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**School Attendance Zone Review Committee  
Fort Frances High School, Library  
April 1, 2019 – 6:30 p.m.  
Agenda**

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1. Call to Order – Welcome and Introduction .....Chair, Al McManaman
2. Approval of Agenda
3. Overview of the School Attendance Zone Review Process
  - a) Background - Committee Terms of Reference ..... pages 1-5
  - b) Policy 6.50 Student Accommodation ..... pages 6-11
  - c) Procedure 6.50 Student Accommodation ..... pages 12-25
4. Administration Report ..... pages 26-34
5. Questions and Answers ..... pages 35-37
6. Public Consultation Process ..... verbal
7. Next Meeting/Adjournment

Public Consultation, April 9, 2019      Fort Frances High School Library      6:30 p.m.



## School Attendance Zone Review Committee Fort Frances High School – Terms of Reference

### **1. Mandate:**

The School Attendance Zone Review Committee has been established by the Rainy River District School Board to examine the initial options generated by administration and to have the opportunity to give feedback on the school attendance zone of the Fort Frances High School.

The review committee includes membership drawn from the affected school communities which includes the following:

- Principal from Fort Frances High School
- Principal from Robert Moore School
- School Council Member from each school
- Community Representation
- Director of Education/Designate

Other Board staff may provide information during the process.

### **2. Role of the Committee**

The School Attendance Zone Review Committee will act as an official conduit for information between the school community or communities and the Board.

- Review the options generated by administration.
- Offer suggestions and revisions or suggest new options to be considered.
- Operate according to Board By-laws.
- Provide public information and access (Board website).
- Coordinate community consultation/public meetings in order to gather input around the proposed options.
- Attend committee meeting and public consultation.

The review process will take a minimum of 60 days. At the conclusion of the review, the report of the Committee, with recommendations, will be forwarded to the Finance Committee. The Finance Committee will present the report to the Board of Trustees at the Board meeting on May 7, 2019.

### **3. Reference Criteria**

The key criteria that will be used by the School Attendance Zone Review Committee to fulfill its mandate include, but are not limited to, the following:

- Balance of overall enrolment in each school in the review area to maximize student access to programs, resources, and extra-curricular opportunities.
- Continuity of placement and possible relocation of regional programs within the review area.



## **School Attendance Zone Review Committee Fort Frances High School – Terms of Reference**

- Expansion and placement of new Ministry or Board programs.
  - Proximity to schools (walking distances, safe school routes, natural boundaries).
  - Accommodation of students in permanent school facilities and minimal use of portable classrooms.
  - Stable, long-term boundaries.
  - Cost effectiveness of transportation.
  - Fiscal responsibilities.
  - The number of school moves students have experienced.
  - Keeping cohorts together.
  - Other criteria recommended by Committee or community members.

## **4. Membership**

**(a) Committee Composition:**

- The table in Appendix A identifies the individuals that form the School Attendance Zone Review Committee.
  - The School Attendance Zone Review Committee will be deemed to be properly constituted whether or not all the listed members are willing and able to participate.

## **5. Operating Procedures**

**(a) Meeting Dates**

- Meeting dates and times will be determined at the initial School Attendance Zone Review Committee meeting.
  - Dates and/or times may be subject to change depending on Committee members' availability. Date or time changes are subject to the Committee's approval, either by consensus or through a vote, as per the Board's Student Accommodation Policy.

## School Attendance Zone Review Committee Meetings

April 1, 2019      Fort Frances High School      6:30 – 8:30 p.m. (orientation meeting to give background information and discuss role)

Date to be determined Fort Frances School to review information from public consultation sessions

## **Public Consultation**

Tuesday, April 9, 2019      Fort Frances High School      6:30 – 8:00 p.m.



**School Attendance Zone Review Committee  
Fort Frances High School – Terms of Reference**

**(b) Agendas and Minutes**

- Agendas and minutes from the previous meeting will be circulated to all Committee members at least 48 hours prior to the Committee meeting.
- Minutes will be approved by the Committee prior to being made available to the general public.
- The Committee shall have the opportunity to add or remove items from the agenda by consensus as per the Board's Student Accommodation Policy. This shall only be done at the start of the meeting.

**(c) Meeting Conduct**

- The meeting shall be chaired by the Superintendent of Education.
- The Chair of the Committee shall guide the meeting in accordance with the agenda and scheduled ending time.
- A “speakers list” approach shall be used during discussions, question and answer periods and any other time deemed appropriate by the Chair.
- The goal is to always work toward consensus on key issues.
- The Chair will also endeavor to ensure that all Committee members' voices have an opportunity to be heard. At times, this may require a time limit on individual member's speaking time.
- Meetings shall be adjourned at the scheduled time except if a minimum two-thirds' majority of the Committee agree to extend the ending time.

**(d) Materials, Support and Analysis**

- Board staff may be on hand at meetings to present data, information, strategies, analysis, recommendations and/or to answer questions as required under the Board's Policy.
- The Committee may request additional information from Board staff through consensus of the Committee. Board staff will endeavor to provide requested information at the next meeting and where this is not possible, will provide a reasonable estimated date when the information will be available.

**(e) School Attendance Zone Review Process: Options**

- Board administration must present to the Committee at least one alternative option that addresses the objectives and Reference Criteria outlined in the Terms of Reference.
- The Committee may also create alternative options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the Committee to examine options. This analysis will assist the Committee in finalizing the School Attendance Zone Review Report to the Board.
- As the Committee considers the options, the needs of all students in schools of the School Attendance Zone Review are to be considered objectively and fairly, based on the objectives and Reference Criteria outlined in the Terms of Reference.



**School Attendance Zone Review Committee  
Fort Frances High School – Terms of Reference**

**(f) School Attendance Zone Review Process: Community Consultation, Public Information and Access**

- Public consultation is to be at the heart of the attendance zone review process. A minimum of one public meeting, structured to encourage an open and informed exchange of views, is to be held by the Committee. If possible the meeting is to be held at the school under review, or in a nearby facility, if physical accessibility cannot be provided at the school.
- The Committee is responsible to ensure that public meeting is well publicized, well in advance of the scheduled meeting date. The Rainy River District School Board and School Attendance Zone Review Committee are to ensure that all information relevant to the attendance zone review, is made public by posting it in a prominent location on the school Board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.
- Once an attendance zone review has been initiated, the Committee must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school councils, parents, guardians, students, school staff, the local community, and other interested parties.
- At a minimum, it is required to hold one public meeting to consult about the School Attendance Zone Review. The public meeting must be well publicized, in advance, through a range of methods and held at the school under review. The public meeting is to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.
- Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. The School Attendance Zone Review Committee and Board administration are to respond to questions they consider relevant to the school attendance zone review and its analysis, at meetings or in writing appended to the minutes of the meeting and made available on the Board's website.

**(g) School Attendance Zone Review Process: Report to Board**

- The School Attendance Zone Review Committee will collect and help the Board with the objectives and Reference Criteria outlined in the Terms of Reference.
- The Committee Chair will deliver its Report to the Finance Committee. The Board will have the Report posted on the Board's website. Board administration will review and present administrative analysis and recommendation(s) to the Trustees at the Finance Committee. Trustees will make the final decision at a Regular Board of Trustee meeting.



## **School Attendance Zone Review Committee Fort Frances High School – Terms of Reference**

Rainy River District School Board  
School Attendance Zone Review Committee  
Fort Frances High School

## Appendix A

Rainy River District School Board

Allan McManaman, Committee Chair      Superintendent of Education

### **Fort Frances High School**

Bill Daley Vice-Principal  
Jennifer Antonick Parent Council

## **Robert Moore School**

**Donna Kowalski** Principal  
**Shauna-Leigh Carlson** Parent Council

## Community Representative

Rachel Spuzak

<b>Rainy River District School Board</b>	<b>SECTION 6</b> <i>Facilities</i>
<b>STUDENT ACCOMMODATION</b>	<b>6.50</b>

## **POLICY**

The Rainy River District School Board will endeavour to provide educational programs and services of the highest quality. In doing so, the Board will exercise its responsibility to determine the number and kinds of schools to be established and maintained, and the attendance zones for each school, in a manner which is open to community input and consultation.

## **RATIONALE**

In order to fulfil its mandate of student achievement and well-being, the Rainy River District School Board must provide a fiscally responsible and equitable range of learning opportunities which reflect the curriculum and program needs of all students.

