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Funding Overview

[Overview](#)

[The Accountability Framework and the Reporting Requirements](#)

[Background](#)

Overview

The School Facilities Inventory System (SFIS or "system") was developed in 1998 to compile key information on the physical inventory of all school facilities in Ontario.

The inventory information allows for the measurement of school capacity and utilization on a consistent basis across the province. The information is utilized, on an annual basis, to determine the:

- Grant for School Operations
- Grant for School Renewal; and
- Grant for New Pupil Places.

The purpose of this Instruction Guide is to provide step-by-step information on how to:

- access and update information in the system; and
- submit the information required under the Accountability Framework for the Pupil Accommodation Grant.

More information regarding the reporting schedule as required for the Pupil Accommodation Grant and the background for the reporting schedule are given below.

The Accountability Framework for Pupil Accommodation and Reporting Requirements

In 2000, a comprehensive accountability framework for pupil accommodation was introduced. This framework includes the components listed in the table below. Details are provided in the document entitled "Accountability Framework for Pupil Accommodation - Reporting Requirements (December 1999)". A copy of this document is available from the Ministry's file transfer site at: <ftp://ftp.edu.gov.on.ca/sfis/af/>. Also given in the table below are the dates each report is due.

Requirements	Due Date
School Operations Report: financial information on costs to heat, light, and maintain individual school facilities	With Financial Statement (annual)
Inventory Updates: boards are required to update their facility inventory records to reflect changes made to school facilities in the past year	January 31 (annual)
School Facility Survey: province-wide survey to measure perceptions of school facilities by five groups within a school: principal, teachers, students, non-teaching staff, and school councils	November 15 (annual)
School Condition Report: technical review of school facilities to objectively assess the physical condition.	December 31 (annual)

School Renewal Report: financial information on all school renewal projects completed, underway, or planned in the last year	December 31 (annual)
New Facilities Report / Enrolment Pressures Report: financial information on all new facility construction projects completed, underway, or planned	Ongoing (to be updated at Tender, Construction and Opening phases of each project)

Background: Pupil Accommodation Grants

The student-focused funding model introduced in 1998 consists of three categories:

- a foundation grant that provides for the core education of every student in Ontario;
- nine special purpose grants that recognizes the different circumstances faced by students and school boards; and
- pupil accommodation grants that pay for the cost to operate, renew and build schools.

The pupil accommodation grants for each board are calculated using separate formulas to determine the Grant for School Operations (i.e. heating, lighting, cleaning and maintenance), the Grant for School Renewal (i.e. repairs and renovations) and the Grant for New Pupil Places (i.e. construction of new schools or additions). Detailed information on how these grants are determined is provided in the technical paper entitled *Student Focused Funding - Pupil Accommodation Grants (2002-2003)*. The technical paper is available electronically from the Ministry's file transfer site at <ftp://ftp.edu.gov.on.ca/sfis/may2002/> or the Ministry's website at: <http://www.edu.gov.on.ca/eng/funding/fund0203.html>.

The School Facilities Inventory System (SFIS) was developed to compile key information on each school to determine the pupil accommodation grants. Detailed information on each facility (i.e. name, type, location, ownership, size, use, age, rooms) was originally collected and input into the system during Spring / Summer 1998.

On September 29, 1998, the Minister and Deputy Minister of Education wrote to school boards to provide detailed information regarding the calculation of school capacities and preliminary estimates of Grants for New Pupil Places. Included in the package of information to school boards was a copy of the Pupil Accommodation Review Committee's (PARC) recommendations regarding the calculation of school capacity, and the Ministry response to those recommendations. The PARC is an advisory committee created to identify issues related to pupil accommodation and recommend solutions. It is composed of Ministry and board staff including senior business, plant and academic officials. At that time, boards were asked to review the capacity calculations for each school and to report any errors or omissions, including errors regarding the distribution of schools between English and French boards and the assumptions made with respect to self contained special education rooms. PARC was asked to develop a process to undertake a review of each relocatable classroom module (RCMs) in the system, and a process to undertake a review of data regarding individual lease agreements. The results of these two reviews would allow for the finalization of capacity figures used to determine Grants for New Pupil Places in 1999-2000 and subsequent years. Information related to this announcement is available electronically from the Ministry's file transfer site at <ftp://ftp.edu.gov.on.ca/sfis/sept98/>.

