

SCHOOL REVIEW POLICY

INTRODUCTION

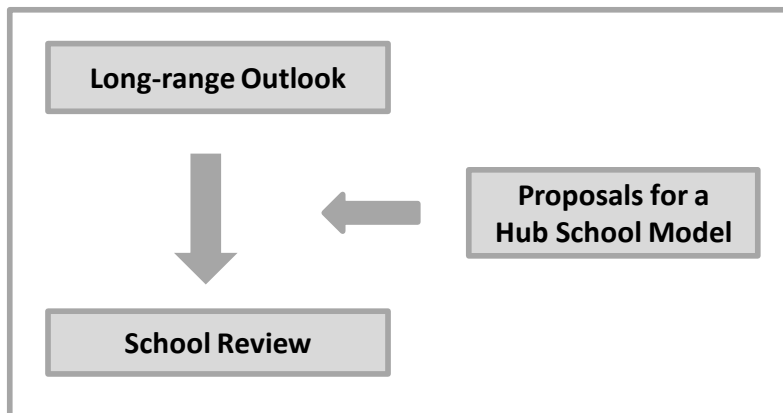
The School Review Policy describes the process to be followed by a school board when the permanent closure of a public school is a possibility. The process as outlined in this policy ensures that communities are engaged and informed prior to and at every stage during a school review, and that members of a community are able to contribute to the examination of possible solutions to identified issues.

PROCESS OVERVIEW

School boards are required to present information annually to the public about the current and developing situation of their schools and the delivery of education programs and services, in the form of a long-range outlook (see Appendix A: *Preparing a Long-Range Outlook*). The Outlook, which is updated annually, provides both the school board and the community with an opportunity to discuss the future of education delivery for a group of schools.

The Outlook provides valuable information about the changing circumstances of schools and the school community, such as changes in student enrolment and demographics, within the context of the strategic goals and priorities of the school board for the delivery of the public school program.

The information contained in the Outlook may also permit school boards to identify school space that

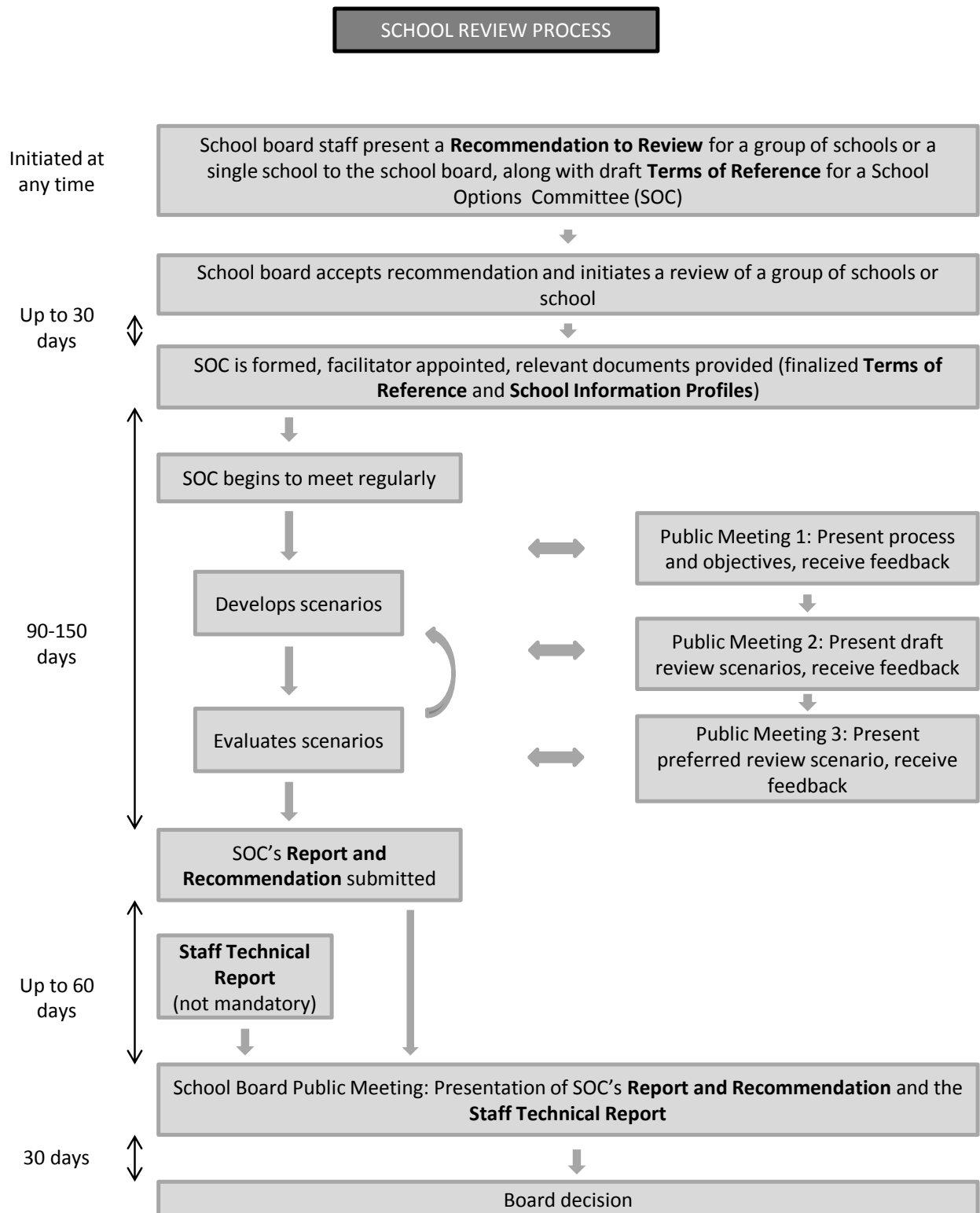


may provide a hub school opportunity. Proposals for a hub school are developed by communities and considered by the school board in accordance with the *Guidelines and Criteria for a Hub School Model to Guide the Use of School Space* (Appendix B). When an opportunity for a hub school model is identified, interested groups have eight

months to develop a proposal for consideration by the school board. Within the first month, any interested group wishing to submit a proposal must signal their intent to the school board.

Based on the information provided in the Outlook, a school board may choose to identify a group of schools or an individual school for review. The review of a group of schools or school must be undertaken in accordance with this policy.

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POLICY STATEMENT

Following Section 89 (1) of the *Education Act*, this policy sets out the processes to be followed by a school board for considering or implementing a decision to permanently close a public school.

DEFINITIONS

Minister	The Minister for Education and Early Childhood Development
Department	The Nova Scotia Department of Education and Early Childhood Development
capacity	Total student enrolment based on the full occupancy of spaces that a school building can accommodate, in order to deliver the public school program (see Appendix C: <i>Calculating Capacity and Utilization</i>)
hub school	The reasonable and sustainable use of public school space for purposes other than delivering the public school program, that does not impede the delivery of the public school program, is financially and operationally viable, and is supported through a strong business case from the community (see Appendix B: <i>Guidelines and Criteria for a Hub School Model to Guide the Use of School Space</i>)
Long-Range Outlook	A document prepared by school boards in accordance with the provision in the <i>Education Act</i> which provides a broad picture of the school board and an overview of all schools within the jurisdiction (see Appendix A: <i>Preparing a Long-Range Outlook</i>)
permanently close [a public school]	“Permanently close”, in relation to a public school, means to permanently discontinue the use of the public school building for the offering of the public school program
Recommendation to Review	The report submitted by school board staff (the superintendent) to the governing school board recommending that a group of schools or an individual school undergo a review
Report and Recommendation	The report prepared by the School Options Committee containing a summary of their work in supporting the review of a group of schools or school, and their final recommendation to the governing school board for its consideration
review scenario	An option considered by the School Options Committee as part of the school review

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school board	Any one of the seven regional school boards or the Conseil scolaire acadien provincial
School Information Profile	A comprehensive profile of a school, provided to the School Options Committee and the public for information purposes (see Appendix D for the template)
School Options Committee (SOC)	A multi-stakeholder committee formed to support the school board in conducting a school review; its work is governed by a mandate given to it by the school board
school review	A formal process whereby a group of schools, or in exceptional circumstances, a single school, is considered by an SOC mandated to explore various solutions to an identified issue/s; school closure is one possible outcome
Staff Technical Report	A report written by school board staff (superintendent) that comments on the SOC's Report and Recommendation; the Staff Technical Report is not mandatory
Terms of Reference	The Terms of Reference provide a mandate, review objectives and reference criteria for the SOC; a draft Terms of Reference is included in the Recommendation to Review and a final version is provided to the SOC by the school board (see Appendix D for the template)
utilization	The relationship between capacity and enrolment, expressed as a percentage (see Appendix C: <i>Calculating Capacity and Utilization</i>)

POLICY OBJECTIVES

The review of schools in Nova Scotia is an important process, providing information and the opportunity for school communities to participate in school boards' decision-making processes regarding the future of education delivery. The school review process will ensure that

- the future of a local school is part of a plan for the broader school region and parents and communities are able to contribute to the solutions for the region;
- clear, rigorous, and trusted information will be used to make effective decisions;
- more flexible timing will allow the review process to better align with school board planning processes;
- the principles of administrative fairness are maintained;
- decision makers are in a position to make the best decision possible for delivery of education to all students, based on relevant information and input from stakeholders; and
- innovative solutions to identified issues may be considered when it is in the best interests of the students and the community to do so.