## **IMPLEMENTATION**

As per Procedure 6.50, Student Accommodation, Policy 6.20, School Attendance Zones, Joint Transportation Policy, and in accordance with the Ministry of Education's *Pupil Accommodation Review Guideline* (2018) and *Community Planning and Partnerships Guideline* (2015).

In its capital and accommodation review and planning, the Rainy River District School Board will be guided by the following principles:

- The Rainy River District School Board is committed to providing and maintaining quality learning and teaching environments that support student achievement and well-being, with an emphasis on meeting the needs of students in the 21st century.
- The Board's schools will have flexible learning environments and an array of programs and pathways that afford students with the highest quality learning opportunities.
- The schools exist for students, but also enhance the surrounding communities in providing neighbourhood and community access that supports the well-being of students and their families.

## **GUIDELINES**

### **1.0 Facility Planning**

- 1.1 In its Facility Master Plan, the Rainy River District School Board forecasts the viability of academic programming for students while ensuring the effective and efficient use of all Board resources.
- 1.2 The Rainy River District School Board will examine student accommodation giving consideration to:

- the viability of programming and services;
- student enrolment;
- student transportation ride times;
- utilization of space within a school.

Based on this examination, the Board may initiate an attendance zone review, facility partnerships, and/or a student accommodation review.

## **2.0 School Attendance Zone Review Process**

- 2.1 Administration's analysis of the criteria outlined in 1.2 will be presented to the Finance Committee, which may make a recommendation to the Board to initiate a school attendance zone review.
- 2.2 If the Board approves the recommendation, a School Attendance Zone Review Committee will be established, acting as an official conduit for information between the school community or communities and the Board.
- 2.3 The School Attendance Zone Review Committee will include a principal/designate, school council/parent representative(s) and community representative(s), from each school affected by the review.

The School Attendance Zone Review Committee will be chaired by the Director Education/designate.

- 2.4 There will be a minimum of one community consultation, no sooner than 30 business days after the Board resolution to conduct a School Attendance Zone Review.
- 2.5 The Finance Committee will examine the final administrative report, including the compiled feedback from community consultations, and make a recommendation to the Board no later than the end of April, with any changes to existing attendance zones coming into effect at the beginning of a school year.

## **3.0 Facility Partnerships**

- 3.1 Based on administration's analysis of the criteria outlined in 1.2, the Board will identify facilities for potential partnerships and hold a minimum of one community consultation a year to share these opportunities.
- 3.2 Facility partnerships strengthen the relationship between communities and schools. The Board will consider potential partnerships which:
  - ensure the health and safety of students;
  - do not compromise the Board's student achievement strategy;
  - are appropriate for the school setting;
  - are non-profit or for profit entities, in compliance with local by-laws;
  - do not compete with educational services.

- 3.3 The rent and/or fees charged to partners should cover the operations and capital cost of improvements.
- 3.4 Partnerships approved by the Board, and where required, Ministry of Education, will be defined by a legal agreement between the Board and the partner.

#### **4.0 Student Accommodation Review Process**

- 4.1 Administration's analysis of the criteria outlined in 1.2 will be presented to the Finance Committee, which may make a recommendation to the Board to initiate a student accommodation review.
- 4.2 The Board is not obligated to undertake an accommodation review under circumstances identified in Section XV, Exemptions, of the *Ministry of Education's Pupil Accommodation Review Guidelines*.

#### **The Student Accommodation Review Committee**

- 4.3 A Student Accommodation Review Committee(s) will be established for the school(s) under review to act as an official conduit for information between the school community or communities and the Board.
- 4.4 The Student Accommodation Review Committee will include principal/designate, school council/parent representative(s), and community representative(s), and may include a First Nation community representative, from each school affected by the review.

The Student Accommodation Review Committee will be chaired by the Director of Education/designate.

- 4.5 The Student Accommodation Review Committee(s) will review the initial administrative report and the School Information Profile(s) and will facilitate the community consultations, holding as many working meetings as is deemed necessary within the timelines established for the process.

#### **Community Consultation**

- 4.6 Following the Board resolution to conduct a student accommodation review, there will be an initial consultation with affected municipalities, potential community partners, and directors of education of coterminous school boards. All feedback from this initial consultation must be received prior to the final community consultation.
- 4.7 After this consultation with municipalities and community partners, the Board will hold a minimum of three community consultations on the initial administrative report.
- 4.8 The first of these community consultations shall occur no sooner than 30 business days after the Board resolution to initiate this process, with a minimum of 60 business days between the first and final consultations.

### **Completing the Student Accommodation Review Process**

- 4.9 A final administrative report shall be submitted to Trustees and posted to the Board's website no less than 10 business days after the last community consultation.
- 4.10 The Board will provide an opportunity for members of the community to provide feedback on the final administrative report through public delegations as per Board bylaw. This shall occur no less than 10 business days from the posting of the final administrative report.
- 4.11 No less than 10 business days after the public delegations, the Board of Trustees will examine the final administrative report, including the compiled feedback from the public delegations, and make its final decision on the student accommodation review.
- 4.12 The Board of Trustees may approve the recommendation(s) of the final administrative report as presented, modify the recommendation(s) of this report, or approve a different outcome.
- 4.13 If a new school closure is introduced as part of any option in the final administrative report, then the Board will enter into the first of three community consultations, which will start no earlier than 20 business days from the posting of the final administrative report.

### **5.0 Modified Student Accommodation Review Process**

- 5.1 The Board may choose to undertake a modified student accommodation review process if none of the schools in the pupil accommodation review are Rural Northern Education Fund (RNEF) eligible schools, and where two or more of the following factors occur:
  - the distance to the nearest available accommodation is 10 km or less;
  - the utilization rate of the facility is 50% or less;
  - the minimum number of students enrolled at the school is 25 (elementary) or 150 (secondary); or
  - the Board plans the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment.
- 5.2 The modified student accommodation review process follows the same steps of the regular process, however, with the following changes:
  - A minimum of one community consultation will be held, after responses have been received from municipalities and community partners.
  - This meeting will be held no sooner than 40 business days from the Board of Trustees' approval to proceed with the review.

### **6.0 Ministry of Education Appeal Process**

- 6.1 The Board's decision on a student accommodation review may be appealed to the Ministry

of Education on the grounds of process as per the Ministry of Education's Administrative Review of the Student Accommodation Review Process.

## 7.0 Transition Planning

- 7.1 As a result of a Student Accommodation Review or School Attendance Zone change, the transition of students and/or school staff will be carried out in consultation with parents/guardians, staff and administration.

### Definitions:

**Accommodation Review** is a process as outlined in this policy undertaken by the Board to determine the future of a school or group of schools.

**Accommodation Review Committee** is an advisory committee, established by the Board, which includes membership drawn from the community. The Accommodation Review Committee is appointed by the Board to act as an official conduit for information shared between the Board and the affected school communities.

An **Accommodation Review Committee Working Meeting** involves a meeting of Committee members to discuss the student accommodation review, including a meeting held by the Committee to solicit feedback from the affected school communities.

A **Business Day** is a calendar day that is not a weekend or statutory holiday. This also does not include calendar days that fall within the Board's Christmas, spring, and summer breaks.

A **Community Representative** is an individual residing in the school catchment area, but not an elected municipal official or a parent or guardian of a student in the school under review.

A **First Nation Community Representative** is an individual residing on a First Nation, where 15% of the school's population is under an Education Services Agreement with the Board. The First Nation Community Representative cannot be an elected official.

**Facility Condition Index (FCI)** is a building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

**Facility Master Plan** is a comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to support and enhance student achievement and well-being.

**On-the-ground (OTG) capacity** is determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

**Rural Northern Education Funding** is funding allocated to the school board for schools that have at least half of the students from rural communities and is based on two student density factors as per the education funding regulation.

**School Information Profile** is a set of criteria based on the Ministry of Education guidelines. The profile provides the Accommodation Review Committee with information about each school in the review area based on its value to the students and to the system.

**Terms of Reference** are objectives and criteria prepared by the Director of Education or designate(s) that:

- clarify the mandate of the Accommodation Review Committee;
- describe the parameters and criteria that will guide the feedback on the accommodation options;
- explain the roles and responsibilities of the Accommodation Review Committee members; and
- provide details of the Accommodation Review Committee process.

**Underutilized Space**, as defined by the Ministry of Education's *Community Planning and Partnership Guide (2015)* are facilities that have been 60 percent utilized or less for two years and/or have 200 or more unused pupil places.