On March 31, 1999, the Minister of Education and the Assistant Deputy Minister, Elementary/Secondary Business and Finance Division, wrote to school boards to provide information on education funding in 1999-2000 and to provide an overview of the 1999-2000 Grant Regulations. That package included updated information regarding the capacities of each school in the province which corrected the errors and omissions that had been identified. Information related to this announcement is available electronically from the Ministry's file transfer site at <ftp://ftp.edu.gov.on.ca/sfis/march99/>.

On January 7, 2000, the Deputy Minister of Education wrote to Directors of Education to provide details regarding the accountability framework for the Pupil Accommodation component of the funding model. Information related to this announcement is available electronically from the Ministry's file transfer site at <ftp://ftp.edu.gov.on.ca/sfis/af/>.

On March 9, 2000, the Assistant Deputy Minister, Elementary/Secondary Business and Finance Division, wrote to Directors of Education to provide information on the modifications regarding the calculation of pupil accommodation grants that were incorporated into the 2000-2001 Grant Regulation, and of the updates to the calculation of school capacity for individual school boards. Information related to this announcement is available electronically from the Ministry's file transfer site at <ftp://ftp.edu.gov.on.ca/sfis/march00/>.

On June 9, 2000, the Assistant Deputy Minister, Elementary/Secondary Business and Finance Division, wrote to Directors of Education regarding the government's intention to reduce the maximum average class size for elementary and secondary schools effective in September 2000. This change will impact a number of parameters used in the calculation of 2000-01 pupil accommodation grants. Information related to this announcement is available electronically from the Ministry's file transfer site at <ftp://ftp.edu.gov.on.ca/sfis/june00/>.

On May 11, 2001, the Assistant Deputy Minister, Business and Finance Division, wrote to Directors of Education regarding a modification to the Grant for New Pupil Places to provide resources to boards that are not eligible for Grants for New Pupil Places to address significant and persistent enrolment pressures at specific schools. This change will impact the capacity calculations for 2001-2002 pupil accommodation grants. Information related to this announcement is available electronically from the Ministry's file transfer site at <ftp://ftp.edu.gov.on.ca/sfis/may01/>.

On May 17, 2002, the Assistant Deputy Minister, Business and Finance Division, wrote to Directors of Education regarding a modification that was incorporated into the 2002-03 Grant Regulation in which nine schools in eight facilities across the province were deemed to be prohibitive to repair. This change will impact the capacity calculations for 2002-2003 Grants for New Pupil Places. Information related to this announcement is available electronically from the Ministry's file transfer site at <ftp://ftp.edu.gov.on.ca/sfis/may2002/>.

Contacts / Support

Click on this link to review our index of [Frequently Asked Questions \(FAQ\)](#).

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Frequently Asked Questions

Our index of Frequently Asked Questions, or FAQ, is constantly evolving based on your comments and questions. If you would like to submit a question for the FAQ, please send us an [e-mail](#).

Click on any of the questions below to view a response.

Index of Frequently Asked Questions:

- [Can we revise our capacity loading/room configuration beyond the January 31st deadline each year?](#)
- [Will the conversion of space within the school impact capacity and grant calculations?](#)
- [When do the September 1998 numbers \(for calculating the Grant for New Pupil Places\) change?](#)
- [Does Permanent Capacity ever match "On-the-Ground Capacity"?](#)
- [Can you trace the changes you make from year to year?](#)
- [Why do the blank spaces for rooms merged together show up on the "Room Data Screen"?](#)
- [Do we make adjustments in the SFIS if we are modifying administrative spaces?](#)
- [Will "Comments" be available to the public?](#)
- [Is there a way to cut down on moving from screen to screen when updating many records for various schools?](#)
- [Are details on demolished schools kept?](#)
- [If a board disposes of a surplus property, will it still appear in the inventory?](#)
- [How do I access the Enrolment Pressures Designation Report?](#)
- [How do I change the status of a school from "Under Construction" to "Open"?](#)

Q: Can we revise our capacity loading/room configuration beyond the January 31st deadline each year?