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APPLICATION

This policy applies when a school board wishes to conduct a review of a school or group of schools after the completion of a long-range outlook, where school closure is a possible outcome. All school boards are required to follow this policy, as outlined in the *Education Act*. This policy complies with the provisions outlined in the *Education Act*.

In accordance with the *Ministerial Education Act Regulations*, the school board is not obligated to undertake a review process when certain exemptions apply (see *Ministerial Education Act Regulations* for the list of exemptions).

POLICY DIRECTIVES

Directive A: *A school review may be considered when a long-range outlook has been completed by a school board, as required by the Education Act and outlined in Appendix A: Preparing a Long-Range Outlook.*

A school board's decision to review a group of schools or an individual school is informed by, and a school review is conducted in the context of, the information contained in the Outlook. Circumstances identified in the Outlook that may lead to a school review include

- a school or group of schools is unable to, or projected to be unable to, provide a suitable and equitable range of learning opportunities for students, due to declining enrolment;
- reorganization involving a school or group of schools could enhance program and learning opportunities for students;
- reorganization involving a school or group of schools could optimize use of school facilities across the school board;
- a school's combination of teaching or learning spaces is not suitable to provide programs/is not accessible/does not serve the community, and retrofitting and/or enlarging the facility may be cost prohibitive;
- one or more of the schools in a group is experiencing higher building maintenance expenses than average for the school board and/or is in need of major capital improvements; and
- safety and/or environmental concerns are associated with the building.

Directive B: *To initiate a school review, school board staff will present a report called a Recommendation to Review to the governing school board identifying a group of schools for review. A review should include all schools that could be impacted by the outcome of a review or could expand the range of options for consideration. Under exceptional circumstances it may be appropriate to conduct a review of an individual school. A Recommendation to Review does not have to coincide with a particular calendar date.*

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A Recommendation to Review will include

- the rationale for the review, referencing information provided in the Outlook plus any other relevant information (where other information is included, sources must be cited as applicable);
- a proposed timeline for the review (in accordance with the timelines provided in this Policy); and
- the draft Terms of Reference for the School Options Committee (SOC) that will conduct the proposed review (the Terms of Reference define and guide the work of the SOC and must be prepared according to the template provided in Appendix D).

The Recommendation to Review may also include one or more review scenarios that meet the review objectives outlined in the Terms of Reference.

Directive C: *The governing school board will approve the initiation of a school review through a vote at a public meeting and will authorize the establishment of a School Options Committee (SOC) to conduct the review.*

Directive D: *The School Options Committee (SOC) will comprise voting and non-voting members, as outlined below. Appointments to the SOC will be for the duration of the review. The school board superintendent is responsible for forming the School Options Committee.*

SOC Membership		
Voting	School Advisory Council (SAC) representatives	Two members of the School Advisory Council (SAC) from each school identified as part of the review: <ul style="list-style-type: none"> • Chair of the SAC (or designate); and • one parent representative. SAC representatives cannot be employees of the school board.
	Community/business representatives	Up to two community /business representatives from the region in which the schools under review are located. Individuals may apply to be members of the SOC or may be asked to act as such by the school board superintendent. The final decision on a candidate’s membership rests with the superintendent. Representatives must not be elected officials, parents of impacted students, or employees of the school board.
Non-Voting	School board staff	Central school board staff (facilities, programs, etc.) as determined by the school board superintendent.

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	Other members	<p>The superintendent may also request representatives from the following groups to join the SOC:</p> <ul style="list-style-type: none"> • The principal (or designate) from each school identified as part of the review; • Planning staff from those municipalities in which the schools under review are located; and • Representatives of other directly impacted groups in the school region, as determined by the superintendent.
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Directive E: *A facilitator will be appointed by the superintendent from a roster maintained by the Department. The role of the facilitator is to guide and support the School Options Committee in fulfilling its mandate.*

The role of the facilitator is distinct from the role of the chair. He or she has no decision-making capacity but will assist the members of the committee to effectively communicate, collaborate and, where possible, achieve consensus. The facilitator will assist the chair in ensuring that meeting agendas are followed and that members are engaged and on-task.

The facilitator will also:

- facilitate public meetings;
- act as liaison between the SOC and the school board (information requests will be directed through the facilitator); and
- assist the chair in presenting the Report and Recommendation to the governing school board.

The facilitator will not be responsible for:

- decision- making (ex-officio);
- information preparation and collection (outside the context of meetings); or
- logistics (organization of meetings, etc.).

The appointment and role of the facilitator will be in accordance with the guidelines established by the Department.

Directive F: *The School Options Committee will be provided with finalized Terms of Reference at or prior to its first meeting. The Terms of Reference will provide the SOC with the mandate, review objectives and reference criteria for the review as determined by the school board.*

An SOC mandate will generally include

- conducting a review, with public consultation, of a particular school or group of schools as requested by a school board, according to the objectives and within the parameters provided by the board; and
- submitting a Report and Recommendation to the school board which will inform the board's final decision.

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Review objectives must be clearly stated and will be specific to the school review at hand.

Reference criteria are existing policies, positions, or factors that the SOC needs to be aware of in the development of review scenarios. For example, the school board may have specific policies, objectives, or goals with respect to factors such as:

- grade configurations,
- class size and composition,
- access to and equity of programming,
- maximizing use of school facilities,
- making best use of available resources (financial, labour and capital) across the board, or
- limiting factors such as transportation time limits, geographically isolated schools.

Directive G: *The school board staff will prepare and provide the School Options Committee with School Information Profiles for each school identified as part of the review, according to the template provided by the Minister in Appendix D.*

The purpose of the School Information Profiles is to assist the SOC's work by providing the committee with a snapshot of each school included in the review. The School Information Profile addresses the value of the school to students, the board, and the community.

Directive H: *A chair will be elected from among the voting members of the School Options Committee within the first two working meetings of the SOC.*

The school board will provide the individual elected as chair with information on his or her role, i.e. on standard meeting procedure. Generally, the chair will be responsible for ensuring that the committee follows the meeting agendas, that the established norms are maintained, and that correct decision-making procedures are followed.

Directive I: *The School Options Committee will meet regularly ("working meetings") to consider, create, evaluate and refine solutions to the issues identified in the Recommendation to Review that meet the review objectives and reference criteria detailed in the Terms of Reference.*

Working meetings of the SOC are not public meetings. Non-members may attend meetings if they are invited by the SOC. The SOC may, from time to time, invite individuals to the working meetings in order to assist the committee in its work.

Minutes of key decisions and key actions will be taken by a member of the SOC at each meeting and approved at subsequent SOC meetings. Minutes will be posted on the school board's website as soon as they have been approved, along with any presentation material provided to or by the SOC. The school board website will include a dedicated web page for each ongoing review.

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Directive J: *The School Options Committee will hold at least three public meetings to present its work and seek input and feedback about the review scenarios under consideration.*

Public meetings must be well-publicized through a range of methods and preferably held at the schools under review. All public meetings must be advertised at least two weeks prior to the meeting date.

The SOC must ensure that a wide range of school and community groups are invited to participate at public meetings. These groups may include School Advisory Council members, parents, guardians, students, and staff of the schools involved in the review, as well as the local communities and other interested parties.

