

Consultation Plan

Appendix "A"

Matter: Montague Family Category II Study

Date: October 12 2016

WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

PSB Educational Community

- Students
- Parents/guardians
- School council(s)/Home & Schools
- Public
- Other

Internal to PSB

- Directors
- Principals and VPs
- PSB staff
- Other

External/Other

(please identify)

- Agencies/associations
- Community groups
- Municipal Authorities
- First Nation Bands
- Unions (PEITF, CUPE)
- Business community
- DEELC
- Post-Secondary
- Early Learning Community
- Other government departments

Additional Notes:

HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)

- Social and traditional media
- Email distribution
- Letter distribution

- School newsletter
- Department/ PSB / School websites
- Stakeholder and Public Meetings
- Newcomers Association

- School posting
- School council(s)/Home & Schools

Additional Notes:

HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- Focus groups
- Interviews
- Mail-out email
- Circulation
- Open houses/workshops

- Public meetings
- Survey/questionnaire
- Online input
- Stakeholder group presentations
- Written submissions
- Other sessions as required

- School councils(s)/Home & Schools

Additional Notes:

CONSULTATION TIMELINE: October 12, 2016 – November 30, 2016
TARGETED DATE FOR RECOMMENDATION/FINAL DECISION:

Recommendation by TBD
Final Decision by TBD

PROJECTED DATE(S)	ACTIVITY/MILESTONE	NOTES
Oct. 12, 2016	Present consultation plan to Principals and District Advisory Council (DAC) for input. Present Review of Schools, including the recommendation of the PSB Board of Directors, to Principals, DAC, and public. Communicate consultation process to Principals, DAC, and public.	
Nov. 9, 2016	Public Meeting Stakeholders present: - Input on any School Review Factors, - Viable “options for change”, and/or - Implications “options for change” may have on the school community.	
TBD if necessary	Stakeholder group presentations (if needed) Additional public meetings	
Oct. 12 – Nov. 30, 2016	Online input	
Oct. 12 – Nov. 30, 2016	Written submissions	

HOW WILL THE RESULTS OF THE CONSULTATION AND THE FINAL DECISION BE COMMUNICATED TO CONTRIBUTORS TO THE PROCESS? (Check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Social and traditional media | <input checked="" type="checkbox"/> School/principal communications/newsletter |
| <input checked="" type="checkbox"/> Email circulation | <input checked="" type="checkbox"/> Department/ PSB / School websites |
| <input type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> School councils / Home & Schools |
| <input type="checkbox"/> School posting | |

PSB School Change Policy

8.3 In preparing the Category II Study Report, the Director will consider the factors identified in section 17(2) of the Education Authority Regulations and, to the extent they are relevant to the particular circumstances as determined by the Director, any additional factors identified in Appendix B.

The Public Schools Branch School Change Policy lists the follow factors:

STUDY REPORT SCHOOL REVIEW FACTORS APPENDIX “B”

Where consideration is being given to making a Category I or Category II Change to a school, the impact of the proposed change on each school and those who will likely be directly affected by any such change should be reviewed, having regard to all relevant factors and information that is reasonably available to the Public Schools Branch. The factors to be taken into account will differ in every case; however, the educational interests of the students will always be a key consideration. The following is an illustrative, non-exhaustive, list of factors that may be considered:

EDUCATIONAL FACTORS

1. School’s ability to deliver the provincial school curriculum, programs, and services, including specialized services, and to accommodate any changes expected in those programs or services over the next 5 years;
2. Impact of the proposed change on students’ educational achievement and opportunities;
3. The grade levels currently served by a school, and whether a grade reconfiguration would be appropriate;
4. Uniqueness of a school’s educational program.

DEMOGRAPHIC FACTORS

5. Enrollment patterns over the last 5 to 10 years and projected enrollment trends over the next 5 years;
6. Population patterns over the past 5 to 10 years and projected population trends over the next 5 years;
7. Number of students enrolled in a school who live outside the school’s attendance zone.

FACILITY FACTORS

8. School building’s age, site, location, conditions, including:
 - (a) accessibility to students with disabilities;
 - (b) any health or safety concerns;
 - (c) energy efficiency and environmental sustainability; and
 - (d) the cost and funding of any renovations that are, or will be needed, in the next 5 years.
9. Number and type of rooms needed in order to deliver required school programs and services;
10. Any Board long-term capital plan;
11. Proximity of other schools and the availability of appropriate accommodation in those schools;
12. Availability and use of appropriate technology;
13. Current and potential uses of surplus space in a school for Public Schools Branch-related purposes.

FINANCIAL FACTORS

14. Funding provided by the Department of Education.
15. Efficient use and distribution of resources available to the Public Schools Branch, including school administrative, teaching and other staff;
16. School operating costs, including school's cost per student compared to the average;
17. An analysis of the projected cost savings or increases associated with change.

TRANSPORTATION FACTORS

18. Distance and time students spend, and will spend, in transit;
19. Traffic flow in and around a school;
20. Any increase or decrease in transportation costs.

PARENTAL AND COMMUNITY FACTORS

21. Parental and community involvement in, and support of, school;
22. Impact of proposed change on parents, including parent engagement;
23. Development projects planned for the affected community which are likely to come to fruition within the next 5 to 10 years;
24. Existing community uses of school facilities;
25. Possible alternative uses of school facilities, or surplus school space, by the community;
26. Other facilities in the community available for use by the community;
27. Information submitted to the Public Schools Branch about:
 - (a) the economic impact of a change on the community; and
 - (b) the economic contribution the school makes to community.

Section 17 (2) of the Education Authority lists the follow factors:

The factors to be included in a policy developed by the education authority pursuant to subsection (1) shall include

- (a) the possible effects of the permanent closure of the school on
 - (i) the educational opportunities available to students in that school and in other schools operated by that education authority or any other education authority,
 - (ii) the costs of providing educational services to the students affected, and
 - (iii) the affected communities;
- (b) enrolment and population patterns and projections;
- (c) information available to the education authority regarding future developments in the community;

School Change Policy

Five Step Process

1. Data collection and board direction;
2. Public consultations to identify viable options;
3. Board recommendations;
4. 60 days of public input on the recommendations; and
5. Final decision.

Consultation Process with Key Stakeholders

1. Present *Review of Schools* and Consultation Process to Principals, DACs, and public.
2. Stakeholders identify and present:
 - a. Input on any School Review Factors,
 - b. Reasonable viable “options for change”, and/or
 - c. Implications “options for change” may have on the school community.