A: No. As of January 31st of each year the capacity figures based on the SFIS data will be frozen. Revisions can be made at any time prior to January 31st.

Q: Will the conversion of space within the school impact capacity and grant calculations?

A: Yes, but only for the Top-Up grant and for the Enrolment Pressures component of the Grant for New Pupil Places (for those boards that are eligible for Enrolment Pressures). The permanent capacity which is used to calculate eligibility for the Grant for New Pupil Places was fixed as of September 1998 as amended.

Q: When do the September 1998 numbers (for calculating the Grant for New Pupil Places) change?

A: The numbers only change when one of five things happen: a surplus school is offered at no charge to co-terminous school boards and the Ontario Realty Corporation; a school is acquired at no charge from a coterminous school board; schools are transferred between boards; a school is removed from capacity calculations because it has been deemed "prohibitive to repair "; or the board has received funding for new pupil places in recognition of enrolment pressures.



Q: Does Permanent Capacity ever match "On-the-Ground Capacity" (OTG)?

A: If no changes have been made to the facility since the permanent capacity inventory was taken, the permanent capacity is equal to the (OTG) capacity. As boards make changes to OTG (i.e. construct an addition), the OTG will differ from the permanent capacity.



Q: Can you trace the changes you make from year to year?

A: Yes. The data is stored in separate data sets, so you will be able to look at changes on a yearly basis.



Q: Why do the blank spaces for rooms merged together show up on the "Room Data Screen"?

A: This provides historical data on the changes you have made to the inventory.



Q: Do we make adjustments in the SFIS if we are modifying administrative spaces?

A: Yes, if it impacts facility loading.



Q: Will "Comments" be available to the public?

A: All information collected in the system (both inventory data and accountability reports) is public information that may be reviewed by third parties.



Q: Is there a way to cut down on moving from screen to screen when updating many records for various schools?

A: Yes. The Facilities Screen now lists all facilities in the board's inventory, and provides direct links to detail pages by clicking on the data provided in the list of schools. For example, to update the number of portables, clicking on the data contained in the "portable" cell on the Facilities Screen will load the "Non-Permanent Gross Floor Area/Age" Screen. Migration buttons are also built into other screens for easy navigation between screens.



Q: Are details on demolished schools kept?

A: Yes. The record remains in the SFIS for the years in which the property was used by the board. Once the facility is demolished, however, these details are not displayed; the records are flagged internally in the database for historical purposes.



Q: If a board disposes of a surplus property, will it still appear in the inventory?

A: Yes. Once the Ministry has received documentation that the surplus facility was offered to a coterminous board or the Ontario Realty Corporation or sold at fair market value, the Ministry will



update the capacity (if required). The record, however, remains in the SFIS for the years in which the property belonged to the board.

Q: How do I access the Enrolment Pressures Designation Report?

A: Only school boards that have had enrolment pressures pupil places recognized in 2001-2002 will be able to access the Enrolment Pressures Designation Report. The report is accessed by completing a New Facilities Report for the project (or updating an existing New Facilities Report) and indicating that the project alleviates a recognized enrolment pressure. Once the New Facilities Report has been saved, the system prompts the user to enter the details required by the Enrolment Pressures Designation Report.

Q: How do I change the status of a school from "Under Construction" to "Open"?