Public meetings should begin with an explanation of the school review process, including the mandate of the SOC, and a summary of the work conducted to date. The objectives and reference criteria of the review should be outlined. Opportunities for members of the public to speak and, where possible, for dialogue with SOC members must be provided. Public meetings will be facilitated by the facilitator appointed to support the SOC.

A summary of public contributions will be taken by a member of the SOC at each public meeting and approved at subsequent SOC meetings. Summaries will be posted on the school board's website as soon as they have been approved, along with any presentation material provided to or by the SOC, in a dedicated section for each ongoing review.

Directive K: *The school board and the School Options Committee are to work together to ensure that all information relevant to the review is made public by posting it in a prominent location on the school board's website and making it available in print upon request. Any technical language should be explained in plain language.*

Directive L: *At the conclusion of its review, the School Options Committee will submit a Report and Recommendation to the school board, through the superintendent, for consideration. The Report and Recommendation will outline the work of the SOC, address each issue identified in the Recommendation to Review, and make a recommendation consistent with the review objectives and reference criteria.*

It is recommended that decisions of the SOC be determined by consensus. When a consensus cannot be reached, a vote will determine the decision under consideration.

When a vote occurs, a majority will consist of 50 percent plus 1 of all the voting members present at the meeting the day the vote is held. A quorum consists of 50 percent of the voting members of the SOC.

A reconsideration vote requires assent of the reconsidered decision by a 2/3 majority of all voting members.

Once a vote has been taken it represents the decision of the SOC. The committee should establish group norms at the beginning of the review process outlining expectations for individual committee members' participation on the SOC.

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Directive M: *If deemed necessary or requested by the governing school board, school board staff will submit a Staff Technical Report providing additional technical details or pertinent comments related to the SOC's Report and Recommendation.*

The Staff Technical Report will be presented at the same public school board meeting as the Report and Recommendation.

Directive N: *The governing school board is responsible for making a final decision with respect to the outcome of a school review.*

The final vote will take place at a public school board meeting. The motion considered must not be dependent on other factors, i.e. a motion concerning school closure must be to close or keep a school open, not to close or keep open a school in the event that other conditions are met. Subsequent motions may be made regarding timelines and other factors.

Directive O: *In the event that a school board votes to permanently close a public school, school board staff will work with the principal of the school and the principal/s of the school/s that will receive the students of the permanently closed school to establish a transition committee that will develop a plan for transition. The decision to close a school and the transition plan must both be clearly communicated to the school community, to the public, and to the Minister.*

Directive P: *The following timelines will apply:*

- i. A Recommendation to Review can be made to the governing school board at any time.*
- ii. If a review is approved, no more than 30 calendar days must elapse before the establishment of the School Options Committee.*
- iii. Upon its formation, the SOC has a minimum of 90 and a maximum of 150 calendar days to conduct the review, including public consultation.*
- iv. No more than 60 calendar days will elapse between the submission of the Report and Recommendation to the superintendent and the presentation of the Report and Recommendation at a public school board meeting. [If a Staff Technical Report is being submitted it must be done during these same 60 days].*
- v. Generally, no more than 30 calendar days must elapse between the presentation of the SOC's Report and Recommendation and the board's final decision at a public school board meeting. In exceptional circumstances an additional 30 days is permissible for the school board decision to be made.*
- vi. If the governing school board votes to permanently close a public school, the school must close within five school years of the decision, beginning in September of the school year following the decision.*

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ACCOUNTABILITY

Department of Education and Early Childhood Development – the Department is responsible for establishing the *School Review Policy*.

Regional School Boards and the Conseil scolaire acadien provincial – school boards are responsible for ensuring the Policy is followed, the establishment of the School Options Committee, and for making the final decision with respect to the outcome of the review process.

MONITORING

The Department will work with school boards to support the implementation of the *School Review Policy*.

REFERENCES

Education Act

Ministerial Education Act Regulations

APPENDICES

Appendix A: *Preparing A Long-Range Outlook*

Appendix B: *Guidelines and Criteria for a Hub School Model to Guide the Use of School Space*

Appendix C: *Calculating Capacity and Utilization*

Appendix D: Templates

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APPENDICES

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APPENDIX A: PREPARING A LONG-RANGE OUTLOOK

Introduction

School boards in Nova Scotia are required by the *Education Act* to provide information to the public about their schools and the delivery of their education programs and services. One such requirement is a document called a long-range outlook.

A long-range outlook prepared by a school board will gather and organize information about the schools and communities within its jurisdictional region and provide a basis of information to support discussion and future decisions about the delivery of education programs and services. A school board's Outlook will support an effective school review process by ensuring the public is engaged earlier in discussions about the school community.

This guide serves to define the minimum required content for a long-range outlook in accordance with the provisions in the *Education Act*. A template is provided in Appendix D.

Purpose

School boards continually evaluate how to enhance educational programming for students. Strategic goals and priorities of the school board, business planning processes, and various other documents and activities provide information with respect to how a school board is delivering educational programming and how it intends to deliver educational programming in the future.

A long-range outlook is intended to cover a ten-year period and provide a broad picture of the school board, including basic information about the board such as its structure, demography, and geography, as well as information about its strategic goals, policies, and programming decisions which may influence how education is delivered in its jurisdiction. The Outlook will also provide an overview of all schools within the jurisdiction of the school board, outlining their relationship to each other (i.e. feeder systems) and providing basic information about each school.

The following sections outline and provide detail with respect to what is to be included in a school board's long-range outlook.

Long-Range Outlook Content

School Board Overview

School boards currently provide a significant amount of information through a variety of documents and resources. The use of existing documents is encouraged when developing a long-range outlook.

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The Outlook will provide a general description of the school board. This would include, but not be limited to, information about the governing school board structure, a brief history of the school board in the province, the school board's belief statements or core values, and the school board mission and/or vision.

In addition to a general description, the school board overview should include the following information:

Geography

A description of the geographic area of the school board within the province should be defined. For the Conseil scolaire acadien provincial, this would be a description of its jurisdiction as a provincial board. A visual mapping of the area should be provided.

Demographics

The Outlook should include demographic information for the school board. The source of this information should be consistent with provincial standards. Specifically, the demographic information provided should include population figures (past 10 years) and projections (next 10 years), as well as student enrolment figures (past 10 years) and projections (next 10 years).

Educational Goals, Priorities, and Programming

A description of the educational goals and priorities of the board will be provided in the Outlook. This would include the board's strategic goals and priorities as well as any other identified objectives that may have an impact on education delivery or guide decisions about education delivery for the school board.

Programming

There are a number of factors which school boards consider when making programming decisions. The Outlook will provide information about the context for these programming considerations.

Context for programming considerations will vary by school board and may include things such as

- the variety of courses available to students;
- varying needs of different levels of education, i.e. elementary, middle/junior high and senior high school grades;
- the need for a critical mass to enable delivery of certain programs;
- staffing levels for regular and specialist teachers and the ability for teachers to participate in professional development, e.g. mentoring and Professional Learning Communities;
- risks to quality programming due to a variety of factors, such as lack of availability of teachers with subject matter expertise, infrastructure deficiencies, or declining enrolments; and
- ability of the school to collaborate with community partners to provide supports to students, e.g. mental health clinicians, public health, justice.

The Outlook will also provide an overview of programs, including special programs that the school board would like to highlight as priorities. It will also highlight programming factors which may influence a board's decision about education delivery in its jurisdiction; for example, a commitment to providing

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early French immersion in at least one school in a feeder system or to ensuring access to a particular program for all high school students.

The items outlined in this section will differ by school board depending on the goals of the board. The following list outlines a number of areas on which a school board may choose to focus in its Outlook. This list is provided as a resource. It is not intended to be an exhaustive list and not all items need to be referenced in a long-range outlook.

