

Appendix B

The Ministry of Education's Pupil Accommodation Review Guideline, March 2015, requires that the Durham District School Board develop a School Information Profile (SIP) and complete the SIP for each school being reviewed from the perspective of the same point in time.

The SIP template is intended to be applicable to both elementary and secondary schools of the Board and may be reviewed and revised prior to any Accommodation Review.

If a secondary school Accommodation Review is contemplated, the Board Staff may review the SIP Template and revise as necessary to include information specific to secondary schools.

The completed SIPs are to be included as part of the Initial Board Staff Report; however, the contents of the SIPs may be updated by School Board Staff within 5 business days of an Accommodation Review being approved by the Board of Trustees.

All SIPs completed for an Accommodation Review will draw from information available to the Board as at the last complete school year. Information may be updated to reflect the ongoing school year if it is recognized as being relevant to support the ARC's mandate.

The SIP is intended as an orientation document to help the ARC and the community understand the context surrounding the decision to include the identified schools in a Pupil Accommodation Review. This results in an understanding of the facilities under review.

The ARC is to review the SIPs and request clarification where needed prior to the SIPs being presented at the first Public Meeting as an information tool. Approval of the SIPs by the ARC is not a requirement of the Pupil Accommodation Review Process.

Planning Area(s): _____

School Name: _____

Address: _____

Program Offering	
Regular Track	
French Immersion	
Specialized (please provide type), i.e., Gifted	
Grade configuration	
Grade organization (i.e., combined grades – splits, etc.)	
Other (please specify)	

Instructional Profile	
Staffing	
Current teaching staff	
Current non-teaching staff	
Current support staff	
Current itinerant staff	
Current administrative staff	
Total current staff	
Overall impact over next 5 years	
List of course offering available in addition to the Core Curriculum requirements	
What programs if any, does the school have to support student success	
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use	
What pathways/programs (planned route leading to direct entry into e.g., independent living, work, apprenticeship, college, university) does the school offer?	
What specialist high-skills majors does the school offer?	
What is the expectation of expansion on the specialist high-skills major given the enrolment projections for the school?	
List of extra-curricular activities available (volleyball, basketball, etc.)	
List of co-curricular activities available (band, choir, etc.)	
List of before and/or after school programs (e.g., Breakfast Club)	

School Information	
Year(s) constructed (original building and additions if applicable)	
Distance to the next closest DDSB school, offering a similar program	
The school attendance area (boundary) map and an air photo indicating the land use surrounding the area of the school is available at ARC Binder Tab XX	
A Planning map of the school with zoning, OP or secondary plan land use designations is available at ARC Binder Tab XX	
Size of permanent structure in m ²	
Site size in hectares	
Green space and/or hard surfaced outdoor play area (size in hectares)	
School Ministry Rated Capacity	
Space template setting out the configuration of the school based on room type and use as well as identifying any additions is available at ARC Binder Tab XX	
# of Portables on site	
# of Portables in use on site	
Availability of parking – number of parking spaces	
Comment on adequacy of parking	
Designated student drop-off and pick-up area on site (Y/N)	
Bus-loop (Y/N)	
Comment on ease of car/bus access to the parking areas and to the street from the parking area/bus loop/drop-off/pick-up area	
Number of classrooms (excl. Portables)	
List specialized spaces (e.g., gym, science room, etc.)	
Accessibility (provide information indicating areas of accessibility, e.g., ramp, washroom, etc.)	
List available outdoor play areas (e.g., soccer field, track, playground)	

Financial Analysis of School	Cost
Current per pupil cost to operate the school (administration, operating, utilities and maintenance)	
5-year projected per pupil cost to operate the school (administration, operating, utilities and maintenance)	
Current transportation cost	
5-year projected transportation cost	
Board average per pupil cost to operate a school (administration, operating, utilities and maintenance)	
Board average transportation cost	
Replacement value of the school building	
Current cost of needed repairs (VFA data)	
Current Facilities Condition Index (FCI) (current unmet renewal needs as a % of replacement value)	

Ten-year history of major facility improvements (item and cost)