A: When the status of the facility in the New Facility Report is changed from "Under Construction" to "Completed" the system automatically updates the status on the facility record to "Open" if the school opening date recorded in the report is within the current year. If the status of a facility in the New Facility Report is changed to "Completed" but the opening date recorded in the report is in the next year, the status of the facility record will automatically update to "New".

Inventory Information

The following information describes the different types of data collected in the SFIS.

The inventory information is divided into four general categories:

- [Board Data](#)
- [Facilities Data](#)
- [Permanent and Non-Permanent Gross Floor Area \(GFA\)](#)
- [Room Data](#)

Board Data: Includes key information regarding the school board and a contact person for the system.

- DSB Number: district school board number
- Board ID: 6-digit Ministry of Education identifier for the school board
- Name: district school board legal name
- Address: full address of the school board head office, including street number, street name, town/city, and postal code
- Telephone Number
- Fax Number
- Chair: name of the Chair of the school board
- Director: name of the Director of Education
- Website: address of the school board website
- SFIS contact: name of contact person responsible for keeping information up-to-date in the system, including telephone number, fax number, and e-mail address

Facilities Data: Includes information on all facilities owned, shared, leased, or rented by a school board

- Facility Name: name by which the facility is known
- Facility Type: if the facility is a school, identifies whether it is an elementary school or a secondary school. If the facility is not a school (e.g. administrative facility, maintenance facility, warehouse facility), the type should be identified as "other".
- Status: indicates if the school is open, closed, planned, under construction, or new (if the school is "new", construction has been completed; however no indication has been received by the Ministry from the board to change the status to "open").

- ADE: the Average Daily Enrolment (ADE) for the facility as reported in Appendix C of the board's most recent Financial Report (Estimates, Revised Estimates, or Financial Statements)
- Grades Served: if the facility is a school, identifies the grades for which instruction is offered (e.g. JK-6, JK-8, 7-8, 9-12)
- BSID Number: if the facility is a school, Ministry of Education identification number assigned to the school program
- SFIS Number: unique identification number assigned to each facility by the Ministry of Education

Note: Generally, there will be a single unique SFIS Number for each MIDENT Number. However, it is possible for there to be situations where there are 2 or more SFIS Numbers for a single MIDENT Number. This would occur in situations where a school has two separate campuses (e.g. an annex located some distance from the main school; or two components of a twinned school). There should be no situations where a single SFIS Number would have 2 or more MIDENT Numbers.

- Board Facility Number: refers to the school board's identification number for the facility, if applicable, for board reference purposes only
- Address: full address of the facility, including street number, street name, town/city, and postal code
- Ownership Status of Facility: identifies whether the board has exclusive ownership, joint ownership, is a lessor or lessee; or is a lessor of a facility for a care and treatment program as described in Section 19 of the General Legislative Grant Regulations
- Gross Floor Area (GFA) of Permanent Facility: GFA of permanent space, in square metres, of the owned facility. If the facility is shared, leased, or rented, GFA, in square metres, occupied by the board
- GFA of Non-Permanent Facility: GFA of non-permanent space, in square metres, of the owned facility. If the facility is shared, leased, or rented, GFA, in square metres, occupied by the board
- Total GFA of Facility: sum of GFA of permanent and non-permanent space.
- Size of Facility Site: area, in hectares, of the total site, and the portion owned/used by the board if the site is shared, or rented
- Uses of Facility: All the purposes for which the facility is currently used, categorized as:
 - elementary programs
 - secondary programs
 - adult day school programs
 - continuing education programs
 - outdoor education programs
 - administrative uses
 - maintenance or transportation facility
 - warehouse
 - leased to other parties
 - residential or commercial property
 - partially vacant
 - vacant