<u>CROSS REFERENCE</u>	<u>Date Approved</u> December 4, 2018  <u>Board Motion</u> 4  <u>Review Prior to</u> 2023	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
Procedure 6.50 Student Accommodation  Policy and Procedure 6.20 School Attendance Zones  Joint Transportation Policy		Ministry of Education, <i>Community Planning and Partnership Guideline (March 2015)</i>  Ministry of Education, <i>Pupil Accommodation Review Guideline (April 2018)</i>  <i>Education Act, s.150-6</i>  Ontario Regulation 444/98

<b>Rainy River District School Board</b>	<b>SECTION 6</b> <i>Facilities</i>
<b>STUDENT ACCOMMODATION</b>	<b>6.50</b>
<b>PROCEDURE</b>	

**PURPOSE**

This procedure outlines the processes to determine the number and kinds of schools to be established and maintained, and the attendance zones for each school, in a manner which supports community input and consultation.

**RATIONALE**

In order to fulfil its mandate of student achievement and well-being, the Rainy River District School Board must provide a fiscally responsible and equitable range of learning opportunities which reflect the curriculum and program needs of all students.

In its capital and accommodation review and planning, the Rainy River District School Board will be guided by the following principles:

- The Rainy River District School Board is committed to providing and maintaining quality learning and teaching environments that support student achievement and well-being, with an emphasis on meeting the needs of students in the 21st century.
- The Board's schools will have flexible learning environments and an array of programs and pathways that afford students with the highest quality learning opportunities.
- The schools exist for students, but also enhance the surrounding communities in providing neighbourhood and community access that supports the well-being of students and their families.

**GUIDELINES**

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## **1.0 Facility Planning**

- 1.1 The Board's Facility Master Plan addresses the future needs of students, specifically by examining:
- The various programs and services provided and viability of these programs and services;
  - Enrolment projections and school capacity;
  - Student transportation ride times;
  - Utilization of space within the school.
- 1.2 Through this planning process, administration will forecast:
- Potential changes to attendance zone boundaries and/or programs to balance enrolment;
  - Where new schools or additions may be needed;
  - Which schools will remain well-utilized;
  - Which open and operating schools may have unused space for facility partnerships with coterminous school board and communities partners;
  - Potential consolidations and the construction of new schools or additions, including significant renovations.
- 1.3 Based on the analysis, the Finance Committee may recommend the initiation of an attendance zone review, facility partnerships, and/or a student accommodation review.

## **2.0 School Attendance Zone Review Process**

- 2.0.1 Administration's analysis of the criteria outlined in 1.2 will be presented to the Finance Committee, which may make a recommendation to the Board to initiate a school attendance zone review.
- 2.0.2 If the Board approves the recommendation, a School Attendance Zone Review Committee will be established, acting as an official conduit for information between the school community or communities and the Board.

## 2.1 The School Attendance Zone Review Committee

- 2.1.1 The School Attendance Zone Review Committee will include a principal/designate, school council/parent representative(s) and community representative(s), from each school affected by the review.
- 2.1.2 The School Attendance Zone Review Committee will be chaired by the Director Education/designate.
- 2.1.3 The School Attendance Zone Review Committee will use criteria to measure the impact and effectiveness of attendance zone options. Possible criteria could include but should not be limited to:
  - Balance of overall enrolment in each school in the review area to maximize financial viability and student access to programs, resources, and extra-curricular opportunities.
  - Continuity of placement and possible relocation of regional programs within the review area.
  - Expansion and placement of new Ministry or Board programs.
  - Proximity to schools (walking distances, safe school routes, natural boundaries).
  - Accommodation of students in permanent school facilities and minimal use of portable classrooms.
  - Stable, long-term boundaries.
  - Cost effectiveness of transportation.
  - The number of school moves students have experienced.
  - Keeping cohorts together.
  - Other criteria recommended by committee or community members.
- 2.1.4 The School Attendance Zone Review Committee will review the recommended option(s) generated by administration and will offer suggestions and revisions or suggest new options to be considered.
- 2.1.5 There will be a minimum of one community consultation, no sooner than 30 business days after the Board resolution to conduct a School Attendance Zone Review.
- 2.1.6 The School Attendance Zone Review Committee will present to the community, the preferred option(s) being considered. The community will have the opportunity to give feedback on the impact of each option by either presentation request or written feedback.
- 2.1.7 Requests to present shall be submitted in writing no later than 5 days before the consultation. Requests shall include a written summary of the presentation. All written feedback shall be received no later than 5 days before the final School Attendance Zone Review Committee meeting.

2.1.8 The Finance Committee will examine the final administrative report, including the compiled feedback from community consultations, and make a recommendation to the Board no later than the end of April, with any changes to existing attendance zones coming into effect at the beginning of a school year.

### **3.0 Community Partnerships and Planning Process**

3.0.1 Based on administration's analysis of the criteria outlined in 1.0, administration will identify facilities for potential partnerships and hold a minimum of one community consultation a year to share these opportunities.

3.0.2 Guideline criteria that will be used to identify facilities for potential partnerships annually are:

- Criteria determine if there is surplus space available for partnerships is as follows:
  - 200 or more excess pupil places for a least two years;
  - 60% utilization or less for at least two years;
  - The school is not located within an area identified for a school;
  - accommodation review during the next five years from the time the space is identified as available;
  - Space is not required for Board programming or Board initiatives.
- If the facility is eligible for a partnership, administration must determine if the space is available but not surplus or the space is surplus to the Board.
- If the space is available and not surplus (e.g. space available in facility yet entire facility is not available), the Board will post information on the space available for partnerships on the Board website.
- If the space is surplus to the Board, administration will follow Ontario Regulation 444/98 Disposition of Surplus Real Property.

3.0.3 Facility partnerships strengthen the relationship between communities and schools. Administration will consider potential partnerships which:

- ensure the health and safety of students;
- do not compromise the Board's student achievement strategy;
- are appropriate for the school setting;
- are non-profit or for profit entities, in compliance with local by-laws;
- do not compete with educational services.

3.0.4 The Board will develop a notification list of eligible partners which it may prioritize.

3.0.5 The list will follow the guidelines in section 3.0.3 but will include at a minimum:

- the entities listed in Ontario Regulation 444/98 – Disposition of Surplus Real Property, and must specifically include:

- All applicable levels of municipal government (single, upper, lower tiers)
- Applicable District Social Services Administration Board(s) or Consolidated Municipal Service Manager(s)
- Applicable Public Health Boards, Local Health Integration Networks and Children's Mental Health Centres
- child care operators or government-funded organizations if requested to be added to the notification list.
- Seven Generations Education Institute
- any other entity that the Board determines should be added to the notification list.

### **3.1 Community Consultation**

- 3.1.1 Administration will notify entities about facility partnership space availability and post the information on the Board website.
- 3.1.2 Administration will hold **at least** one meeting per year to discuss potential planning and partnership opportunities with the public and community organizations. Boards that cover a large geography may hold meetings in more than one community if applicable.
- 3.1.3 Additional staff-level meetings may be held to discuss further information with relevant entities.
- 3.1.4 Administration will share the following information either during the public meeting or during the optional staff-level meeting, as appropriate:
  - all or a portion of the Board's capital plan;
  - details of any schools deemed eligible for facility partnerships;
  - relevant information available on the website; and
  - any supplementary information.
- 3.1.5 When inviting entities on the notification list to the annual meeting, administration must clearly request that organizations prepare to bring relevant planning information, including but not limited to:
  - population projections;
  - growth plans;
  - community needs;
  - land-use; and
  - green space/park requirements.

The invitation list, the entities in attendance at the annual meeting, and any information exchanged should be formally documented by administration.

## **3.2 Application Process**

3.2.1 Initial application of interest will be received from the potential eligible partner for an eligible property. Administration will determine if the partner meets the eligibility criteria. This initial application will contain an outline of the proposed partnership opportunity including:

- Entity background and history;
- Entity mission/vision statement;
- Intended use of space;
- Timelines (license agreement start/end dates).

3.2.2 The eligible partner will be invited to submit a Detailed Project proposal to Board administration for review.

The potential partner detailed project proposal will include at a minimum the following:

- Space required (i.e., # rooms, washrooms, etc.);
- Parking requirements;
- Renovations required (at cost of partner, not the Board);
- Required zoning compliance or amendments;
- Hours of operation;
- # of users/clients/occupants;
- Financial Statements for current and past 5 years;
- Willingness of partner to conduct public/community meetings advising the community of the use of the facility;
- Willingness to work with the school community;
- Has independent insurance;
- Meets requirement for criminal reference checks for all users/groups.