Year	Facility Repair	Cost
TOTAL ACTUAL EXPENDITURES OVER 10-YEAR PERIOD		
CURRENT FCI BASED ON CURRENT COST OF NEEDED REPAIRS AS A % OF REPLACEMENT VALUE		

Five-year projected major facility improvements (item and cost) beginning (INSERT YEAR)

Year	Facility Repair	Cost
TOTAL ESTIMATED EXPENDITURES OVER 5-YEAR PERIOD		
PROJECTED FCI AT THE END OF THE 5-YEAR PERIOD		

5-Year Historic Enrolment by Program and by-grade, totalled to the school level

Program	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total Enrolment:					
Utilization:					

Actual enrolment for current year and projected enrolment (10 years) **by program and by-grade**, totalled to the school level

Program	Current Year	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total:						
Utilization:						

Program	Insert Yr. 6	Insert Yr. 7	Insert Yr. 8	Insert Yr. 9	Insert Yr. 10
Total:					
Utilization:					

Other School Use Profile:

ARC Binder Tab XX provides a list of current non-school programs and/or services resident at or co-located with the school as well as annual revenues to the Board for these programs and/or services. This analysis also indicates whether the program and/or service is offered at full cost recovery.

This Binder Tab also provides a list of current facility partnerships and a list of groups utilizing the facility for community use of schools.

Before and after school programs and/or services are also listed (e.g., child care).

If space is leased out at the school, this section also indicates the tenant and the service the tenant provides to the school and/or the community at large.

In all instances listed under this section, the ARC Binder Tab XX provides the annual revenues to the Board for each individual program/service/partnership/tenancy and indicates whether the revenues are at full cost recovery.

ARC Binder Tab XX provides a description of the school's suitability for facility partnerships if any were to become available in the immediate future (within one year).

General Information:

ARC Binder Tab XX provides a scattergram of the location of students to their existing school, as well as an analysis of the average distance by road to school for students currently attending the school.

ARC Binder Tab XX provides information regarding the number of students who walk to school and the number of students bussed, based on the DDSB's existing Transportation Policy and Regulation 3545. This analysis also provides an analysis of bus ride times highlighting the longest, shortest and average ride time for a student.

This analysis also highlights the number of out of area students, who, based on policy, are not eligible for bussing and are required to find alternative means of transportation to the school.

Using the information provided above, consider the following:

1. Value to the Student

- 1.1. How are programs affected by the enrolment trend at the school? – consider the past 5 years, the current year, and the projected 10 years.
- 1.2. How are extracurricular and/or co-curricular activities affected by the enrolment trend at the school? -- consider the past 5 years, the current year, and the projected 10 years.
- 1.3. What type of classroom/school organization is possible with the eligible staffing allocation?
- 1.4. What safety measures are in place at the school (e.g., security cameras)?
- 1.5. How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?
- 1.6. How does student achievement at the school compare to the Board average, the Provincial average?

EQAO RESULTS FOR (insert school year, i.e., 2013-14 and redesign depending on School Type)

EQAO	Type of Test (Primary, Junior, Grade 9, OSSLT) Results as a %	Insert Subject (Reading, Writing, Math (type of Math) Results as a %	Insert Subject (Reading, Writing, Math (type of Math) Results as a %	Insert Subject (Reading, Writing, Math (type of Math) Results as a %
School				
Board				
Province				

- 1.7. Are there components of the building that are in need of repair and if so, how does this hamper program delivery?

2. Value to the Board

- 2.1. How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?
- 2.2. Describe the condition of the school grounds – if repairs are required, please list and provide estimated costs and timing of proposed repairs.
- 2.3. Is there room on the site for a permanent addition or for portables?

- 2.4. How does the cost to operate the school today compare to the Board average?
- 2.5. How does the current transportation cost compare to the Board average?
- 2.6. How are programs impacted by the enrolment trend at the school? – consider the past 5 years, the current year, and the projected 10 years.
- 2.7. What would the impact be to the Board if this school were to close – assess the response based on the location of the school (e.g., only school in the community, rural school, operating and transportation costs, savings etc.)
- 2.8. How does student achievement at the school compare to the Board average, the Provincial average?