Specific Programming Factors	
Grade configurations	
Combined classes (e.g. split classes, multi-age)	
Class size	
Class composition	
Middle-level philosophy (ability to engage in team teaching)	
French programming – French Immersion, Integrated French, Intensive French	
Co- and extra-curricular programming – quality, variety	
Optional high school programs:	
	International Baccalaureate (IB) Program
	Advanced Placement (AP)
	Options and Opportunities (O ²)
	Co-operative education (including opportunities for Co-op placements)
	Skilled Trades programming
	Board-specific local programming (e.g. Career Exploration Programming)
Ability to offer international student education	
Factors Supporting Programming in Schools	
Infrastructure to support programming	
	Technology – inside and outside the school, providing timely technology support
	Specialist spaces (e.g. music/art room, sensory room, technology education)
	School library – staffing and resources
	Community enhancements
	Flexible learning spaces
	Access to community infrastructure to support programming (e.g. art gallery, community library, health care supports)
	Accessibility of the physical infrastructure
Student Services (services provided to students to support student achievement)	
	Guidance programming
	Specialist teachers/supports
	Resources for students with special educational needs (e.g. behavioural

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	intervention, speech and language therapy)
	SchoolsPlus
	Youth Health Centres
	Learning Centres
Services to support the early years (i.e. birth to age six) including Early Years Centres (4 year olds), regulated child care programs (18 months to age 3), and Family Resource Centres (community space with resources).	
Programs and services to support a student’s social and emotional well-being and healthy active living including, for example, GSAs (Gender-Sexuality Alliances), transgender student support, ability to meet the Food and Nutrition Guidelines.	

Provincial Context

A school board may wish to outline provincial initiatives that have an influence on how education is delivered in its region. This could include such things as provincial funding to offer a particular program (e.g. Skilled Trades programming) or other provincial initiatives.

Board Operations and Assets

Budget

The Outlook will provide a broad overview of the school board budget expressed, at a minimum, as percentages of the total budget for main categories, as determined by the school board. This should be provided in the form of a graphic.

Capital Assets and Student Transportation

The Outlook will provide an overview of the school board’s building stock and student transportation such as that provided in the Key Facts section of a school board’s business plan. This section should also include an overview of the school board’s planned capital projects and major maintenance projects, indicating if a project is approved and/or underway.

School Information

The Outlook will provide information on each school under the jurisdiction of the school board. School information should be provided in the context of the larger group of schools to which a school belongs (e.g. a feeder system).

Specifically, school information should include the following information.

Feeder Systems/Families of Schools

Across the province each individual school exists and is considered within the context of those schools around it. Schools may be grouped as:

- a feeder system – the path a student would take from elementary school to a middle or junior high school to a high school,

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- a family of schools – a group of school designated by the school board as connected in some way, or
- schools connected geographically to each other.

School boards across the province use varying methods and terminology to describe the relationship of one school to another. The school board's Outlook should clearly demonstrate how an individual school fits within the broader context of the school board and surrounding schools. This should be explained using a visual representation (e.g. a flow chart).

School Information

For each individual school, the Outlook should provide the following information:

- The grade configuration of the school
- Historical and projected enrolment figures based on provincial standards (10 years)
- School capacity and utilization (see Appendix C: *Calculating Capacity and Utilization*)
- Age of the building
- Provincially approved addition and alteration projects, including dates completed (if applicable)
- Specific programming offered at the school (e.g. French immersion) (if applicable)
- Information about reviews of the school previously conducted
- Any other factors relevant to the school

Community/Municipal Context

The Outlook will provide an overview of the community context in which each group/family of schools exists. This would include information such as:

- A map of the geographic area
- Populations trends for the general area, including composition of the population if possible
- Planned municipal initiatives or planned initiatives by other agencies
- Any other relevant factors which may provide context for discussions about the future of education delivery. This may include such things as the main source(s) of employment for the region, other services available in the area (e.g. hospital), or if the area is experiencing population growth or decline.

Future Considerations

The Outlook will include information about the school board's future goals or intentions for a group of schools, including any identified challenges which may need to be addressed. This would include the potential need for a review of the group of schools and the rationale as to why a review may be warranted, citing such factors as enrolment/utilization, programming concerns, or facility condition.

The information contained in the Outlook may also permit school boards or communities to identify school space that may provide a hub school opportunity. Proposals for a hub school are developed by communities and considered by the school board in accordance with the *Guidelines and Criteria for a Hub School Model to Guide the Use of School Space* (see Appendix B). When an opportunity for a hub school model is identified, interested groups have eight months to develop a proposal for consideration

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by the school board. Within the first month, any interested group wishing to submit a proposal must signal their intent to the school board

Development and Distribution of the Long-range Outlook

School boards must prepare a long-range outlook in accordance with this guide. The document must contain all the required information here outlined. A template is provided in Appendix D to assist school boards. Upon completion, the Outlook must be made available to the public through the school board website. When the Outlook is revised, an updated version should promptly be made available via the website.

Planning Cycle and Document Revisions

The Outlook should reflect a school board's current situation and provide relevant information for the public. The Outlook will have a ten-year horizon. An annual review of the document is required and any significant changes or updates to the information contained in the outlook document must be made. A complete refresh of the Outlook must be completed every five years.

Public Engagement

Once a long-range outlook has been prepared in accordance with this guide, the school board must make the document available to the public and provide an opportunity for the public to respond.

At a minimum, a school board must:

- Present its Outlook at a public meeting
- Make the Outlook available to the public on the school board website
- Provide clear information on how the public can respond to the Outlook within a specified time frame

Transition

The initial Outlook developed in accordance with this guide must be made available to the public no later than April 30, 2015. Public engagement on the document must occur no later than August 31, 2015. These dates apply only to the initial long-range Outlook developed according to this guide. Subsequent to 2015, school boards may choose to align this process with other school board planning processes, adhering to the timeline requirements for review and refresh cycles.

In the case of a school board that has recently completed a long-range outlook, forecast or plan, the school board must update the existing long-range document to ensure that it meets the minimum requirements as set out in this guide, and publicize and make available the updated document.

If a school board has undertaken public engagement during the development of its existing long-range outlook, and the content of the document is not substantially altered, the board is not required to undertake additional public engagement but must ensure the new long-range outlook is available on its website and that the public is aware of the new document as outlined above.

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APPENDIX B: GUIDELINES AND CRITERIA FOR A HUB SCHOOL MODEL TO GUIDE THE USE OF SCHOOL SPACE

Purpose

This document contains criteria and guidelines for school boards and communities in preparing and evaluating proposals for use of available space in public school buildings.

The main function of public school buildings is to deliver the public school program, however the department supports the use of available space in public school buildings in a way that is appropriate, transparent, operationally and financially viable, sustainable, and most importantly, supportive of student learning and an appropriate school climate.

It is expected that this document will be used when opportunities for use of available space in public school buildings are identified through such processes as long-range planning and family of schools reviews undertaken by school boards.

The Hub School Model

The term *Hub School* is used in a variety of ways across the province and in jurisdictions outside Nova Scotia. For the purposes of these guidelines and criteria when the term Hub School is used it means:

The reasonable and sustainable use of public school space that does not impede the delivery of the public school program, is financially and operationally viable, and is supported through a strong business case from the community.

The primary purpose of a public school building is to provide the public school program to students. Any proposal for use of available space in a public school building must align with this purpose and ensure that the public school program will continue to be offered in a safe and secure learning environment. Within that context, any proposal brought forward by an organization, business or individual must demonstrate how it can support the following:

- An environment that is in the best interests of students;
- An environment that does not negatively impact student learning and engagement;
- A strong relationship between schools boards and, as applicable, community partners, business partners, municipalities, and the public;
- Improved service delivery for families and communities; and
- Reasonable and appropriate use of public infrastructure through increased flexibility, accessibility and utilization.

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Any proposal for use of available space in a public school must also clearly demonstrate how it will:

- Result in no increase to capital or operational costs for the school board or the province, as compared to the board's plans regarding that school facility;
- Allow school boards to achieve cost savings; and
- Not create additional, unreasonable management responsibilities for the school board.

There may be cases where a board has determined that a potential school closure would make available resources (e.g. financial, human resources) that will better allow it to meet the educational needs of students across the board as a whole (not limited to that one school). A proposal for use of the available space in the public school must demonstrate how the proposed use of the space in the public school building will permit the board to meet the educational needs of students across the board as a whole.

School boards will ensure that use of available space in a public school is consistent with supporting student learning and is aligned with the culture and climate of the school and the school community.

Proposals for use of available space in a public school that would not be acceptable include, but are not limited to, those that:

- infringe on the delivery of the public school program and services to students
- provide competing education services or services that target public school students
- infringe unduly on the economic viability of local business enterprise
- could bring the school reputation into disrepute
- are likely to cause damage or risk to students, staff, school buildings or property
- create excessive noise or pose a nuisance to nearby residents
- are illegal.