3.2.3 The facility partner will be required to:

- Sign a partnership agreement approved by the Board;
- Process any zoning amendments through the appropriate municipality;
- Be responsible for 100% of the costs (there is to be no cost to the Board):
  - Utilities, maintenance, operational costs
  - Capital costs/minor renovations
  - Administrative costs

3.2.4 When the Board is considering building a new school or undertaking a significant renovation, it will notify the entities on the notification list one to three years prior to the potential construction start date. This notification should be supported by a Board resolution. The Board will provide as much information as possible about its plans and the site, to support potential partners in determining the project's suitability for their purposes.

3.2.5 Once entities are notified, they may express their interest in the co-building project with the Board.

- 3.2.6 Administration will evaluate the merits of each proposal on a case by case basis, to determine if the proposed opportunity fits with the overall scope of the Board's capital project.
- 3.2.7 Ministry of Education approval may be required under the *Education Act*.
- 3.2.8 Partnership agreements cannot be finalized until both the Board and the partner(s) have an approved source of funding.
- 3.2.9 Community partners are encouraged to provide notification to the Board when community partners have proposals or plans to build their own new facilities
- 3.2.10 The application will be evaluated on a case by case basis by administration and forward a recommendation to the Finance Committee of the Board.

#### **4.0 Student Accommodation Review Process**

- 4.0.1 Administration's analysis of the criteria outlined in 1.0 will be presented to the Finance Committee, which may make a recommendation to the Board to initiate a student accommodation review.
- 4.0.2 In certain circumstances, where the potential pupil accommodation options available are deemed by the Board to be less complex, the Board may find it appropriate to undertake a modified pupil accommodation review process. This process is outlined in section 4.6.
- 4.0.3 The Board is not obligated to undertake an accommodation review under circumstances identified as follows:
  - Where a replacement school is built on the existing site, or built within the existing school attendance boundary. This also includes when the school community must be temporarily relocated to ensure safety of staff and students during reconstruction.
  - When a lease for the school is terminated.
  - When a school board is planning the relocation of grades or programs, in which the enrolment constitutes less than 50% of the school enrolment.
  - When a school board is repairing or renovating a school and the school community must be relocated to ensure safety during renovations.
  - Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair.
  - Where there are no students enrolled at the school at any time throughout the school year.
- 4.04 If an exemption is being applied, the Board must inform school community prior to decision of the trustees, and provide written notice to the municipalities, community partners, co-terminus school board, and the Ministry of Education no fewer than 5 business days after the decision of the trustees.

## **4.1 Initial Staff Report**

- 4.1.1 The initial staff report to the Board of Trustees must contain one or more options, with rationale, to address the accommodation issue(s). If more than one option is presented there must be a recommended option.
- 4.1.2 The initial staff report must also include information on actions (facility partnerships, attendance zone review, etc.) taken by administration prior to making an accommodation review recommendation to the Board.
- 4.1.3 The option(s) included in the initial staff report must address the following:
  - summary of accommodation issue(s) for the school(s) under review;
  - where students would be accommodated;
  - if proposed changes to existing facility or facilities are required as a result of the student accommodation review;
  - identify any program changes as a result of the proposed option;
  - how student transportation would be affected if changes take place;
  - how the Board intends to fund this,
  - a proposal on how students would be accommodated if funding does not become available; and
  - any relevant information obtained from municipalities and other community partners prior to the commencement of the student accommodation review, including any confirmed interest in using the underutilized space.
- 4.1.4 Each recommended option must also include a timeline for implementation.
- 4.1.5 If the Board decides to proceed with a student accommodation review, the initial staff report and School Information Profiles (SIPs) will be made available to the public, and posted on the Board's website.
- 4.1.6 School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.
- 4.1.7 The SIP is expected to include data for each of the following two considerations about the school(s) under review:
  - value to the student; and
  - value to the school board.
- 4.1.8 A SIP will be completed by school board staff for each of the schools under review. Template for the SIP is found in Appendix A

## 4.2 Consultation with Local Municipal Governments

- 4.2.1 Following the Board approval to undertake a pupil accommodation review and prior to the first public meeting, administration must provide a written invitation within 5 days to:
  - affected municipalities, through the Clerks Department,
  - community partners that expressed an interest prior to the pupil accommodation review, and
  - directors of education of coterminous school boards,to discuss and comment on the recommended option(s) in the initial staff report.
- 4.2.2 Documentation of this meeting and all relevant information will be part of the final report to the Trustees. Response from these parties on administration's initial report must be received prior to the final public meeting in order to be considered. Administration will provide notice to the parties as to the date of this final meeting.

## 4.3 The Student Accommodation Review Committee

- 4.3.1 The Student Accommodation Review Committee (ARC) will include principal/designate, school council/parent representative(s), and community representative(s), and may include a First Nation community representative, from each school affected by the review, where students of the First Nation reside in the catchment area of the school(s) under review. Additional committee members may be determined at the sole discretion of the Board and may include 1 or 2 staff members from the school(s) under review, 1 secondary student for the high school under review.
- 4.3.2 A Student Accommodation Review Committee(s) will be established for the school(s) under review to act as an official conduit for information between the school community or communities and the Board.
- 4.3.3 The Student Accommodation Review Committee will be chaired by the Director of Education/designate.
- 4.3.4 Administration will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.
- 4.3.5 The Student Accommodation Review Committee(s) will review the initial administrative report and the School Information Profile(s) and will facilitate the community consultations, holding as many working meetings as is deemed necessary within the timelines established for the process.
- 4.3.6 Terms of reference will be created for the ARC.
  - Administration will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the Board's education and

- accommodation objectives in undertaking the ARC and reflect the Board's program strategy for supporting student achievement and well-being.
- The Terms of Reference will also clearly outline the Board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).
- The Terms of Reference will outline the minimum number of working meetings of the ARC.

- 4.3.7 The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, the ARC must include supporting rationale for any such option.
- 4.3.8 ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.
- 4.3.9 Administration staff assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report to be presented to the Board of Trustees.

#### **4.4 Community Consultation**

- 4.4.1 Administration will hold a minimum of two community consultations on the initial administrative report.
- 4.4.2 The first of these community consultations shall occur no sooner than 30 business days after the Board resolution to initiate this process, with a minimum of 40 business days between the first and final consultations.
- 4.4.3 Board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.
- 4.4.4 At a minimum, the first public meeting must include the following:
  - an overview of the ARC orientation session;
  - the initial staff report with recommended option(s); and
  - a presentation of the SIPs.

#### **4.5 Completing the Student Accommodation Review Process**

- 4.5.1 A final administrative report shall be submitted to Trustees and posted to the Board's website no less than 10 business days after the last community consultation.
- 4.5.2 The final staff report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

- 4.5.3 Staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.
- 4.5.4 The Board will provide an opportunity for members of the community to provide feedback on the final administrative report through public delegations as per Board bylaw. This shall occur no less than 10 business days from the posting of the final administrative report.
- 4.5.5 After the public delegations, staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.
- 4.5.6 No less than 10 business days after the public delegations, the Board of Trustees will examine the final administrative report, including the compiled feedback from the public delegations, and make its final decision on the student accommodation review.
- 4.5.7 The Board of Trustees may approve the recommendation(s) of the final administrative report as presented, modify the recommendation(s) of this report, or approve a different outcome. Pupil accommodation review decisions should not be made during the summer holiday period.

## 4.6 Modified Student Accommodation Review Process

- 4.6.1 The Board may choose to undertake a modified student accommodation review process where two or more of the following factors occur:
  - the distance to the nearest available accommodation is 10 km or less;
  - the utilization rate of the facility is 50% or less;
  - the minimum number of students enrolled at the school is 25 (elementary) or 150 (secondary); or
  - the Board plans the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment.
- 4.6.2 Even when the criteria for a modified pupil accommodation review are met, the Board may choose to use the standard pupil accommodation review process.
- 4.6.3 The modified student accommodation review process follows the same steps of the regular process, however, with the following changes:
  - The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the Board policy.
  - A minimum of one community consultation will be held, after responses have been received from municipalities and community partners.

- This meeting will be held no sooner than 30 business days from the Board of Trustees' approval to proceed with the review.

