

SCHEDULE A

School Information Profile

1. The School Information Profile (“SIP”) is an orientation document prepared by Board staff that contains point-in-time data for each school that is under a pupil accommodation review.
2. An accommodation review is a process undertaken by the Board to determine the future of a school or a group of schools.
3. The purpose of the SIP is to help the Pupil Accommodation Review Committee (the “PARC”) and members of the public understand the context surrounding the decision to include the school in a pupil accommodation review process and to allow easier comparison between each school in a pupil accommodation review process.
4. A PARC is a committee established by the Board that represents the affected school(s) of a pupil accommodation review and that acts as the official conduit for information shared between the Board and the affected school communities.
5. This SIP is established pursuant to and in compliance with the Ministry of Education’s *Pupil Accommodation Review Guideline* (March 2015), Board Policy X-0000-00-0, and the related Board Procedure.
6. Each SIP includes data about each of the school(s) under review, and includes considering the value to the student and the value to the school board.

The following are the minimum data requirements and factors that make up a 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.
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extracurricular activities.

Other School Use Profile:

- 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.
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
- 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.
- 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.

- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
- Description of the school's suitability for facility partnerships.

Additional items may be added to the SIP to reflect local circumstances and priorities to further understand the school(s) under review.

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