information for each school in the review area;
 - Information outlining where students attending each school in the review area reside;
 - Demographic projections concerning future enrolments at schools within the review area;
 - Information on transportation
 - Floor plans of schools under study
 - Site plans of schools under study
 - Data on portables
 - Expenditures and revenues for each school in the review area with particular emphasis on school operations (ie heating, lighting, cleaning, routine maintenance), school administration;
 - Information regarding renewal needs of each school in the review area; and
 - Information regarding the current community use of each school in the review area.
 - tenant information/agreements and other relevant information.
- Alternate accommodation plans for the students in the schools located within the area of the accommodation review including suggestions as to where the students could be accommodated, what changes to existing facilities might be required, what programs could be available to the students, and associated transportation requirements.

Board Staff will respond to reasonable requests for additional information from the PARC.

2.8 The PARC Report

The PARC will prepare a report addressing the questions set out earlier in this policy and those that it chooses to add, and will provide its advice to Administrative Council and the Board on the matters to be addressed in Administrative Council's report to the Board. The PARC will also ensure the following issues are addressed:

- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
 - The attendance area defined for the schools
 - Attendance at other schools
 - The need and extent of bussing
- The financial effects of consolidating or not consolidating the school, including any capital implications
- Savings expected to be achieved as a result of the consolidation, closure or program relocation
 - School operations (heating, lighting, cleaning, routine maintenance)
 - Expenditures to address school renewal issues which will not longer be required
- Revenue implications as a result of the consolidation, closure or program relocation
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board
 - School operations (heating, lighting, cleaning, routine maintenance)
 - School administration
 - School renewal
 - Transportation
- Net savings/costs associated with:
 - Teaching staff
 - Paraprofessionals
 - Student transportation
- The possible alternative use or disposition of an empty building

The PARC will deliver its report to the Director of Education not earlier than 90 days and not later than 95 days after the beginning of the PARC's first public meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

3. Consideration of the PARC Report

3.1 Administrative Council's Report to the Board

Administrative Council will review the recommendations of PARC and prepare a report to the Board.

Administrative Council's report will include as appendices the PARC's report and recommendations, the information package provided to the PARC, minutes of the PARC meetings and any material received by the PARC from the public.

The recommendation accompanying Administrative Council's report will be one or more of the following:

- To maintain the schools and to continue to monitor them;
- To reorganize the schools, their programs or their grade structures;
- To change the boundaries of the schools;
- To consolidate and/or close one or more of the schools.

Administrative Council's report and recommendations will be presented to the Board in public session at a regularly scheduled meeting not less than 30 days after the PARC report was delivered to the Director of Education.

3.2 Board Meeting for Public Input

The Board will hold a meeting for public input no sooner than thirty (30) days after Administrative Council's report and recommendations are presented to the Board in public session, in order to provide an opportunity for the public to make formal presentations to the Board concerning Administrative Council's report and the matters that are addressed in it and in the PARC report. The public meeting may be scheduled as part of one of the Board's regularly scheduled meetings. On the date that the Board schedules the Meeting for public input, it will also schedule the Board meeting to consider school accommodation referred to in s. 3.4 of this Policy.

A minimum of two weeks notice of the public Board meeting for input will be provided via school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers and will include date, time, location, purpose, contact name and number.

The public may provide written input to the Director of Education at any time.

3.3 Administrative Council's Follow-up Report to the Board

Following the Board meeting for public input, Administrative Council will prepare a report to the Board in which it will report on and respond to the representations made by the public, for the next regularly scheduled Board meeting. Administrative Council may revise its earlier recommendations to the Board.

Administrative Council's follow-up report will include copies of the presentations made by the public during the board meeting for public input and those received directly, and minutes of the Board meeting for public input.

Administrative Council's follow-up report will be released publicly and be posted on the Board's website.

3.4 Board Meeting to Consider School Accommodation

The Board will make its decision regarding the school accommodation recommendations in the PARC Report, Administrative Council's Report and Administrative Council's Follow-up Report to the Board at a regularly scheduled meeting, which will not occur sooner than sixty (60) days after the presentation of the Administrative Council's Report, thirty (30) days after the Board meeting for public input and fifteen (15) days after the Administrative Council's Follow-up Report is released publicly.