## **4.7 Ministry of Education Appeal Process**

- 4.7.1 The Board's decision on a student accommodation review may be appealed to the Ministry of Education on the grounds of process as per the Ministry of Education's Administrative Review of the Student Accommodation Review Process.

## **5.0 Transition Planning**

- 5.1.1 As a result of a Student Accommodation Process, the transition of students and/or school staff will be carried out in consultation with parents/guardians, staff and administration.
- 5.1.2 It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities. This process of transition planning should be carried out in consultation with parents and staff. The Superintendent of Education may establish a Transition Planning Committee immediately following the final decision on school accommodations and program placement.
- 5.1.3 The Transition Planning Committee will plan for and implement the positive integration of students and staff affected by the school accommodation decision and relocation into their new school environment. The appropriate Superintendent of Education would act as the Chair of the Transition Planning Committee.
- 5.1.4 The Transition Planning Committee will consist of the following persons:
- the appropriate Superintendent of Education;
  - the school principals from affected schools;
  - the school council chair or designate;
  - other resource personnel can be invited to assist the Committee.

## **6.0 Public Consultation and Communication**

- 6.1 For all public consultations, the Board will exercise due diligence in determining the advertising medium that maximizes cost efficiency. The advertising done by the Board will present objective, factual and explanatory information in an unbiased, fair and equitable manner.
- 6.2 The Board website will be utilized to advertise meeting dates and will contain all information regarding the process, including Frequently Asked Questions and feedback from the consultation.
- 6.3 Information regarding the public meeting for an attendance review, facility partnership consultation, or accommodation review consultation will be shared through a combination of methods:
- letters to the community,
  - website postings,

- school newsletters, and
- media releases.

**Definitions:**

**Accommodation Review** is a process as outlined in this policy undertaken by the Board to determine the future of a school or group of schools.

**Accommodation Review Committee** is an advisory committee, established by the Board, which includes membership drawn from the community. The Accommodation Review Committee is appointed by the Board to act as an official conduit for information shared between the Board and the affected school communities.

An **Accommodation Review Committee Working Meeting** involves a meeting of Committee members to discuss the student accommodation review, including a meeting held by the Committee to solicit feedback from the affected school communities.

A **Business Day** is a calendar day that is not a weekend or statutory holiday. This also does not include calendar days that fall within the Board's Christmas, spring, and summer breaks.

A **Community Representative** is an individual residing in the school catchment area, but not a parent or guardian or an elected municipal official.

A **First Nation Community Representative** is an individual residing on a First Nation, where 15% of the school's population is under an Education Services Agreement with the Board. The First Nation Community Representative cannot be an elected official.

**Facility Condition Index (FCI)** is a building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

**Facility Master Plan** is a comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to support and enhance student achievement and well-being.

**On-the-ground (OTG) capacity** is determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

**Partnerships** are mutually beneficial relationships that are designed to enhance the student's development in the community. Partnerships are co-operative relationships in which partners share values, objectives and facility resources.

**Partners** are those community non-profit or profit entities expressing interest in participating in facility use partnership agreements that are deemed eligible by the Board.

**Partnership Agreement** is a legal contractual agreement outlining expectations between a school, the Board and a community entity.

**School Information Profile** is a set of criteria based on the Ministry of Education guidelines. The profile provides the Accommodation Review Committee with information about each school in the review area based on its value to the students and to the system.

**Terms of Reference** are objectives and criteria prepared by the Director of Education or designate(s) that:

- clarify the mandate of the Accommodation Review Committee;
- describe the parameters and criteria that will guide the feedback on the accommodation options;
- explain the roles and responsibilities of the Accommodation Review Committee members; and
- provide details of the Accommodation Review Committee process.

**Underutilized Space**, as defined by the Ministry of Education's *Community Planning and Partnership Guide* (2015) are facilities that have been 60 percent utilized or less for two years and/or have 200 or more unused pupil places.

<u>CROSS REFERENCE</u>	<u>DATE REVIEWED</u>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
Policy 6.05 Facility Partnerships	April, 2017	Ministry of Education, <i>Community Planning and Partnership Guideline</i> (March 2015)
Policy 6.50 Student Accommodation		Ministry of Education, <i>Pupil Accommodation Review Guideline</i> (March 2015)
Policy and Procedure 6.20 School Attendance Zones		
Joint Transportation Policy		<i>Education Act</i> , s. 150-6
		Ontario Regulation 444/98



## RAINY RIVER DISTRICT SCHOOL BOARD Attendance Zone FHS-Elementary

File Code: M03  
Finance: 2019-11

**Date:** February 19, 2019

**To:** Trustees

**From:** Finance Committee

**Recommendation:** **It is recommended that the Rainy River District School Board approve the initiation of an attendance zone review for Fort Frances High School Grade 7-8 Program.**

### STRATEGIC DIRECTION

The Rainy River District School Board is responsible for operating and maintaining its schools as effectively and responsibly as possible with an emphasis on programming that will support student achievement and well-being.

### CONTEXT

Attendance zones for schools are established in order to maintain a viable academic program for students while ensuring the effective and efficient use of all facilities and transportation. A variety of factors within the system, including but not limited to, programming needs, enrolment, school financial position and transportation efficiencies, may dictate a need for the review of an attendance zone.

### SUMMARY

Administration is recommending that the Board conduct an attendance zone review for Fort Frances High School Grade 7-8 program, with proposed recommendation to extend this boundary for Grade 7 and 8 students at Robert Moore School. This recommendation is made in consideration of the Board's Guiding Principles for student accommodation as per Policy 6.5:

- providing and maintaining quality learning and teaching environments that support student achievement and well-being, with an emphasis on meeting the needs of students in the 21st century;
- having flexible learning environments and an array of programs and pathways that afford students with the highest quality learning opportunities;
- having schools that exist for students, but also enhance the surrounding communities in providing neighborhood and community access that supports the well-being of students and their families.

These Guiding Principles are found within this proposal. Fort Frances High School was configured as a Grade 7-12 facility in the fall of 2017, with the addition of the Grade 7 and 8 students from J. W. Walker School to address the accommodation pressure. At that time, administration noted the next step of an attendance zone review for the Robert Moore School Grade 7 and 8 Program.



With the focuses on Kindergarten to Grade 12 consolidations at both ends of the District, the proposed attendance zone review was postponed. However, recent developments in the Robert Moore School Daycare Construction Project have brought this proposal back on the table.

As noted at the January 2019 Finance Committee, the Robert Moore School Daycare Project design has been finalized, with the draft Class A Estimate showing the Project to be significantly over budget. Despite the efforts of the Cost Estimator, the Rainy River District Social Services Administration Board (DSSAB) and administration to find efficiencies, there is still a significant amount of the proposed budget – before tender – that will require further funding from the Ministry of Education. At the same time, there are increasing pressures with respect to the Project's timelines. As announced in the January 23, 2019 edition of *The Fort Frances Times*, DSSAB is changing to a new model at its school-based childcare centres, including the Robert Moore School Daycare, with the start date of this coming fall. The anticipated delay to the Robert Moore School Daycare Project due to budget issues has the potential to affect future enrolment at the school.

With these challenges in mind, administration has been working with DSSAB to explore other options, including changing the scope of the RMS Daycare Project to a renovation. Presently, the Kindergarten wing (4 classrooms) within Robert Moore School provides more space than the new build. If the RMS Grade 7 and 8 students were to be rezoned to Fort Frances High School, then there would be ample space to accommodate Kindergarten classes within the Primary area of the school. Renovations would be required, including the reconfiguration of the Primary playground area to accommodate the Kindergarten play equipment. With this proposal, there are synergies to be found with all Early Years (K-2) teachers being in the same area. Robert Moore School, like J. W. Walker School, would then become a K-6 school, and all Grade 7 and 8 students within the Fort Frances and surrounding area would attend Fort Frances High School.

### **Programming Benefits:**

As noted in the initial proposal to consolidate Grades 7 and 8 students into Fort Frances High School, there are many opportunities for students and staff including:

- Opportunities for Reach Ahead Credits, whereby identified youth can “reach ahead” to take Grade 9 credits in their Grade 8 year
- Access to specialized programming such as the Hockey Academy
- Access to extra-curricular programming, such as the FFHS Fall Play
- Greater flexibility in scheduling and staffing, especially specialized subjects such as Ojibwe and French Language programming

Studies have shown that transitioning from elementary to secondary schooling, (i.e., Grade 8 to Grade 9), is enhanced when students are all in the same building. Students will be aware of the culture of the building, the school code of conduct and behavioral and academic expectations. Staff know the students as they grow and mature; students have familiar faces in the staff and have an increased number of caring and supportive adults within the building. Studies have found that this model has a positive effect on student achievement. A 1998 study of grade configuration and student performance revealed that students in Grades 9 to 12 in K-12 schools performed as well academically as those students enrolled in separately standing 9-12 high schools but showed greater attendance rates and lower discipline and dropout rates (Franklin, B.J., and Glascock, C.H., 1998). The Grade 7 to 12 facility also presents the potential for flexible scheduling for students with developmental needs as Grade 7 and 8 students can participate with senior students in life skills programming.

