



ADMINISTRATIVE PROCEDURES

SUBJECT: School Closure Implementation

Communications

1. The Director of Education will issue a Media Release following a Board decision to close a school.
2. The Principal will announce the decision to close the school to staff, students and School Council.
3. The Director of Education will provide the Principal with information letters to be distributed to all families in the school.
4. The Principal will meet with the School Council to discuss the implementation process.
5. The Principal will respond to questions from the public and the local media giving the same message as the Director's Media Release.
6. The Superintendent of Education responsible for the school(s) will work with the Principal(s) of the schools to form a Transition Committee to facilitate a smooth transition process as per LKDSB policy and regulations on *Pupil Accommodation*. Membership on the Transition Committee is subject to approval of the Director of Education.
7. The Superintendent of Education responsible for the school(s) will work with the Principal(s) of the school(s) involved to establish a Transition Committee Action Plan (attached).
8. If necessary, a School Renaming Committee will be formed in accordance with the LKDSB policy and regulations on *Naming and Renaming of Board Facilities*.

Boundaries

9. The Superintendent of Education—Capital Planning and Pupil Accommodation or designate, will provide recommendations for boundary changes as part of the accommodation review process to be included in recommendations submitted to the Trustees as part of the Final Staff Report. Input from parents/guardians would be obtained through the Accommodation Review Process.
10. The Director will communicate the boundary changes to parents.
11. The Principal will explain the new boundaries to parents, students and staff through a school newsletter.

Staffing

12. The Principal will explain the transfer process to the staff.
13. Teachers who are surplus to the school may apply for transfer indicating choices of location and teaching assignment.
14. C.U.P.E. employees who are surplus to the school will be reassigned in compliance with the collective agreement. It is the expectation that where Special Education programs still exist the employee will move with the program.
15. The Principal/Vice-Principal who is surplus to the school will be reassigned in compliance with the Terms and Conditions of Employment.

Distribution of Capital Equipment and Supplies and Student Records

16. The Principal of the closing school, assisted by staff, will make an inventory of capital equipment and supplies. This process will be assisted by the Transition Committee or one of its Subcommittees.
17. Superintendents of respective departments will determine the redistribution of computers, office and classroom furniture, and playground equipment, giving priority to the needs in the receiving schools.
18. School memorabilia shall be inventoried by school staff and a plan will be made for its distribution or storage in consultation with the Principal, Transition Committee members and any relevant Subcommittee.
19. The Superintendent of Education/Program, or designate will work with the Principals to determine redistribution of computer software.
20. Principals of receiving schools will meet with the Principal of the school to be closed to determine the allocations of learning materials proportionate to the number of students to be relocated in those schools.
21. Staff in the closing school will box and label inventory with grade level, subject and school location.
22. The Principal will arrange support for teachers with inventory, labelling and packing responsibilities in consultation with the appropriate Superintendent.
23. Board staff will transport capital equipment and learning materials to the designated schools prior to school opening in September.
24. Staff in the receiving schools will locate and organize equipment and supplies prior to school opening in September.
25. The Principal will arrange for support in organizing the library in consultation with the appropriate Superintendent.
26. The Principal will work with the Information Technology Department to complete record keeping requirements i.e. student, administrative and archival records.

Closure Activities

27. The Principal will ensure that student learning remains the focus of the staff in the months following the decision to close.
28. The Principal will arrange visits and orientation activities with the Principals of the receiving schools in May and June.
29. Staff will limit visible packing and closure activities to June. There will be a commitment to student learning throughout the entire process.
30. The Principal will work with School Council and the Transition Committee to organize appropriate farewell events.
31. The Principal will complete a Change of Address form with the local Post Office to ensure that mail is re-directed to the Board Office for a period of six months following closure of the school. This will ensure that outstanding invoices, bank statements, etc. are received and processed accordingly.
32. The principal will close all social media accounts for the school.

Implementation Date: March 8, 2000

Revised: December 12, 2001, August 31, 2010, May 16, 2016, February 26, 2018

Reference: Board Policy & Regulations *Pupil Accommodation/School Closure*

- 1.1 This process is designed to facilitate discussion among school staff, board staff and community members around the transition of students and staff as a result of an accommodation review decision.
- 1.2 This framework is intended as a guide and based on the needs of the schools and communities involved it may be modified.
- 1.3 The ultimate goal of the transition process is the successful integration of students, staff, parents/guardians and community members into a new school setting or configuration.