Public notice of the meeting at which the Board will make its decision regarding the school accommodation recommendations in the PARC Report, Administrative Council's Report and Administrative Council's Follow-up Report to the Board will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number at least 60 days prior to the date of the Board meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

Parents/Guardians, Staff and School Council members will be informed within one week, in writing, through their respective schools, of the Board's decision, which will also be posted on the Board's website.

If the Board decision is consolidation, closure or program relocation, the following school year will be used to plan for and implement the Board's decision, except where the Board and the affected community believe that earlier action is required.

4. The School Integration Process

It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities and neighbourhoods. This process of integration should be carried out in consultation with parents and staff. The Director will establish this committee immediately following the final decision to close or open a school.

4.1 Mandate of the Integration Committee

The Integration Committee will plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment.

4.2 Composition of the Integration Committee

The Integration Committee will consist of the following persons:

- The appropriate School Superintendent;
- From each affected school:
 - the school principal
 - the trustee
 - the school council chair or designate

The Committee has the authority to co-opt additional members.

4.3 Operation of the Integration Committee

The appropriate Superintendent of Education would act as the Chair of the Integration Committee.

Other resource personnel can be called to assist the Integration Committee.

4.4 Meetings of the Integration Committee

The Integration Committee will operate within the timelines in this policy and will meet as often as required.

4.5 School Closing Ceremony & Funding

The Integration Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Committee will design the format and program.

The Principal will contact the Superintendent of Business Services to make the necessary financial arrangements and obtain a budget allocation. The Board will provide funds up to \$250.

4.6 Timelines

The Integration Committee will report to the Director and through the Director to the Board no later than February of the final year of a school on the progress of integration planning, and again no later than after six months after the implementation of the consolidation decision.

TABLE OF TIMELINES

<i>Action</i>	<i>By Whom</i>	<i>When</i>	<i>Provision</i>
Presentation of the Preliminary Report to the Board	Director	Discretion	1
Board decision to establish a PARC	Board	Discretion	2
Notice of Board decision to establish a PARC	Principals	Within one week of decision	2
Notice of first PARC Public Meeting	PARC	At least 60 days prior to the meeting.*	2.4
Delivery of Information Package to PARC	Staff	No later than PARC's first public meeting	2.7
First PARC Public Meeting	PARC	As scheduled by PARC.	2.4
Notice of second PARC Public Meeting	PARC	At least two weeks prior to the meeting	2.4
Second PARC Public Meeting	PARC	As scheduled by PARC	2.4
Notice of third PARC Public Meeting	PARC	At least two weeks prior to the meeting	2.4
Third PARC Public Meeting	PARC	As scheduled by PARC	2.4
Notice of the fourth PARC Public Meeting	PARC	At least two weeks prior to the meeting	2.4
Fourth PARC Public Meeting	PARC	As scheduled by PARC	2.4
Delivery of PARC Report	PARC	Not earlier than 90 days after the beginning and not later than 95 days after the beginning of PARC's first public meeting.*	2.8
Administrative Council's Report and recommendations	Administrative Council	Not less than 30 days after the PARC report was delivered to the Director of Education	3.1
Board sets dates for Board meeting for public input, and for Board meeting to decide accommodation	Board	As scheduled by the Board	3.2
Notice of Board Meeting for Public Input	Board	A minimum of two weeks notice of the Public Meeting.	3.2
Board Meeting for Public Input	Board	As scheduled by the Board but not sooner than 30 days after Administrative Council's Report and recommendations are presented to the Board in public session.	3.2
Administrative Council's follow-up report on accommodation	Administrative Council	Next regularly scheduled Board meeting	3.3

Notice of Board Meeting to decide accommodation	Board	60 days prior to the Board meeting.*	3.4
Board Meeting to decide accommodation	Board	At a regularly scheduled meeting which will not occur sooner than 60 days after the presentation of Administrative Council's Report, 30 days after the Board Meeting for public input and 15 days after Administrative Council's follow-up report as released publicly	3.4
Notice of decision on accommodation	Principals	Within one week of decision	3.4
Appointment of the Integration Committee	Director	Within one week of Board decision	4
First Integration Committee Report to the Director	Integration Committee	February of the school's last year of operation and consolidation occurs Board as determined by the Board	4.6
Consolidation occurs	Board	As delivered by Board	3.4
Second Integration Committee Report to the Director	Integration Committee	Within six months of the implementation of the consolidation decision	4.6

* Excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

GENERIC VALUATION TOOL

Value to the Student

VALUE TO THE STUDENT	50 points	COMMENT
Student Outcomes at the School	15 points	
Are the EQAO Test Results Greater Than, Equal To or Less Than the board average?		
• Grade 3 (Reading)		
• Grade 3 (Writing)		
• Grade 3 (Mathematics)		
• Grade 6 (Reading)		
• Grade 6 (Writing)		
• Grade 6 (Mathematics)		
• Grade 9 (Reading)		
• Grade 9 (Writing)		
• Grade 9 (Mathematics)		
• Grade 10 (Literacy Test)		
• Graduation rate		
Has an identified culture been established by this school?		
Range of Program Offerings and Staff	20 points	
Does the school have a Transportation Program?		
Does the school have a Media/Video/Audio Program?		
Does the school have a Science Program?		
Does the school have a Physics Program?		
Does the school have a Biology Program?		
Does the school have a Physical Education Program?		
Does the school have a Theatre Arts Program?		
Does the school have an Instrumental Music Program?		
Does the school have a Vocal Music Program?		
Does the school offer Broad-based technology programming?		
Does the school provide Co-operative Education opportunities for students?		
Does the school have a woodworking program?		
Does the school have an auto shop program?		
Does the school provide English-as-a-Second Language (ESL) programming?		
Does the school provide a French Immersion program?		
Does the school have a fulltime librarian?		
Does the school have a fulltime Principal?		
Does the school have a fulltime Vice Principal?		
Does the school have a fulltime Gym Teacher?		

GENERIC VALUATION TOOL

Value to the Student

VALUE TO THE STUDENT	50 points	COMMENT
Does the school have a fulltime Music Teacher?		
Does the school have SERT/LRT staff?		
What specialized programs or opportunities have been created or offered to the students at this school?		
Is this the only school of these grades within the Family of Schools group JK-12?		
Range of Extracurricular Activities and Extent of Student Participation	3 points	
Does the school have a program of Boy's Intramural Sports? (list)		
Does the school have a program of Girl's Intramural Sports? (list)		
Does the school have a program of Boy's Interscholar Sports? (list)		
Does the school have a program of Girl's Interscholar Sports? (list)		
Do students have an opportunity to participate in non-athletic school clubs? (list)		
Adequacy of School's Grounds for Healthy Physical Activity and Extracurricular Activities	3 points	
Does the school have hard surfaced outdoor play area(s)?		
Does the school have a playing field(s), eg. Soccer?		
Does the school have available open green space?		
Barrier Free Facility	3 points	
Does the school have barrier free washrooms for students?		
Does the school have barrier free washrooms for staff?		
Does the school have a barrier free entrance?		
Does the school have change table/room?		
Does the school have elevator?		
Does the school have appropriate communication system?		
Safety of School and Site	3 points	
Does the school have an alarm/alert system in place to protect building?		
Does the school have an alarm/alert system in place to protect the staff & students?		
Is there a safe route for pedestrian and vehicular traffic flow?		
Proximity of the School to Students/ Length of Bus Ride	3 points	

VALUE TO THE STUDENT	50 points	COMMENT
Is the percentage of students bused to school more than 66 percent?		
Is the longest bus ride to school for any student more than 60 minutes?		
Is the average bus ride to school more than 30 minutes?		