Potential opportunities for staff include increased networking between grades and panels, with the school working as one learning community. Fort Frances High School works now as a Grade 7 to 12 school



with respect to its school improvement focuses, with teachers from these grades sharing strategies and best practices for literacy, math, and student well-being.

#### **Student Enrolment:**

The following enrolment projections, recently updated in January 2019, are based on Census data and enrolment trends. At present, we are projecting Fort Frances High School to be at 65% capacity and Robert Moore School at 78% capacity. With the addition of Grade 7 and 8 students from Robert Moore School, the utilization rate of Fort Frances High School increases to 72% and Robert Moore remains at 78% with the addition of the daycare. Fort Frances High School Elementary would then be at 100%.

	Enrolment					OTG	Utilization				
	2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023		2018/ 2019	2019/ 2020	2020/ 2021	2021/ 2022	2022/ 2023
Fort Frances High School	634	628	629	645	631	954	66%	65%	65%	67%	66%
Robert Moore School	438	430	434	435	422	550	79%	78%	79%	79%	76%

It was noted that up to 10 students have transferred to the Fort Frances High School Grade 7 and 8 Program over the past year alone. The possibility of adding Robert Moore School Grade 7 and 8 students helps to support scheduling and staffing within the elementary portion of Fort Frances High School, moving from a Grade 7 and 8 program of 100 students to approximately 163 to 180 students as illustrated by the enrolment projections for Grade 7 and 8 students at both elementary schools:

	2018/19	2019/20	2020/21	2021/22	2022/23
FHS-Elem	102	103	71	56	73
RMS	87	77	94	102	90
<b>Total</b>	<b>189</b>	<b>180</b>	<b>165</b>	<b>158</b>	<b>163</b>

#### **Financial Analysis:**

Fort Frances High School was updated to align with the addition of Grade 7 and 8 programming in 2017-18. The North Wing of the High School houses the Grade 7 and 8 classrooms; the addition of students from Robert Moore School would expand to the full use of this North Wing, as well as the classroom adjacent to the Grade 7 and 8 student washrooms. These washrooms are designated for Grade 7 and 8 students only through a fob system. The sports field was also updated that year, to include swings and basketball courts, as requested by the students. Administration is currently looking at a small renovation to provide a Grade 7 and 8 teacher workroom within the facility.

With respect to transportation, a preliminary review shows that existing routes can be utilized which would keep costs neutral. In utilizing existing routes, ride times are not significantly impacted. There may be up to a ten minute ride time increase for some students.

As noted previously, the potential transition of Grade 7 and 8 students from Robert Moore School to Fort Frances High School would create greater flexibility in scheduling, thus reducing the need for additional staffing over time.

#### **Next Steps:**

There are several factors to consider with respect to this proposal. As the scope of the Daycare Project has changed, we would need Ministry of Education approval. A preliminary discussion with the Capital Branch has assured us that we can move ahead with a renovation as opposed to new construction; if we did this, we would now only be eligible for half of the funding initially allocated. This is not concerning as the scope has been significantly reduced and the concerns about timing and overall project feasibility would be addressed.



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The renovation would require also licensing approval. DSSAB is currently working with the regional office with respect to this.

If the Board approves the recommendation to proceed, a School Attendance Zone Review Committee will need to be established. This Committee acts as an official conduit for information between the school community or communities and the Board. This Committee will include a principal/designate, school council/parent representative(s) and community representative(s), from each school affected by the review. As per policy, there will be a minimum of one community consultation, no sooner than 30 business days from the Board resolution, to conduct this attendance zone review.

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#### ROUTING

Board	February 19, 2019
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[6.1]

## RAINY RIVER DISTRICT SCHOOL BOARD

MOVED 

RESOLUTION NO. 20

SECONDED BY John Furtach

FORT FRANCES, February 19, 2019

**That the Rainy River District School Board approve the initiation of an attendance zone review for Fort Frances High School Grade 7-8 Program.**