2.0 Outcomes of This Process

- 2.1 Students will:
 - a. Feel welcome and be welcoming in the new setting;
 - b. Feel safe and comfortable;
 - c. Develop a sense of belonging and ownership;
 - d. Get involved in all aspects of school life – curricular and extra curricular;
 - e. Continue to reach high levels of academic achievement.
- 2.2 Parents/Guardians will:
 - a. Feel welcome and be welcoming in the new setting;
 - b. Have a sense of belonging to the school community, a sense of ownership;
 - c. Feel that they have been treated fairly;
 - d. Understand the roles played by various groups such as trustees, board administration, school staff, students, parents and community members;
 - e. Understand the policies, procedures and timing that govern certain decisions i.e., transportation, staffing, facilities, etc.
- 2.3 Staff will:
 - a. Feel welcome and be welcoming in the new setting;
 - b. Have a sense of belonging to the school community, a sense of ownership;
 - c. Feel that they have been treated fairly with respect to placement;
 - d. Understand the policies, procedures and timing that govern certain decisions i.e., transportation, staffing, facilities, etc.

3.0 Committee Structure

- 3.1 A Transition Committee Chair will be designated by the Director of Education and will be assisted by the Superintendent of Education responsible for the school(s) and the Principals.
- 3.2 The school principals will identify members of the school's transition team. Membership of this team must include:
 - Director of Education/Designate
 - Area Superintendent of Education
 - School Principals
 - School Council Chairs
 - First Nation Representatives
 - ETFO, CUPE and OSSTF Executive Representatives
 - One or two Teachers from each School
 - One or two CUPE members from each School
 - One or two Students from each School
 - One Parent/Community member from each School
- 3.3 All Transition Committee meetings will be public meetings.
- 3.4 The members of the Transition Committee will determine whether they will establish sub-committee(s) to accomplish specific tasks. All sub-committee work must be presented at a public meeting of the full Transition Committee.
- 3.5 Education Centre staff will work with the school principals to provide periodic updates to the members of the affected communities. This may take the form of website postings, emails, newsletters, stories in the local media and, where deemed necessary by staff, public meetings.

4.0 Roles and Responsibilities

- 4.1 This list of responsibilities is a guide and it is not all-inclusive.
 - 4.1.1 Board Staff
 - Act as a resource to the Transition Committee
 - Coordinate facilities planning and construction
 - Provide finance direction on school budgets, bank accounts, signing authorities, purchasing requirements
 - Appoint principal and other staff (per the provisions in the various collective agreements)
 - Facilitate the movement of supplies and equipment to a new location
 - Publish the Record of Action from the Meetings and agenda for the Transition Committee on the Board's website (Principals)
 - Establish and publish a document that outlines roles and responsibilities of committee members and timelines for completion of major transition tasks

4.1.2 School Staff

- Act as a resource to the Transition Committee
- Maintain as much normalcy as possible for students during the transition process
- Communicate ideas and concerns regarding the transition through the school principal
- Plan and implement orientation programs for staff, students and parents
- Plan and implement celebrations to acknowledge closing school(s) prior to the end of the school year
- Plan and implement celebrations at the beginning of the school year for the new school or school configuration
- Assist in the process of identification and packaging of materials to be moved from one school to the other
- Assist in the receiving and locating of materials received from another school
- Provide input to the school administration for timetabling and class allocation as per the collective agreement

4.1.3 Transition Committee

- Act as a liaison to Board and School Staff
- Determine school team name and colours
- Assist in the disposition of school memorabilia
- Assist in the development and delivery of orientation programs for students and parents
- Assist in the development and delivery of celebrations prior to the end of the year for closing school(s)
- Assist in the development and delivery of celebrations at the beginning of the school year for the new school or school configuration
- Identify, discuss and make recommendations to school and board staff regarding issues of concern with respect to the transitions process

5.0 Possible Areas for Discussion

These are culled from previous Transition Committee work in other schools:

- Safety and security
- Student transition and learning resources
- Staff transition (as determined by the collective agreements)
- Administrative transition
- Communications (newsletter, surveys, etc.)
- System transition
- Disposition of surplus school space
- Transportation
- Bell time/School Day Organization
- Day Care Organizations