Eligible Partners/Groups

The success of a hub school model requires strong community leadership and a willingness by all partners to work toward an effective model for students, families, and the community. Although not intended to be a comprehensive list, the following is an initial list of potential partners, groups (for-profit and not-for-profit), businesses, or individuals from which a proposal for use of available school space could be generally acceptable:

- Federal, provincial or municipal government departments and agencies
- Wrap-around education services (e.g. Early Years, Adult Learning, EAL)
- Community organizations
- Organizations supporting culture and the arts
- Local businesses providing services to families, students and children
- Sport and recreation providers
- Other groups as determined by the school board

Evaluation Criteria for a Hub School Proposal

This section outlines the criteria upon which proposals will be evaluated by a school board. The primary responsibility of school boards is to deliver the public school program in a safe and secure learning

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environment. School boards should only consider proposals submitted to them if the proposal meets the minimum requirements as outlined in this document.

The proposal must be complete before it is submitted to the school board. Further, if more than one group, business or individual is proposing use of available space in the school building, those proposals should be coordinated such that the proposal outlines a comprehensive approach with one primary applicant. It is not the responsibility of the school board to create proposals or attempt to integrate individual proposals into a comprehensive whole regarding alternate use of available space in a school building. A municipality or some other official body may serve as a coordinating body where more than one group, business or individual is proposing uses of the available school space.

General Eligibility Criteria

School boards will evaluate and determine if a proposal for use of available school space in a public school is suitable. In addition to the primary consideration of value to support student learning, the following criteria will be applied to guide the decision to accept or reject the proposal:

- The health and safety of students and staff is not at risk.
- The proposal will not compromise the school's ability to deliver the public school program.
- The proposal is appropriate for the school setting and respects the mission and vision of the school board.
- The proposal aligns with the policies and long-range planning of the school board.
- The proposal does not interfere with the school board's strategy for student achievement.

All proposed uses of available space in a public school building must be in accordance with the *Education Act and Regulations*, ministerial and school board policies, any other relevant legislation, and relevant processes and policies respecting the construction and management of school facilities.

Financial Viability and Sustainability Criteria

Proposals must demonstrate financial viability, and the ability of the group/business/individual submitting the proposal to meet any related financial obligations in a sustainable way over the proposed term of use.

The proposal must clearly demonstrate:

- The source of funding for the proposal;
- Evidence that the funding for the proposal has been secured or will be secured prior to any finalized agreement; and
- Evidence of the financial viability and sustainability of the proposal, including sufficient cash flow to support the operation of the alternate use.

Boards are not expected to incur additional operating or capital costs to support the proposed use of available space in the school building beyond the costs required to deliver the public school program. School boards may use some discretion in supporting proposals based on their strategies and budgets to support student achievement. Costs will be recovered by school boards from the applicants to cover all

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incremental costs to the board for both capital and operating expenditures. This may include costs such as administrative costs, legal costs, construction/ engineering costs, and property taxes (if applicable).

Additional costs required for things such as renovations to protect student safety (arising due to the proposal), provision of appropriate washrooms and other amenities, entrance and egress requirements, and any other changes required to make the space suitable for the proposed use shall be borne by the group, business, or individual submitting the proposal.

Building Use Criteria

Proposals must outline anticipated facility requirements. This would include things such as the location, the size and type of space required, methods of access to the school building (entrance and egress), and required facility amenities.

Facility requirements as outlined in the proposal will be considered based on the following criteria:

- How student and school staff safety will be maintained, including confirmation of criminal reference and child abuse registry checks for any employee or volunteer associated with the alternate use
- Condition of the facility
- Configuration of space
- Separation of space between educational and non-educational uses of the facility
- Zoning and site use restrictions
- Anticipated vehicle and pedestrian traffic, including required parking
- Accessibility

Proposals must outline any anticipated modifications required to the school building in order to implement the proposed use. Proposals must also include a costing of these modifications based on estimates that the school board would normally apply based on past practice. School boards and those developing the proposal should work together to reach agreement on what a reasonable cost estimate would be for anticipated modifications for the purposes of proposal development, ensuring adherence to current codes and standards for school facilities. School boards and the province will continue to determine design and construction standards for modifications to public school buildings. School board assessments of costs will prevail in the case of disagreement.

Roles and Responsibilities

School Boards

School boards have authority to make a variety of decisions regarding the use of school facilities. These Guidelines and Criteria are intended to support boards in considering proposals for use of available space in public school buildings, within the authority provided to them under the *Education Act* and applicable regulations.

In following these Criteria and Guidelines, school boards are required to evaluate proposals received to ensure they are aligned with legislation and regulations governing the operations of school boards and public school buildings, as well as any other school board policies or processes related to school

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facilities. Furthermore, school boards must review and evaluate proposals to ensure that they complement (or enhance) school culture and climate and are cohesive with the Board's strategic plan and business plan.

School boards will provide clarity on how they are implementing these Guidelines and Criteria, including the administrative procedures, processes, timelines for applications, and contact information, on board websites.

Proposal Applicant

An applicant may be:

- A group, business, public service, or individual; or
- A coordinating body officially representing group(s), businesses, public service(s) or individual(s)

In either case, the applicant may only proceed with a proposal where they believe they meet all of the eligibility requirements outlined in this document.

It is the responsibility of communities, in collaboration or consultation with their local municipality as appropriate, to fully develop their proposals within the timelines provided, before advancing them to the school board for consideration.

Minimum Proposal Requirements

An applicant wishing to propose a Hub model for available space in a public school building must submit a detailed proposal to the school board that explicitly references and demonstrates conformity with these Guidelines and Criteria. Applicants must provide all supporting materials necessary to meet this requirement, such as business plans and/or proof of all financial and funding considerations (e.g. line of credit at bank, grants).

A comprehensive proposal would include, at a minimum, the following elements:

- an executive summary
- a background section providing context and the rationale for the application, as well as an overview of the applicant (e.g. group, business, individual)
- a project description: how will the space be used, by whom and for what purpose or activity, for how long, and during what hours
- a cost/benefit analysis – quantitative (financial cost and benefit) and qualitative (non-financial benefits and cost)
- a financial plan, with evidence of financial viability and sustainability over the term of the agreement
- an analysis of financial risks
- an analysis of non-financial risks (e.g. health and safety, security)
- an analysis of impacts on stakeholders (including the school and the school community)
- an acknowledgement that the proposed use would occur with the appropriate insurance requirements, as determined by the board (i.e. School Insurance Program)
- an implementation strategy

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- an operating model

Note that the cost/benefit analysis referenced above will assist the board in understanding the applicant's assessment of the strengths and weaknesses of the proposal, and why the applicant deemed this approach to be the most appropriate. It will also assist the school board in their assessment as to why this proposal is a sound investment, and will support its understanding of the range of alternative approaches the applicant considered.

Timelines

School boards must provide adequate time for communities to prepare a proposal for submission to a school board and for the board to review the proposal. In general, the following timeframes would be appropriate:

- Development of comprehensive and complete proposal by group/business/individual and presentation at a public board meeting – At least 8 months
- School Board's consideration of the proposal – At least 2 months

Boards may choose to extend these timeframes depending on the associated processes. Boards will identify if there is a potential for space to become available. This notification from the board will serve to initiate the timeframes noted above.

Individuals or groups who are preparing a proposal should notify the school board that a proposal is under development. A school board may request periodic updates from a proposal applicant prior to receiving the formal proposal.

Agreement for Building Use

Once a proposal has been accepted by the school board, the school board will be responsible for ensuring that the approved proposal is outlined in an appropriate agreement that:

- Is in accordance with the provisions contained in the *Education Act* and *Regulations*
- Protects the rights and responsibilities of the school board
- Provides clear terms and conditions to the party or parties entering into the agreement regarding their rights and responsibilities as tenants, including financial obligations (rents, construction, etc.)
- Outlines maintenance standards and responsibilities for the duration of the agreement
- Ensure the applicability of school board policies and procedures (e.g. criminal records checks, child abuse registry checks, conflict of interest) and other relevant matters (e.g. insurance requirements)
- Outlines provisions for termination of the agreement by either party
- Includes any other terms and conditions which are necessary to the fulfilment of the proposal.

Depending on the proposed relationship and use of the facility school boards must ensure that any appropriate approvals of the Minister or any other party as required by legislation, regulations, or policies are acquired before entering into an agreement.