To be completed by the Speaker

### DISPOSITION

CARRIED

LOST

REFERRED

POSTPONED TO  
DEFINITE TIME

LAY ON  
TABLE

WITHDRAWN

### PLURALITY

Two  
Thirds

Majority

### VOTE BY

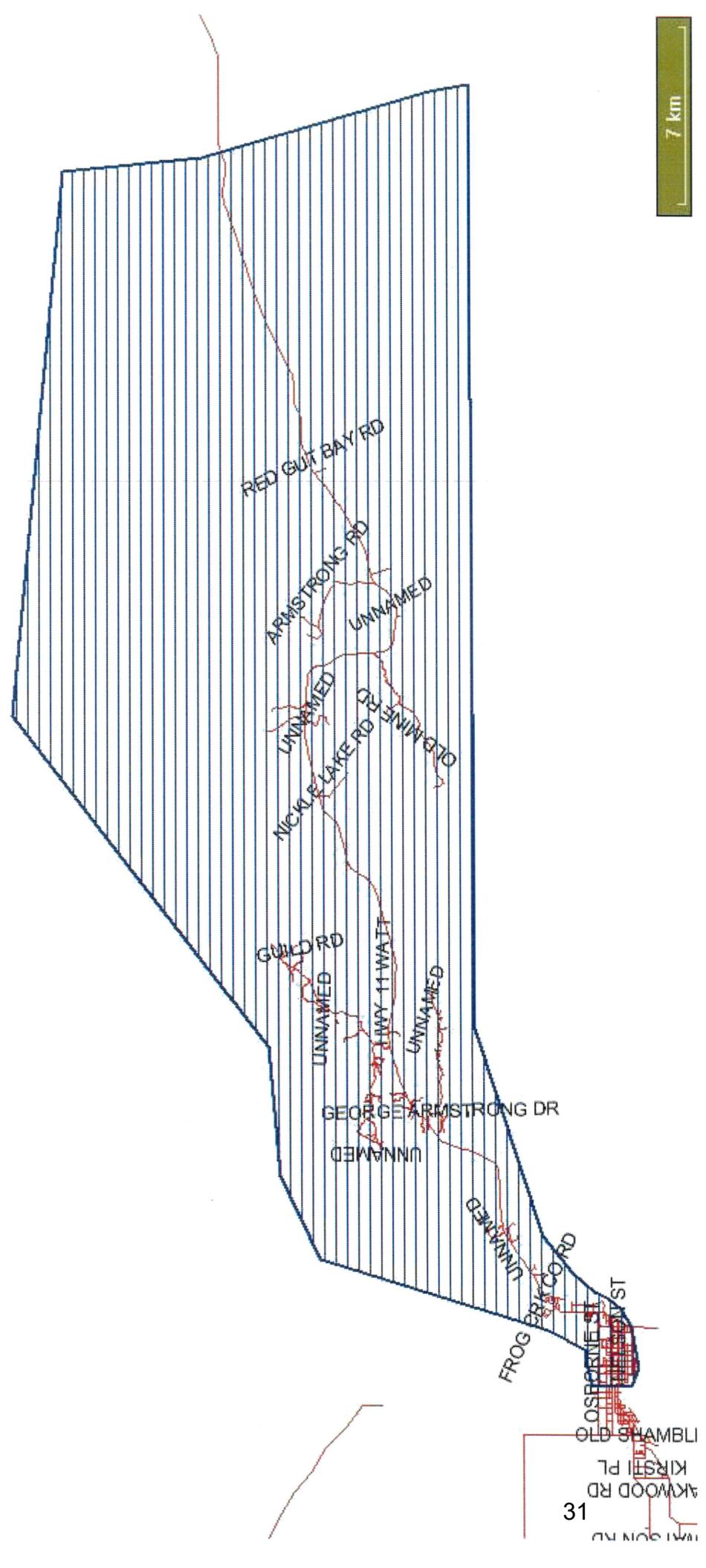
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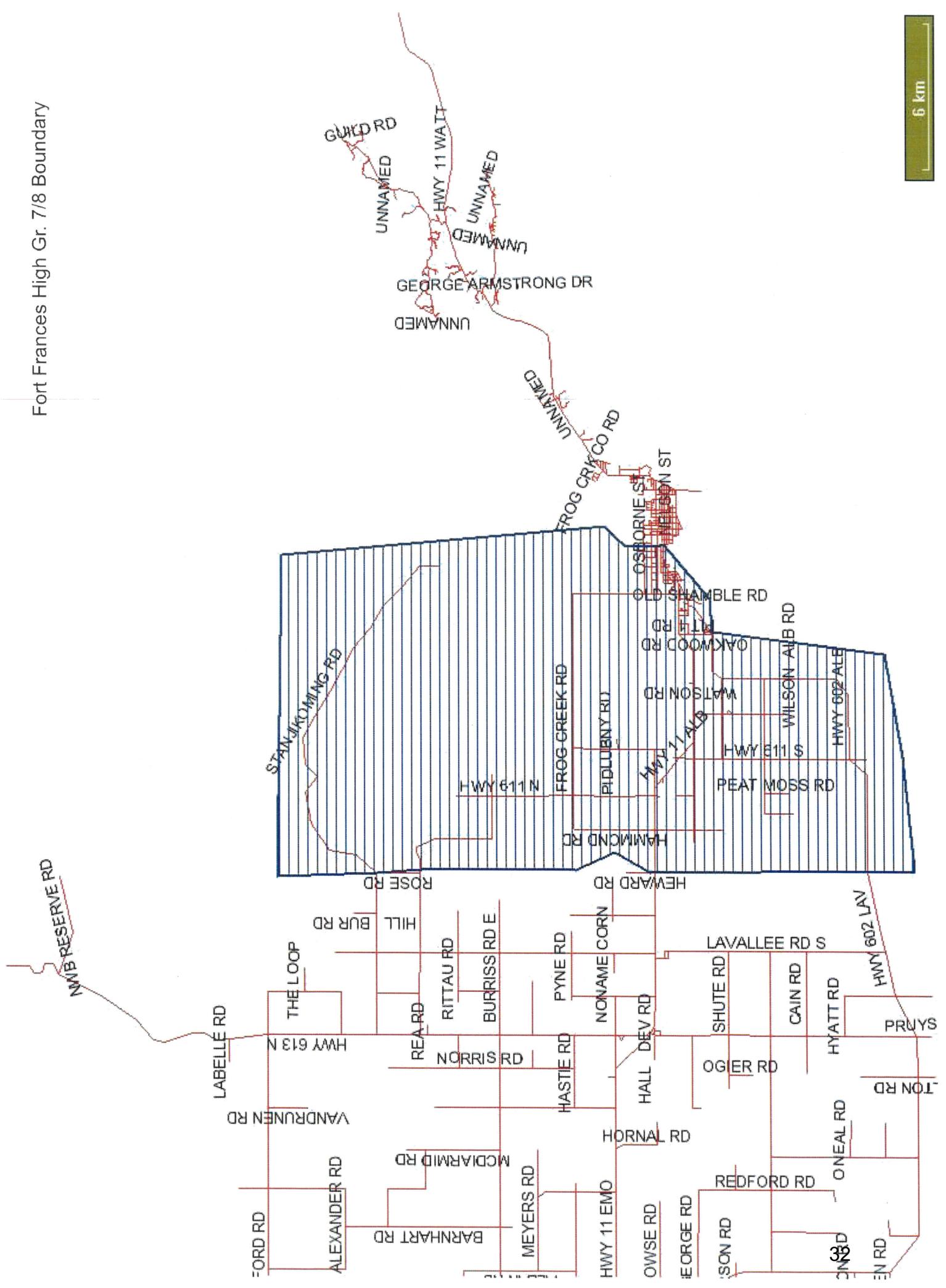
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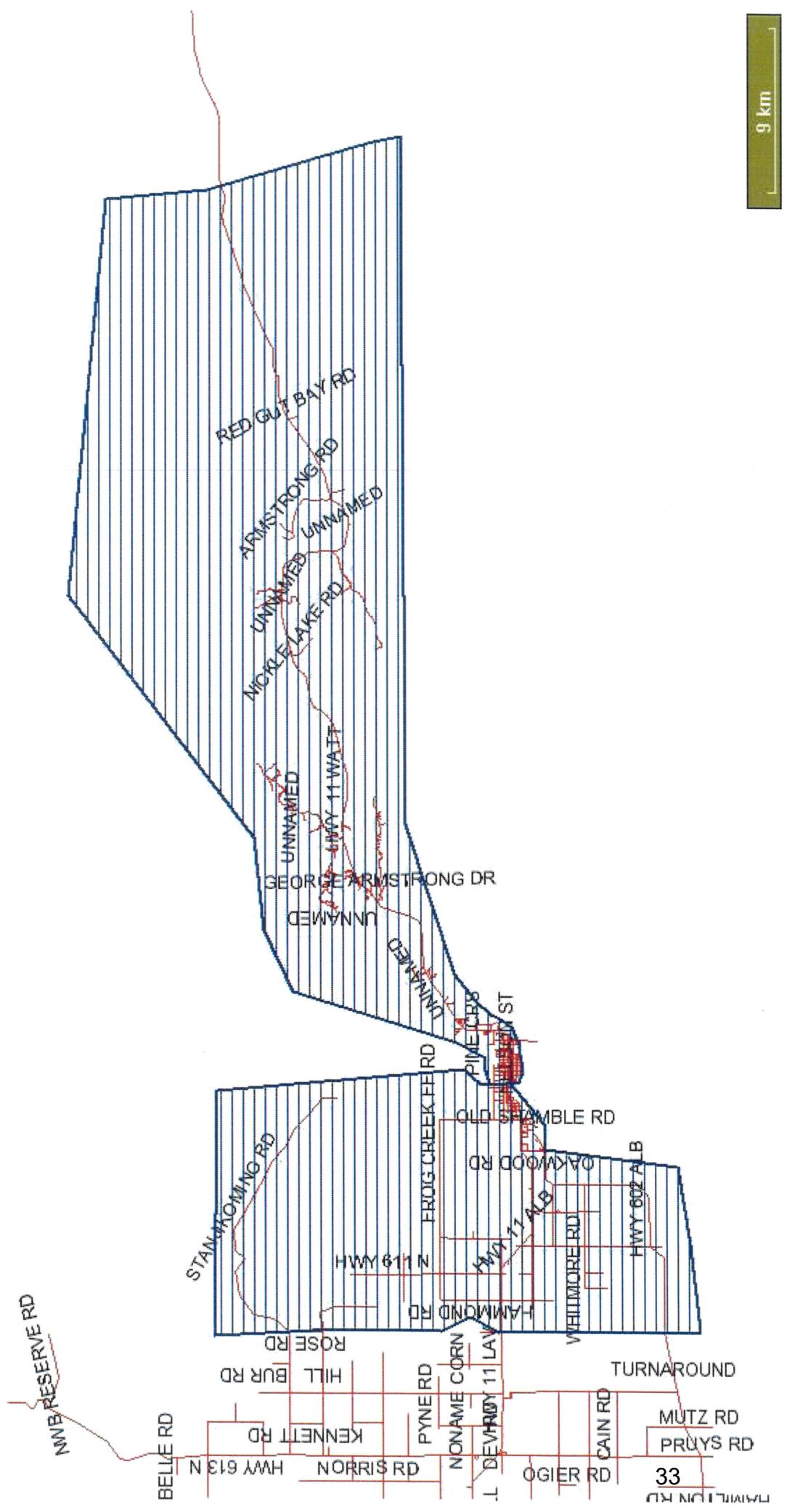
Robert Moore School Boundary