Permanent and Non-Permanent Space

- **Type:** The types of building components fall into two categories: Permanent and Non-Permanent. Each type has several sub-categories. Permanent space types include the original structure, additions and permanent relocatable classroom modules as identified by the Ministry in its review of RCMs, the results of which were released in March, 1999. Non-Permanent components include portables, portapaks and non-permanent RCMs.
- **Year Built/Manufactured:**
 - **Permanent Space:** the year in which the facility or portion being reported was first constructed. Where a building has been acquired and converted to instructional purposes through a major renovation, the year reported should be the year in which the new facility was opened for instructional purposes.
 - **Non-Permanent Space:** the year the portable, portapak or RCM was manufactured
- **Gross Floor Area (m²):** number of square metres in the portion of the facility being reported. The GFA of the permanent components of the facility are divided into space that is over twenty years of age and space that is under twenty years of age (NOTE: This calculation is done automatically by the SFIS - the board does not need to make this apportionment manually)
- **Comments:** comments section available to provide supplementary information that a school board considers relevant to the facility

Room Data

- **Room Number:** refers to the specific room number in the school facility being reported, and is provided for the school board's cross-referencing purposes
- **Count:** refers to the number of rooms to which the space type and use information being reported applies (e.g., 20 purpose-built classrooms all being used for regular instructional purposes, 1 library, 1 gymnasium)
- **Space Type:** Refers to the space identifiers listed in the following section - Space Type and Use Identifiers. The purpose is to identify rooms based on generic physical attributes rather than on current use (e.g., a space is physically the same whether being used for regular instruction or special education purposes). An approach that may be taken, is to ask the question: "If the school is vacant without any program occupying it, what would I consider the space to be?"
- **Current Use:** Refers to the current use of the space. It is intended to primarily flag major differences in current use outside of original intended use. Boards are not expected to complete a detailed usage study on whether a Grade 3 or Grade 5 class occupies a specific room. The number of instructional classes and the program configuration will be extracted by the Ministry from data reported via the September Report. In a non-rotary setting, where students come to an instructional space for dedicated purposes from a regular classroom, please identify the activity for which the space used. For example, indicate "French" or "Computers" rather than "Classroom".
- **Comments:** Comment section available to provide supplementary information.

Space Type and Use Identifiers

The following list represents the various categories and sub-categories of space type and use that form part of the Inventory:

- Art Room
- Child Care
- Classroom
- Computer Room
- ESL
- French
- General Purpose Room
- Kindergarten
- Library Resource Centre
- Lunch Room
- Music (Instrumental)
- Music (Vocal)
- Portable
- Portapak
- Relocatable Classroom Module (RCM) - Permanent
- Relocatable Classroom Module (RCM) - Non-Permanent
- Remedial Withdrawal
- Resource Room
- Science Room
- Seminar Room
- Special Education (self-contained)
- Staff Work Room/Lounge

The following spaces represent the more traditional technical studies and vocational facilities found in secondary schools (includes attached classrooms and ancillary spaces):

- Automobile Service
- Automobile Shop
- Bake Shop
- Building Construction
- Cosmetology
- Drafting Room
- Electricity or Electronics
- Family Studies
- Food Services
- Hairdressing
- Industrial Arts
- Landscape and Gardening
- Machine Shop
- Paint Shop

- Refrigeration, HVAC, Plumbing
- Restaurant Cooking and Service
- Sheet Metal
- Short Order Cooking
- Small Engine Repair
- Trowel Trades
- Upholstery
- Welding Shop

The following spaces represent the broad-based technology instructional facilities being constructed in newer secondary schools. These facilities are based more on an integrated technology program with multiple workstations throughout the facility:

- Communications Technology
- Construction Technology
- Design Technology
- Manufacturing Technology
- Services Technology
- Transportation Technology

The following spaces represent the commercial facilities found in secondary schools :

- Bookkeeping and Accounting Room
- Business Machine Room
- Commercial Practice Laboratory
- Commercial Room
- Computer Studies
- Keyboarding
- Marketing and Merchandizing
- Office Practice Room
- Secretarial Laboratory
- Typewriting Room

The following spaces represent the various science laboratory facilities found in secondary schools:

- Agricultural
- Biology
- Chemistry
- General Physics

The following spaces represent creative arts facilities found in both elementary and secondary schools:

- Graphic/visual Arts
- Theatre/dramatic Arts

The following spaces represent ancillary facilities found in both elementary and secondary schools:

- Auditorium
- Cafetorium
- Chapel
- Exercise Room
- Gymnasium

Gymnasium Multiple

- Lecture Room
- Swimming Pool
- Cafeteria: A full food preparation facility with seating. The kitchen is equipped for the service of hot meals to the entire student population and includes food preparation, servery, dishwashing, cold storage, waste disposal, food vending areas, services, and staff dining facilities.