GENERIC VALUATION TOOL

Value to the School Board

VALUE TO THE SCHOOL BOARD	25 points	COMMENT
Student Outcomes at the School	5 points	
Are the EQAO Test Results Greater Than, Equal To or Less Than the board average?		
• Grade 3 (Reading)		
• Grade 3 (Writing)		
• Grade 3 (Mathematics)		
• Grade 6 (Reading)		
• Grade 6 (Writing)		
• Grade 6 (Mathematics)		
• Grade 9 (Reading)		
• Grade 9 (Writing)		
• Grade 9 (Mathematics)		
• Grade 10 (Literacy Test)		
• Graduation rate		
Has an identified culture been established by this school?		
Specific Space	5 points	
Does the school have an Instrumental Music room?		
Does the school have a Vocal Music room?		
Does the school have a Broad-based technology room?		
Does the school have a space dedicated to commercial programming?		
Does the school have a Theatre Arts room?		
Does the school have a Library/Resource Centre?		
Does the school have at least one dedicated Science Room?		
Does the school have a Gymnasium?		
Does the school have a General Purpose room?		
Does the school have dedicated Resource Withdrawal space?		
Does the school have a Cafeteria?		
Does the school have a Cafetorium?		
Does the school have a dedicated Auditorium?		
Does the school have a Swimming Pool?		
Does the school have a space dedicated to a Regional program, eg. ESL, French Immersion?		
Condition and Costs of Operation	5 points	

GENERIC VALUATION TOOL

Value to the School Board

VALUE TO THE SCHOOL BOARD	25 points	COMMENT
Do the current Renewal needs for the school represent less than 20 percent of the school replacement cost?		
Over the next 10 years will the total Renewal needs for the school represent less than 20 percent of the school replacement cost?		
What is the Facility Condition Index rating of the school?		
Is the cost to upgrade the school to meet student learning objectives less than 15 percent of the replacement cost of the school?		
School Administration - Does imputed grant revenue exceed expenditures?		
School Operations - Does imputed grant revenue exceed expenditures?		
Does the school have adequate hard surfaced outdoor play area(s)?		
Does the school have adequate playing field(s), eg. Soccer?		
Does the school have adequate available open green space?		
Does the school have sufficient parking?		
Are there safety issues related to the facility or site, ie large issue re: design?		
Student Transportation - Does imputed grant revenue exceed expenditures?		
Location of School	4 points	
Is the percentage of students bused to school more than 66 percent?		
Is the longest bus ride to school for any student more than 60 minutes?		
Is the average bus ride to school more than 30 minutes?		
Is the school the only school within the Community?		
Enrolment vs. Available Space	4 points	
Does the utilization rate for the school exceed 80 percent of building?		
Does the utilization rate for the school exceed the capacity of the building?		
• Maximum number of portables or port-a-packs possible?		
• Is there potential for addition?		
• Parking expansion?		
Does enrolment at the school exceed the surplus space in adjacent schools?		
Culture of the School	2 points	
Do staff remain at the school for 5+ years on average?		
Have these specific students (grades) been relocated by past accommodation changes?		
Are there alternate schools that students/parents could select to attend, ie, private or other?		

GENERIC VALUATION TOOL

Value to the Community

VALUE TO THE COMMUNITY	15 points	COMMENT
Is the school building used regularly by community groups?		
Does the average indoor community use of the school exceed 5 hours per week?		
Is this the only facility in the vicinity that could be used by community groups for indoor activities?		
Does the school offer programs that serve both students and community members?		
How many programs does the school offer that serve both students and community members?		
Are the school's grounds formally used on a regular basis by community groups for outdoor activities?		
Are the school's grounds informally used on a regular basis by community groups for outdoor activities?		
Does the average outdoor community use of the school grounds exceed 5 hours per week?		
Is this the only playing field in the vicinity that could be used by community groups?		
Is this the only green space in the vicinity that could be used by community groups?		
Does the school site provide the only available parking for local parks and community use?		
Is the school the only school within the community?		
Is the school a partner in other government initiatives within the community?		
To what extent do volunteers support the school programs?		
To what extent do parents/committees support the school programs?		
Does the facility have historic value in the broader community?		
Does the school have a record of incidence, ie, violent/vandalism, etc.?		
Do the demographics of the school community cause the school to have an enhanced value as a community school?		

VALUE TO THE LOCAL ECONOMY	10 points	COMMENT
What percentage of staff at the school reside in Halton?		
Does the school provide Co-operative Education opportunities for students?		
How many students are participating in Co-operative Education?		
Are there training opportunities for students with local employers?		
How easy is it for students to get to the work site?		
Is the school involved in other partnership arrangements with local employers?		
To what extent does local business support the school?		
Is the school the only school within the Community?		

PARC Timeline Flowchart