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APPENDIX C: CALCULATING CAPACITY AND UTILIZATION

A capacity value is calculated to establish the maximum acceptable enrolment in a school building at a given point in time that allows for the effective delivery of the public school program. Capacity informs long-range facility planning and capital investment. Although approaches to defining and calculating capacity vary widely across jurisdictions, the following method is provided to ensure a consistent approach is used across Nova Scotia.

Capacity is defined as total student enrolment based on the full occupancy of spaces that a school building can accommodate, in order to deliver the public school program

Capacity

Capacity is one factor which contributes to an overall picture of the situation for an individual school. Calculation of capacity must take into account what grade levels are served at the school and the number and type of classrooms or teaching stations. Capacity is also impacted by the size of the rooms included in the calculation (i.e. larger rooms can accommodate more students). Portable structures are not part of the permanent structure of a school building and therefore are not included in the calculation of capacity.

Schools typically contain two general types of teaching spaces, those being either regular, traditional classrooms or supporting, ancillary spaces, such as rooms for Music, Visual Arts, and Technology Education. It should be clear when a school board is describing the capacity of a school what spaces are and are not included in the calculation.

Elementary/Junior High Grade Levels

In elementary and junior high schools, students are grouped into cohorts that remain together and are generally assigned to a particular teacher and classroom. As a result, when a cohort leaves their classroom to utilize an ancillary space, the vacated classroom is not “backfilled” by another cohort. Therefore, in elementary and junior high schools, only regular classrooms are deemed able to accommodate students and contribute to the capacity calculation.

The following spaces are *not* included in capacity calculations at the Elementary/Junior High grade levels: gymnasium, Visual Arts room (and associated storage), Music room (and associated storage), multi-purpose science lab, production lab, or any former classroom that has been repurposed to serve as one of these spaces or for another specialty use required by the public school program.

Elementary/Junior High Capacity Calculation			
	Number of Classrooms in the School (A)	Maximum Number of Students per Classroom* (B)	Capacity (A X B)
# of classrooms (≈56 sq. m./ 600 sq. ft.)			
# of classrooms (≈70 sq. m. / 750 sq. ft.)			
# of classrooms (≈84 sq. m./ 900 sq. ft.)			
Total Capacity:			

*determined using the Table, Number of Students by Grade Level and Room Size

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High School Grade Levels

High schools are not designed and are not scheduled in the same way that elementary and junior high schools are and therefore require a different calculation in determining capacity.

Given the mobility and schedule flexibility of students in high schools, every program delivery space, or “teaching station”, whether it is a regular classroom or an ancillary space, can be occupied simultaneously. Thus, in high schools, the calculation of Program Capacity in a high school building includes all teaching stations (classrooms plus ancillary spaces), not just classrooms. Teaching stations will include regular classrooms, labs, rooms for Visual Arts, Music, Drama and Family Studies, and the gymnasium.

High School Capacity Calculation			
	Number of Teaching Stations in the School (A)	Maximum Number of Students per Teaching Station* (B)	Capacity (A X B)
# of teaching stations (≈56 sq. m./ 600 sq. ft.)			
# of teaching stations (≈70 sq. m. / 750 sq. ft.)			
# of teaching stations (≈84 sq. m./ 900 sq. ft.)			
Total Capacity:			

**determined using the Table, Number of Students by Grade Level and Room Size*

Average Class Size

The determination of average class enrolment will be influenced by the size (square footage) of existing rooms. Classroom sizes in existing buildings vary widely throughout the province, with relatively new schools generally at 84 sq. m. (900 sq. ft.), many older schools at approx. 70 sq. m. (750 sq. ft.), and others approaching the 56-61 sq. m. (600-650 sq. ft.) range.

For planning purposes, the table below reflects student numbers based on an average allotment of 2.3 sq. m. (25 sq. ft.) per student for classrooms, and 2.8 sq. m. (30 sq. ft.) per student for laboratories.

Number of Students by Grade Level and Room Size			
Grade Level	Approximate Classroom/Teaching Station Size		
	56 sq. m./600 sq. ft.	70 sq. m./750 sq. ft.	84 sq. m./900 sq. ft.
Grades Primary – 6	24	25	25
Grades 7 – 9	24	30	30
Grades 10 – 12	Classroom – 24 Laboratory – 20	Classroom – 30 Laboratory – 25	Classroom – 30 Laboratory – 30

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Utilization

Once program capacity has been calculated, the historical, current and projected enrolments for the building can be applied to determine past, present, and future utilization information.

It is important to monitor utilization as negative impacts can potentially arise when the utilization rate varies from the calculated capacity by significant amounts. A large variance may be a trigger for the school board to consider remedial options.

Utilization Standards and Calculation

In elementary and junior high schools, a utilization rate of 100% of the calculated capacity could be considered the normal or effective utilization rate. As utilization exceeds 100%, there will be increasing pressure to use ancillary spaces in the school, such as a Music room, for regular classroom needs, thus impacting education delivery at the school.

In high schools, a utilization rate of 85-90% is considered to be appropriate. As the utilization exceeds this percentage it becomes increasingly difficult to manage schedules effectively. Conversely, utilization rates which are far below this percentage indicate that the physical facility is not being used to its full potential.

Once capacity is calculated, utilization is calculated based on the utilization standards. For example, an elementary school with a total capacity of 250 students would be over-utilized if there were more than 250 students in the school and under-utilized if there were less than 250 students in the school. A high school with a total capacity of 250 students may be approaching over-utilization if there were more than 212 students in the school ($250 \times .85$ at 85% utilization) and under-utilization with less than 212 students in the school.

Programming and Contextual Factors

Each school in Nova Scotia is unique, adapting to the needs and requirements of the school population. While the calculation provided is intended to standardize and quantify the existing capacity of a school, it is important to note that an explanation of programming decisions and other contextual factors may be required for a reader to fully understand the school's unique circumstances. School boards are encouraged to provide any additional information that is deemed appropriate to describe the capacity of a school in addition to the calculations outlined.

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Appendix D: Templates

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Long-Range Outlook

Template and Directions

Date:	
Date of last revision:	

1. School Board Overview

General Description

Provide a general description of the school board, including, but not limited to, information about the elected school board structure, a brief history of the school board in the province, the school board's belief statements or core values, and the school board mission and/or vision.

Geography

Define the geographic area of the board and include a map.

Demographics

Provide historic and projected enrolment data. This data should be consistent with provincial standards.

	Year	Enrolment
Historic (past 10 years)		
Current (as of September 30)		
Projection (next 10 years)		

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Provide historic and projected population information (previous ten years, current year, next ten years) for the geographic region represented by the school board. This data should be consistent with provincial standards.

2. Educational Goals, Priorities and Programming

Provide a description of the educational goals and priorities of the board. Include the board's strategic goals and priorities as well as any other identified objectives that may have an impact on education delivery or guide decisions about education delivery for the school board.

Programming

Provide an overview of programs, including special programs that the board would like to highlight as priorities of the board. Highlight any programming factors that may influence a board's decision about education delivery in its jurisdiction.

The items outlined in this section will differ by school board depending on the goals of the board. This section should reflect the factors or directions that may impact decisions of the school board about how education is delivered within its jurisdiction.