Note: The area of certain spaces may in some cases determine the room count and categorization to be applied, e.g., open-concept classrooms. The categorization identifies instructional space types with similar physical attributes. For example, a space with an area less than 38 m² (400 sq. ft.) would be considered a "seminar room". A space with an area between 38 m² and 64 m² (400 sq. ft. and 700 sq. ft.) would be considered a "resource room" for special education or resource withdrawal. A space with an area between 64 m² and 78 m² (700 sq. ft. and 850 sq. ft.) would be considered a "classroom", regardless of whether it is being used for regular instruction or for other purposes.

Capacity Loading Factors - Elementary

For purposes of determining the capacity of elementary schools (Junior Kindergarten to Grade 8), the capacity of the following types of spaces are:

Deemed to be 24.5 (elementary)	Deemed to be Zero (elementary)
Art Room <ul style="list-style-type: none"> • space configured similar to classroom • program can be delivered in regular classroom setting 	Auditorium <ul style="list-style-type: none"> • typically, pupils vacate classrooms to use the Auditorium; the vacated classrooms are not filled
Classroom <ul style="list-style-type: none"> • space configured for general instructional use 	Cafeteria/Cafetorium <ul style="list-style-type: none"> • space not used for instructional purposes
Commercial Room <ul style="list-style-type: none"> • space configured similar to classroom • program can be delivered in regular classroom setting 	Change Rooms <ul style="list-style-type: none"> • space not used for instructional purposes
Computer Room <ul style="list-style-type: none"> • space configured similar to classroom • program can be delivered in regular classroom setting • computers are available for students in most classrooms or in Library Resource Centres 	Child Care Centres <ul style="list-style-type: none"> • reflects government policy decision not to include space used as child care centers prior to January 1, 1998 in the calculation of a school's capacity
Family Studies Room <ul style="list-style-type: none"> • space configured similar to classroom • program has changed so that content is delivered as part of regular classroom programming 	General Purpose Room/Gymnasium/Exercise Room <ul style="list-style-type: none"> • typically, pupils vacate classrooms to use the gymnasium. The vacated classrooms are not filled
French Room <ul style="list-style-type: none"> • space configured similar to classroom • program can be delivered in regular classroom setting 	Guidance <ul style="list-style-type: none"> • space not used for instructional purposes
Laboratory/Science Room (Physics, Chemistry and Biology) <ul style="list-style-type: none"> • space configured similar to classroom • specialized space required for only a portion of the instructional time • typically students who take most of their classes in these rooms move to the classroom vacated by students who are making use of the specialized space 	Library Resource Centre <ul style="list-style-type: none"> • typically, pupils vacate classrooms to use the Library Resource Centre; the vacated classrooms are not filled

