In 10 words or less, how have school closures affected your community?

- We reversed school closure to ensure vibrant community
- Some improved facilities for Students
- Newer facility through consolidation of older facilities.
- Difficulty attracting doctors to communit
- Opportunity for adaptive reuse of school facilities.
- Old school sites created more housing options
- Mistrust of school board. Loss of community asset
- Intensification surrounding run down school
- Constraint threat of school closures impact people choice to move to area
- mistrust of school board and trustees
- Allowed us to replaced aging infrastructure with community hubs in new schools.
- Optimization of capacity
- More difficult to recruit employers and medical services.
- Improved facilities for learning.
- "Less young families due to travel distance to school
- Hard to grow community without our young"
- Vacant building
- Significant dissatisfaction from community
- Pressure on other schools
- School became a retirement home
- Re-use opportunity for old school
- One of our schools was closed and is now used for youth housing
- It meant that we could not attract young families to the community
- beginning of the end for some once vibrant hamlets
- Replacement schools are better than original.. teaching spaces for jobs for the futures
- When a school leaves there is less desire to move to our rural area
- More equitable service to students.
- Students relocated to neighbouring school with limited impacts.
- Larger schools offer more programming and course options.
- Kids in an older and run down school as new, large school pop up all around. Now has lots of portables as new developments in older neighbourhood
- Longer commute for rural children with unreliable busing, school house conversions
- Allowed funding to be reallocated to improve remaining schools
- Increased enrolment and better programs at receiving schools.

- Improved utilization of better condition facilities
- Municipal partners bought shool land
- Loss of sense of community
- Towns without schools, land reused for other purposes. Capacity challenges
- Frustration and disappointment from community members
- Very contentious and hostile process with lingering impacts.
- Reduced School board "trust"
- Increased bus times for kids in community
- Longer bus rides for children in the rural area
- Rural kids sent to urban schools
- Half empty buildings
- Small villages lost their hub. Building has stood empty or been repurposed by someone who is not maintaining the property in a neat and tidy manner.
- Opportunity for new refreshed builds, with good population
- More equitable access to education.
- Long bus rides
- kids changed schools, township bought old school

What are the key inputs to inform decisions about school closures that your group discussed?

- Need to fix funding formula for schools. My experience - a new school was built to replace an aged school (in the same community). Ministry did not allow the proposed new school to be larger despite significant approved building permits for family homes/ apartments. School was over capacity within 3 years and remains over capacity 10 years later. Demonstrates need for being proactive and using all resources appropriately.

- Need to look at how different ministries can contribute to funding when looking at a rural school as a community resource (not just municipal funding/impact). Needs to move beyond the School Boards

- Impact of bussing times on students - (ability to learn if have to wake up for a 2 hour bus ride), ability of students to participate in extra curriculars or after-school educational support, because of bussing issues,

- 1. Make community definition clear as rural & urban are different beasts
  2. Life cycle of the area/ health of system
  3. Facility condition
  4. Programming vitality
  5. Clarity around the process

- 1. Equitable access to education for all students.
  2. Recognize school boards need to operate within funding models.
  3. Rural, Urban, and Northern contexts are different and need to be treated differently.
  4. Transportation and location can lead to inequity, do transportation standards need to change?
  5. Mandating collaboration or consolidation of school boards is essential.
  6. Municipalities need to be given a role as partners, MMAH needs to be involved.

- Importance of access to technology - eg need for reliable internet across Province for all students

- Remove political element and keep the process data driven

- Different guidelines needed for urban, suburban, rural schools

- There's a lack of municipal (perceived) involvement.

- Be aware of community in-fighting and how to avoid this.

- 1. Enrolment vs. building capacity; Demographics and geographic considerations in what schools are to remain operational in the development of accommodation options; Existing school condition and/or available amenities, and resulting accommodation plan
  2. Different approaches and guidelines between urban and rural schools
  3. Available amenities in the community – is the last community asset being removed from the neighbourhood?
  4. Capital funding considerations, and commitments from the Ministry to fund, or ability to spend proceeds on future projects.
  5. Municipal participation, and commitments up front if they want to keep assets open or use the space.

- 1. Having knowledge of a ""pool of existing vacant buildings"" to inform where closures to occur. [Bill 98]
  2. community engagement should be different moving forward & provincial engagement.
  3. have solid data prior to consulting- prescribe data to all school boards to inform closures.
  4. Partnerships & retrofits?
  5. utilization- attendance
  6. catholic school boards- still having a presence

- 1. Differentiate approaches/guidelines needed for rural vs urban school accommodation reviews.
  2. Community economic considerations such as local businesses, part time jobs for students, community hubs in rural communities.
  3. Programming benefits to schools with larger enrolments
  4. Provincial collaboration and financial contributions to support school facilities as community hubs in rural areas.
  5. Application of climate change lens. Decreased reliance on vehicles, healthy communities

- 1. Length of school bus rides for students should be better taken into consideration
  2. Shouldn't be strictly a fiscal consideration - broader economic impacts should be considered
  3. Community Schools Alliance - has many resources - research shows that communities with schools have more community amenities and services than communities without schools
  4. Remote schools in small communities are hugely impacted when schools close - needs to be bigger than just a business decision.
  5. Take into consideration future growth e.g. in Northern Mining Communities. (rapid new school builds is an emerging solution for this)
  6. Find other users that are complimentary to the school space like chlidcare, EarlyON etc. (ministry joint use is an emerging solution)

- Impact of Mental Health on children
  Guidance or templates on quantitative
  Value of schools outside education system