Provincial Context

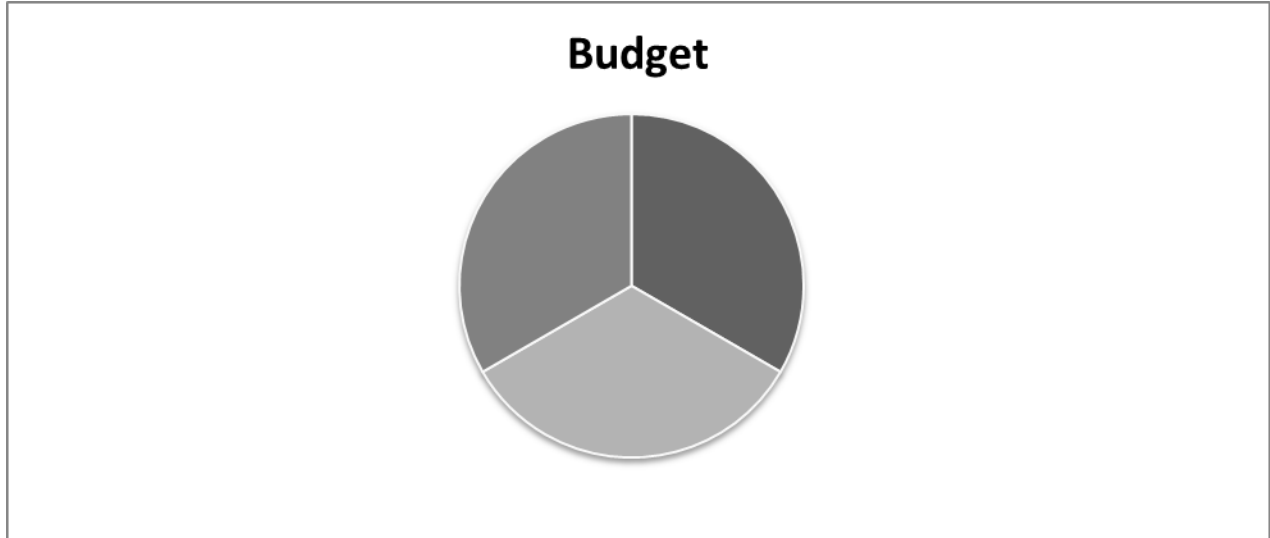
Outline any provincial initiatives that have an influence on how education is delivered in its region. This could include such things as provincial funding to offer a particular program (e.g. Skilled Trades programming) or other provincial initiatives.

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3. Board Operations and Assets

Budget

Provide an overview of the school board budget using a graphic. Example:



Capital Assets and Student Transportation

Provide an overview of the school board’s capital assets and transportation. See business plan ‘Key Facts’ section for information.

Property Services	
Total School Sq. m. / Sq. ft.	
Sq. m. / Sq. ft. per Student	
Private Operator Sq. m. / Sq. ft.	
Operating Cost per Sq. m. / Sq. ft.	
Bd. Custodial per Sq. m. / Sq. ft.	
Sq. m. / Sq. ft. per Custodial Hour	
Operating Capital	
Transportation	
Total Buses Operated	
Other/Special Needs Transportation	

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Total Students Transported	
Total Cost/Student Transported	
Average Bus Load	
Cost/Unit – contracted	
Cost/Unit – Board	
Number of Operating Days	
Planned Capital Projects/Major Maintenance	
[List projects, indicate if project has been approved/is underway]	

4. School Information

Provide information on each school under the jurisdiction of the school board. School information should also be provided in the context of the larger group of schools to which a school belongs (i.e. a feeder system).

Feeder Systems/Family of Schools: [Name]

[Visual of all schools in family/feeder system]

Community/Municipal Context

Provide an overview of the community context in which each group/family of schools exists. This would include information such as:

- *A map of the geographic area*
- *Populations trends for the general area, including composition of the population if possible*
- *Planned municipal initiatives or planned initiatives by other agencies*
- *Any other relevant factors which may provide context for discussions about the future of education delivery. This may include such things as the main source(s) of employment for the region, other services available in the area (e.g. hospital), or if the area is experiencing population growth or decline.*

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School Information [To be filled out for each school in the family/feeder system]

Provide the following information for each school identified as part of the family or feeder system (note: this can be included as an appendix to the Outlook if desired):

School:
Address:
Grade configuration:
Age of facility:
Number of stories with teaching spaces:
Number of portable teaching spaces/classrooms:
Current school capacity (permanent structures only):
School utilization:
Historic enrolment (past 10 years):
Current enrolment (as of Sept. 30, 2014):
Enrolment projection (next 10 years):
Specific (specialized) programming offered at the school:
Provincially approved addition and alteration projects or other major capital upgrades, including dates completed (if applicable):
Future considerations related to building condition:
Information about reviews of the school previously conducted:
Any other factors relevant to the school:

Future Considerations

Include information about the school board's future goals or intentions for a group of schools, including any identified challenges which may need to be addressed. This would include the potential need for a review of the group of schools and the rationale as to why a review may be warranted, citing such factors as enrolment/utilization, programming concerns, or facility condition. The long-range outlook may also be a mechanism for school boards to identify opportunities for processes such as boundary reviews or for the potential innovative use of school space with a hub school model.

Please note that this template defines minimum requirements for a long-range outlook. Additional information may be included.

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School Options Committee (SOC) Terms of Reference

Template

Date:	
School(s) under review:	<i>List the names of the schools included in the review.</i>

Mandate:

Provide a statement of the purpose of the School Options Committee.

Review Objectives

State all objectives for the review as determined by the school board.

Reference Criteria

List existing policies, positions, or factors that the School Options Committee needs to be aware of in the development of review scenarios.

Membership

Outline the membership of the School Options Committee (categories of members and the number of members).

Procedures

Outline the procedures of the School Options Committee with respect to the structure of meetings, the election and authority of the chair, and decision-making.

Outline the procedures to be followed for public meetings and the responsibilities of the School Options Committee respecting public consultation.

Schedule

Provide a timeline for the review, in accordance with Ministerial Policy.

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SCHOOL INFORMATION PROFILE

Template

SCHOOL PROFILE SUMMARY			
School:			
Address:			
Community/communities served:			
Grade configuration:			
Age of facility:			
Site size:			ha
Building size:			gross m ²
Number of stories with teaching spaces:			
Number of portable teaching spaces/classrooms:			
Current school capacity (permanent structures only):			
Historic enrolment (past 5 years)	Year:	Enrolment:	Utilization: %
	Year:	Enrolment:	Utilization: %
	Year:	Enrolment:	Utilization: %
	Year:	Enrolment:	Utilization: %
	Year:	Enrolment:	Utilization: %
Current enrolment (as of Sept. 30 of current year):			Utilization: %
Enrolment projection (next 5 years)	Year:	Enrolment:	Utilization: %
	Year:	Enrolment:	Utilization: %
	Year:	Enrolment:	Utilization: %
	Year:	Enrolment:	Utilization: %
	Year:	Enrolment:	Utilization: %
List all other schools that are part of the same feeder system:			Grades:
What are the closest schools with the same grades?			
Is this the only school in the area?			Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the school part of a campus?			Yes <input type="checkbox"/> No <input type="checkbox"/>

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Section 1 – STUDENTS		
1.1 Physical space		
Number of classrooms in the school:		
Does the school have a:		
Visual Arts room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Music room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Drama room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Laboratory?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Chemistry?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Physics?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Biology?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Multi-purpose science lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Food lab??	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Textile lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Gymnasium?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Gym storage?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Active Healthy Living classroom?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Change rooms?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Technology Education production lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Technology Education innovations lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Technology Education media lab?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Library?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cafeteria/lunch room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Kitchen?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Guidance office?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Learning Centre?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Resource room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Sensory room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Auditorium?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Washrooms?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Sick room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Staff work room?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have designated physical spaces for students with special educational needs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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If yes, list all spaces:		
Does the school site have a:		
Hard surfaced playground?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Play structure(s)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Green space?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Sports field(s)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please describe:		
Bicycle racks?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Parking?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, how many spaces?		
Student drop-off and pick-up area?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Bus loading zone?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Property to accommodate development or additions?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the school adjacent to a public park or open space?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Describe additional amenities attached to or available to the school (e.g. pool, arena):		
Additional comments:		

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1.2 Accessibility		
Is the school fully accessible?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have:		
Accessible washrooms on every floor?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Elevator(s)/lift devices?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Accessible change rooms?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Appropriate ramps?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Automated doors?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Accessible playground?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Accessible stage?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Dedicated disabled parking spaces?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Can special needs vehicles off load in a barrier-free location?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is an entrance to the school barrier-free?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional comments:		

1.3 Program offerings		
Does the school have classes with combined grades?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please specify which grades are combined:		
Does the school offer:		
French Immersion?		
Early	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Middle	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Late	Yes <input type="checkbox"/>	No <input type="checkbox"/>
International Baccalaureate (IB)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
O ₂	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Skilled Trades	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Board-specific local programming?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please specify:		
An instrumental music program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A music program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

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A drama program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A Learning Centre?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Guidance and career education programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please specify:		
Programs for students at risk?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please specify:		
Additional comments:		