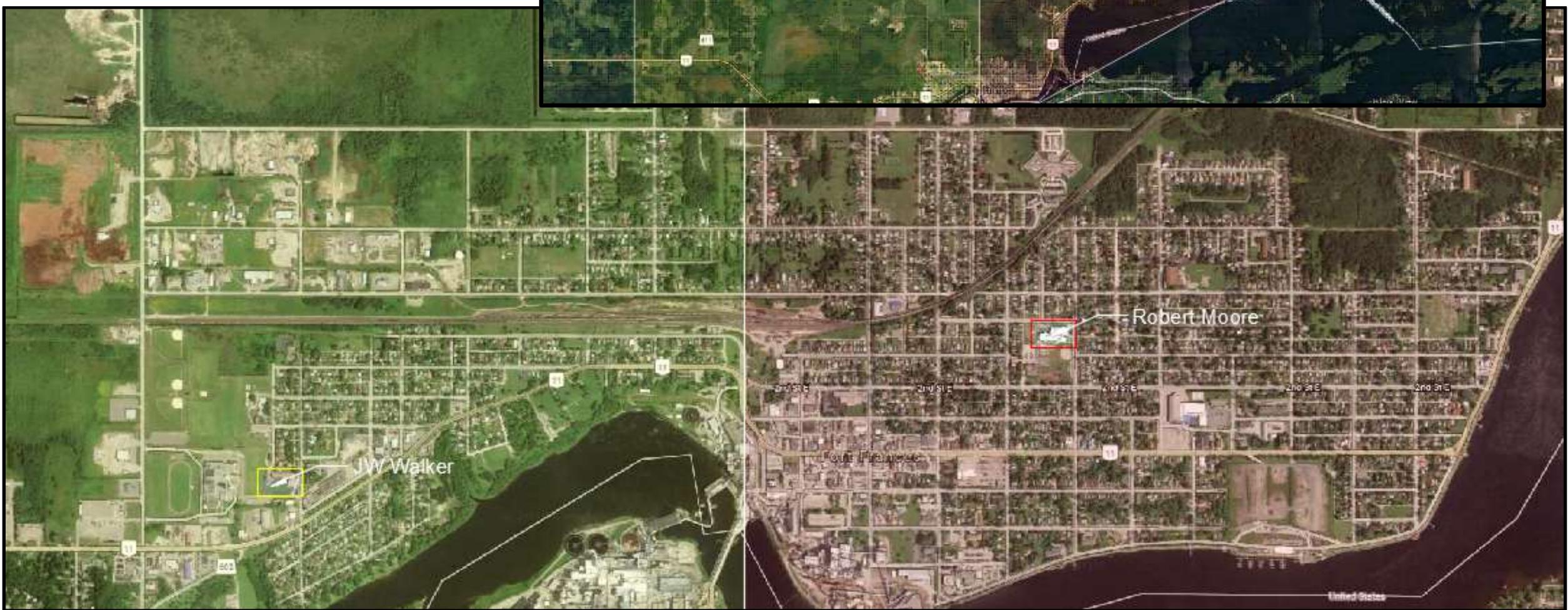
Fort Frances High Gr. 7/8 Boundary



Proposed Fort Frances High Gr. 7/8 Boundary



## Current Zoning Boundary



## **Attendance Zone Questions and Answers**

### **General Questions**

#### **Why is the Attendance Zone Review occurring?**

Fort Frances High School was configured as a Grade 7-12 facility in the fall of 2017, with the addition of the Grade 7 and 8 students from J. W. Walker School to address the accommodation pressure. At that time, administration noted the next step of an attendance zone review for the Robert Moore School Grade 7 and 8 Program. With the focuses on Kindergarten to Grade 12 consolidations at both ends of the District, the proposed attendance zone review was postponed. However, accommodation pressures have now brought this proposal back on the table.

#### **Why is an Attendance Zone Review occurring for the Robert Moore School students but did not occur for the J. W. Walker School students?**

With J. W. Walker School and Fort Frances High School being side by side, the catchment area would not change; therefore, an Attendance Zone Review did not take place.

#### **Has the decision to move the Grades 7 and 8 students from Robert Moore School to Fort Frances High School 7/8 Program already been made?**

No, the decision has not yet been made by the Board of Trustees. As per policy, administration has put forward the recommendation to begin an Attendance Zone Review. In February 2019, the Board approved the commencement of this review. Once feedback has been collected by the Attendance Zone Review Committee, then a recommendation will be put forward to the Board for its decision in late April/early May.

### **Grade 7 and 8 Programming Questions**

#### **Will the Grade 7 and 8 students have access to a Hot Lunch program?**

The High School has been investigating ways to provide a cafeteria service or some meal service to students. Currently, there are no plans in place.

#### **Will students be accompanied by the necessary number of [Education Support Personnel]? A Special Education Resource Teacher (SERT)? What supports will be available to 7&8 students?**

All staffing related to the transition will be reflective of elementary school staffing and not secondary staffing. With respect to Education Support Personnel, this is dependent on the needs of the Grade 7 and 8 program, which changes from year to year.

#### **Will they have to share Chromebooks, etc. with FFHS or will they have a set to use on their own?**

The Grade 7/8 students will have dedicated Chromebooks or other devices to use within the high school.

### **Student Safety Questions**

#### **Will the Grade 7 and 8 students be allowed to leave the school to visit the fast food restaurants?**

The Grade 7 and 8 program involves a closed campus, and therefore, students remain at the school for lunch.

**Will Safe Arrivals still occur?**

Safe Arrivals is completed by a designated secretary just as they do in an elementary school.

**I'm worried that my child will be attending dances with 17 and 18 year olds.**

Grade 7/8 students have their own dances and are not included in the dances for the Grade 9-12 students. There may be times when there is a function at the High School, such as a guest speaker or a special events day when the Grade 7 and 8 students will get to participate. However, please note that they will be under teacher supervision during their participation in these events.

**Who will be responsible for discipline? What type of access will the Grade 7 and 8 students have to principals and will their issues be taken seriously in relation to the much more complex/demanding issues of the high school students?**

The classroom teachers are responsible for most of the day to day discipline issues, as classroom teachers in both elementary and secondary are responsible for overall classroom management. More serious issues are dealt with by the school administration, a practice that is consistent across both elementary and secondary.

**What steps will be taken to ensure student safety?**

The level of supervision for the Grade 7/8 students is consistent with the level of supervision at an elementary school. For instance, they are not allowed to leave the school campus for lunch. They also have a designated washroom that is off limits to the rest of the student body. At this time there are no plans to have the Grade 7/8 students move about the high school unsupervised.

**How will you minimize the possibility of children wandering throughout the school?**

Students are supervised, with students moving as a class within the school. Any issues of students that do not follow procedures will be addressed by the classroom teacher and the school administration, if required.

**How will you maintain coverage supervision at outdoor/lunch times?**

Supervision is scheduled to ensure coverage during the lunch break, both indoor and outdoor.

**Transportation Questions**

**My child is currently attending Fort Frances High School, but is out of zone and I provide the transportation to and from school. Will my child now have access to bussing?**

Should the attendance zone change, transportation will be provided in accordance with the Joint Transportation Policy. Transportation may normally be provided for Grade 7/8 living a greater distance than 1.60 kilometers on route traveled to FFHS.

**Questions related to the location of Grade 7 and 8 Programming**

**Where will the Grade 7 and 8 students be placed within the High School?**

On the North section of the second floor, there is a dedicated wing for Grade 7 and 8 students. There is sufficient space to house the Grade 7 and 8 students from Robert Moore School.

**Will the students have lockers and where will the lockers be located?**

Students will have their own lockers, located in the same area as their classrooms.

**Where will they eat lunch?**

The students eat lunch in their own section of the cafeteria and are supervised throughout the lunch period.

**Where will the bus access be located?**

The bus drop off is at the entry designated for the Grade 7/8 students.

**Will the students have access to outdoor space?**

The Grade 7/8 students have a designated area of the playing field for their recess breaks. A portion of the money designated for JW Walker playground improvements was used to improve the playground area for the Grade 7/8 students previously.

**Questions related to Graduation and Student Transition Activities**

**Will there be a graduation from RMS for the students from Grade 6? From Grade 8? Will the current Grade 7s miss out on a graduation?**

If approved, as part of the transition, the current Grade 6 and 7 students will have a special activity planned to celebrate their time at Robert Moore School. The Grade 8 students will have a graduation ceremony at FFHS.

**Questions related to student activities and extra-curriculars**

**Will the Grade 7 and 8 students still be able to go on a Toronto trip?**

The Toronto Trip is an optional excursion that, as always, will be considered if supported by parents and if there is sufficient funding from the Ontario Young Travellers Grant.

**Will the Grade 7 and 8 students have an opportunity to have a student council?**

The Grade 7/8 students have a representative(s) on the Fort Frances High School student council.

**Question related to staffing**

**Which teachers will be moving over to the high school? What are their thoughts/concerns on the transition? Will EAs go and how many? Will they share a French/Ojibwe teacher with the HS? Walker?**

All decisions related to staffing will be made by system and school administration as per collective agreements and Board policy.