

Number:	<i>To be determined</i>
Topic:	Portable Classrooms
Effective:	April, 2008
Cross-Reference:	?
Review/Revision Date:	April, 2011
Responsibility:	Superintendent of Facility Services

INTENDED PURPOSE:

The Halton District School Board recognizes the importance of portable classrooms (PC) as a viable solution in our strategy for accommodating students in various schools across our system into the foreseeable future, as our overall student enrolment continues to grow, and as individual school enrolments continue to fluctuate over time.

The Halton District School Board is committed to continuing to the use and maintenance of PCs so as to provide safe, comfortable classroom environments that are conducive to student learning.

The following procedures are intended to guide the Facilities Department and school-based staff in the placement, configuration and utilization of PCs.

PROCEDURES:Facility Considerations**Portable Classrooms: Criteria for Placement on a School Site**Part I: Process

1. Planning Department generates the annual enrolment projections for each school.
2. Planning Department reviews the space availability with the Principal (surplus and shortage) for each school.
3. Planning Department reviews with Human Resources the draft class organizations/class size to determine room usage.
4. Enrolment projections and space impacts are shared with Principals.
5. Manager of Planning notifies the Facility Services Department of the required moves.
6. Manager of Capital Projects reviews the portable needs and surpluses to determine the logistics of which portables are to be relocated and where.
7. Principals are notified by the Manager of Capital Projects of the pending removal or placement of a portable on their school site.
8. Facility Services representatives and the architect will meet with Principal to review the preferred location based on the above criteria. In the case where an agreement cannot be reached, the Superintendent of Operations and Superintendent of Facility Services will arbitrate a decision.
9. Historical and site conditions will influence the preferred location and therefore a comparable location is agreed upon.
10. A site plan confirming the location is distributed to the Field Supervisor, Facility Services and the Purchasing Department (for furniture allocation).
11. Manager of Capital Projects will process and coordinate the required application and approval process for site plan, building permit, demolition, etc.

Part II: Limitations

1. *Physical Limitations*

- immovable existing structures preventing access (i.e. garbage dumpsters, electrical transformers, mature trees, other buildings, property fences, etc.)
- aggressive grade changes on site
- Building Code requirements (Section 3.9) that include spatial fire separation from the main building or other portable classrooms (PC), set-back, limiting distances from the front, side and rear property lines
- outdoor program requirements (i.e. jumping pits, basketball courts, play structures)
- agreements with local municipalities on the use of sports fields
- monumental gardens and trees
- areas designated to stockpile snow

2. *Financial Limitations on Portable Placement*

- school renovations that would be required for code compliance (i.e. the total number of washrooms required for the increased population)
- inadequate electrical capacity of the main school to accept the additional load from PCs.
- fire access routes and hydrants that may be needed, upgrading the fire rating of the main school exterior walls and windows, etc.
- site grade modifications to accept portable(s) (i.e. retaining walls, storm water drain installation and connections to remove standing water, etc.)

3. *Safety Considerations*

- placement will hinder site lines for outdoor supervision
- classes assigned to portables are not conducive with grades in that area of the main school
- placement in a remote location that is difficult to supervise (site security)

Part III: Rationale for Location Selection

1. *Accessibility*

- ideally, the PC would be located no more than 43 meters (50 ft.) from the main building for easy and quick access to and from the main school building
- maintain a safe distance avoiding routes in or near parking areas and access roads
- there is a direct path of travel to an exterior door of the school
- provide clean surface (ie; asphalt) preventing mud, snow and water from being tracked into the school
- provide accessibility for emergency vehicles.

2. *Cost Limitations*

- *For the first PC on site* under ideal conditions, services required (ie: hydro, p/a, f/a, and data networking) are provided overhead from the school, provided the distance does not exceed 43 metres (50 feet). Above that, intermediate hydro poles are required (electrical code) to support the weight of the cables.
- beyond 50 feet from the main building, underground conduits and service panels are preferred.
- protective structures for the service panels at the PCs may also be required.
- *Cost for the second, third, etc PC on site*, provided the additional portables can be nested, the ideal installation would be taken from the nearest PC already on site.

Portable Classroom Use

Principals shall consider a number of factors in deciding which classes will be located in PC's each year. The factors considered should include, but are not limited to:

1. *Accessibility*
 - Give consideration to any students or staff members who have specific accessibility needs that may require them to be located within certain areas of the school.

2. *Student Needs/Program Considerations*
 - Travelling back and forth to the main school building
 - Student age and maturity
 - Program requirements for sinks, specialized equipment, etc.
 - Supervision of students
 - Access to washrooms
 - Timely access to support staff, ie. SERT, CYC, P/VP
 - Access to Instructional Information Technology

3. *Classroom Clustering*
 - Keep same grade classrooms adjacent to each other to allow for:
 - Sharing of limited resources;
 - Team teaching;
 - Collaborative planning by grade team members;
 - More effective use of time for resource staff (SERTs, LRTs, ESL teachers, etc.) who may pull students from similar grade classrooms for intensive intervention