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1.4 School staffing		
Does the school have:		
Teaching Staff:		
A principal?	Yes <input type="checkbox"/>	FTE:
A vice-principal?	Yes <input type="checkbox"/>	FTE:
Guidance Counsellor	Yes <input type="checkbox"/>	FTE:
Registrar	Yes <input type="checkbox"/>	FTE:
Classroom Teachers	Yes <input type="checkbox"/>	FTE:
Specific Program Teachers:		
Options and Opportunities	Yes <input type="checkbox"/>	FTE:
Skilled Trades	Yes <input type="checkbox"/>	FTE:
Co-operative Education	Yes <input type="checkbox"/>	FTE:
Technology Education	Yes <input type="checkbox"/>	FTE:
Family Studies	Yes <input type="checkbox"/>	FTE:
Mathematics Mentors	Yes <input type="checkbox"/>	FTE:
Literacy Mentors	Yes <input type="checkbox"/>	FTE:
Other Mentors	Yes <input type="checkbox"/>	FTE:
Music	Yes <input type="checkbox"/>	FTE:
Physical Education	Yes <input type="checkbox"/>	FTE:
French Specialists (4 to 9)	Yes <input type="checkbox"/>	FTE:
English Specialists (4 to 9)	Yes <input type="checkbox"/>	FTE:
Gaelic Language Instruction	Yes <input type="checkbox"/>	FTE:
Resource	Yes <input type="checkbox"/>	FTE:
Learning Centre (Special Education)	Yes <input type="checkbox"/>	FTE:
Learning Disabled Specialist	Yes <input type="checkbox"/>	FTE:
Reading Recovery	Yes <input type="checkbox"/>	FTE:
Early Literacy Intervention	Yes <input type="checkbox"/>	FTE:
International Baccalaureate	Yes <input type="checkbox"/>	FTE:
Other (please specify):		
	Yes <input type="checkbox"/>	FTE:
	Yes <input type="checkbox"/>	FTE:
	Yes <input type="checkbox"/>	FTE:
	Yes <input type="checkbox"/>	FTE:

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Support Staff:		
Educational Assistants	Yes <input type="checkbox"/>	FTE:
Custodial	Yes <input type="checkbox"/>	FTE:
Administrative Assistants	Yes <input type="checkbox"/>	FTE:
Library Services	Yes <input type="checkbox"/>	FTE:
SchoolsPlus	Yes <input type="checkbox"/>	FTE:
Mental Health Clinician (Health)	Yes <input type="checkbox"/>	FTE:
Community Outreach Workers	Yes <input type="checkbox"/>	FTE:
African Nova Scotian Support Worker	Yes <input type="checkbox"/>	FTE:
First Nations Support Worker	Yes <input type="checkbox"/>	FTE:
Early Years Centre (E.C.E.)	Yes <input type="checkbox"/>	FTE:
Social Worker	Yes <input type="checkbox"/>	FTE:
Police School Liaison Officer	Yes <input type="checkbox"/>	FTE:
Youth Health Centre Nurse	Yes <input type="checkbox"/>	FTE:
Other (please specify):		
	Yes <input type="checkbox"/>	FTE:
(Access to) Regional staff:		
Psychologist	Yes <input type="checkbox"/>	FTE:
Speech Language Pathologists	Yes <input type="checkbox"/>	FTE:
Family Interventionist	Yes <input type="checkbox"/>	FTE:
Behaviour Interventionist	Yes <input type="checkbox"/>	FTE:
Autism Support	Yes <input type="checkbox"/>	FTE:
Other (please specify):		
	Yes <input type="checkbox"/>	FTE:
	Yes <input type="checkbox"/>	FTE:
	Yes <input type="checkbox"/>	FTE:
Additional comments:		

SCHOOL REVIEW POLICY

1.5 Nova Scotia Assessments					
Percentage of students at or above the provincial assessment expectations over the past three years					
			Year 1	Year 2	Year 3
Reading	Grade 3	School			
		Board			
	Grade 6	School			
		Board			
	Grade 8	School			
		Board			
Writing	Grade 3	School			
		Board			
	Grade 6	School			
		Board			
	Grade 8	School			
		Board			
Mathematics	Grade 4	School			
		Board			
	Grade 6	School			
		Board			
	Grade 8	School			
		Board			
Additional assessment data (e.g. board-administered assessments, Nova Scotia Examinations):					
Additional comments:					

SCHOOL REVIEW POLICY

1.6 Extracurricular activities currently offered
List intramural sports:
List interschool sports:
List school clubs and activities:
Additional comments:

1.7 Security		
Does the school have an access control procedure in place? (e.g. a single, clearly marked entrance for visitors, visitor badges, procedure to handle unauthorized visitors)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are there portable teaching spaces on-site that would prevent any secondary doors from being locked?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the physical arrangement of the school building and school grounds allow for staff supervision of all areas?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Can the PA system be heard in every area of the school?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is there a system in place for quick, two-way communication between teachers and the main office in case of an emergency that can be initiated by the classroom teacher?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

SCHOOL REVIEW POLICY

If members of the community or community groups have access to the school building or grounds, informally, to access services, or to use the school space, describe the measures that are taken to ensure the safety and security of students:

Additional comments:

1.8 Proximity of the school to students

What percentage of students are bussed to school?	%
What percentage of students attend from outside the school boundary?	%
How many bus routes serve the school?	
How long is the longest route?	min
What is the median average bus ride duration for students from within the school boundary?	min

Additional comments:

1.9 School Advisory Council

Does the school have a School Advisory Council that meets regularly?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have any other groups, such as a parent-teacher association or home-school association, that meet regularly?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

If yes, please describe:

SCHOOL REVIEW POLICY

Section 2 – SCHOOL BOARD		
<i>2.1 Condition of school building and grounds</i>		
When was the school built?		
Have there been any significant renovations or additions?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please provide details and dates:		
What are the current operating costs?	\$	
Please provide a general description of the condition of the building envelope:		
Please provide a general description of the condition of the building systems:		
Please provide a general description of the condition of the building interior:		
Please provide a general description of the condition of the site:		
List capital improvements (if any) completed in the last 5 years:		
Additional comments:		

SCHOOL REVIEW POLICY

2.2 Enrolment, capacity and utilization		
Does the school's current enrolment exceed the available surplus capacity in nearby schools? ("Nearby schools" means those schools the attendance of which by students would be consistent with school board transportation policy guidelines)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Could the school's current enrolled population be accommodated in these other schools?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please explain:		
What is the current enrolment of the school?		
What is the projected enrolment in 5 years?		
What is the projected enrolment in 10 years?		
What is the capacity of the school?		
What is the current utilization rate of the school (enrolment/capacity)?		
What is the projected utilization in 5 years?		
What is the projected utilization in 10 years?		
Additional comments:		

2.3 Cost to operate the school (for the past three years)			
What is the annual energy consumption?			
	Year 1	Year 2	Year 3
Volume (annually):	kj	kj	kj
Volume (per m ²)	kj	kj	kj
Cost	\$	\$	\$
What are the maintenance costs for the facility, including the grounds?			
	Year 1	Year 2	Year 3
Cost (annually)	\$	\$	\$
Cost (per student)	\$	\$	\$
Cost (per m ²)	\$	\$	\$
Additional comments:			

SCHOOL REVIEW POLICY

Section 3 – COMMUNITY		
<i>3.1 School as community partner</i>		
Does the school have:		
A SchoolsPlus program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A Teen Health Centre?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
An Early Years Centre?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A regulated child care centre?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the school a partner in other government or community initiatives that use space in the school building or grounds?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, please specify:		
If the school was not available, what programs would have to relocate?		
Does the community have the facilities and/or capacity to accommodate these programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List any significant upgrades to the school in the past five (5) years completed in partnership with the community:		
Additional comments:		

SCHOOL REVIEW POLICY

3.2 Community use of school facilities		
List the organized community groups which use the school/school grounds:		
Group	School facilities used (e.g. gym, library)	# of hours (per day/week/month/year?)
Do members of the community use the school on an informal basis?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Is there a community centre attached to or within the school building?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Is space in the school building used during school hours for purposes other than delivering the public school program?		Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please specify:		
If yes, is this arrangement governed by a written agreement?		Yes <input type="checkbox"/> No <input type="checkbox"/>
What other facilities/sports fields in the vicinity are used by community groups?		
Has the municipality identified a shortage of open space or built facilities in the vicinity, which could be exacerbated by a school closing?		Yes <input type="checkbox"/> No <input type="checkbox"/>
Additional comments:		