<p>Lunch Room</p> <ul style="list-style-type: none"> • space configured similar to classroom • typically boards will use this space to accommodate enrolment pressures before adding a portable to the school 	<p>Health Unit</p> <ul style="list-style-type: none"> • space not used for instructional purposes
<p>Music Room (Vocal)</p> <ul style="list-style-type: none"> • space configured similar to classroom • program can be delivered in regular classroom setting 	<p>Music Room (Instrumental)</p> <ul style="list-style-type: none"> • specialized space often shared by several schools • typically, pupils vacate classrooms for programming in this room; the vacated classrooms are not filled
<p>Relocatable Unit - Permanent</p> <ul style="list-style-type: none"> • space configured for general instructional use • units which are connected and integrated with the main school building; constructed of non-combustible materials such as steel frame of pre-cast concrete; and are either on full perimeter foundations or built on engineered concrete piers. 	<p>Portable/Portapak</p> <ul style="list-style-type: none"> • temporary accommodation
	<p>Relocatable Unit - Non-Permanent</p> <ul style="list-style-type: none"> • units which do not meet the criteria established for permanent units
	<p>Stages</p> <ul style="list-style-type: none"> • typically, pupils vacate classrooms when programming (Theatre Arts, Instrumental Music) is delivered on stages; the vacated classrooms are not filled
<p>Deemed to be 24 (elementary)</p>	<p>Technical/Vocational/Design Technology Room</p> <ul style="list-style-type: none"> • significant renovation costs required to convert space for classroom use • specialized space often shared by several schools • typically, pupils vacate classrooms for programming in this room; the vacated classrooms are not filled
<p>Kindergarten</p> <ul style="list-style-type: none"> • deemed capacity reflects the maximum average class size for Kindergarten 	

NOTE:

- Special Education rooms are deemed to have a capacity of 9;
- General Instructional Space having an area ranging from approximately 38 m² to approximately 64 m² (400 to approximately 700 square feet) are deemed to have a capacity of 12;
- Special Purpose Rooms of less than 38 m² (400 square feet) are deemed to have a capacity of 0.
- The room type "Enrolment Pressures" carries no standard capacity. For details of how the Enrolment Pressures capacity is calculated, see "[Inventory Updates](#)"

Capacity Loading Factors - Secondary

For purposes of determining the capacity of secondary schools (Grade 9 to OAC), the capacity of the following types of spaces are:

Deemed to be 21 (secondary)	Deemed to be Zero (secondary)
Art Room <ul style="list-style-type: none"> space may be scheduled for use for instructional purposes throughout the day in a rotary setting 	Auditorium <ul style="list-style-type: none"> provides space for student assemblies during the school day
Broad-based Technology/Technological Education Room <ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	Cafeteria/Cafetorium <ul style="list-style-type: none"> space not used for instructional purposes
Classroom <ul style="list-style-type: none"> space configured for general instructional purposes 	Change Rooms <ul style="list-style-type: none"> space not used for instructional purposes
Commercial Practice Lab/Room <ul style="list-style-type: none"> space may be scheduled for use for instructional purposes throughout the day in a rotary setting 	Child Care Centres <ul style="list-style-type: none"> reflects government policy decision not to include space used as child care centers prior to January 1, 1998 in the calculation of a school's capacity
Computer Studies Room <ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	Guidance <ul style="list-style-type: none"> space not used for instructional purposes
Family Studies Room <ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	Gymnasium (1st gymnasium space only)/Exercise Room <ul style="list-style-type: none"> provides space for student assemblies or athletic competitions during the school day
Gymnasium (excluding 1st gymnasium space) <ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	Health Unit <ul style="list-style-type: none"> space not used for instructional purposes
Laboratory/Science Room (Physics, Chemistry and Biology) <ul style="list-style-type: none"> space may be scheduled for instructional purposes throughout the day in a rotary setting 	Library Resource Centre <ul style="list-style-type: none"> typically used for research or study purposes by students working independently or in groups and not directly supervised by a teacher

<p>Lecture Room</p> <ul style="list-style-type: none"> • space may be scheduled for instructional purposes throughout the day in a rotary setting for standard sized classes • even though Lecture Rooms typically have more than 22 seats, it is impractical to schedule large groups on a consistent basis 	<p>Lunch Room</p> <ul style="list-style-type: none"> • space not used for instructional purposes
<p>Music Room (Instrumental and Vocal)</p> <ul style="list-style-type: none"> • space may be scheduled for instructional purposes throughout the day in a rotary setting 	<p>Portable/Portapak</p> <ul style="list-style-type: none"> • temporary accommodation
<p>Relocatable Unit - Permanent</p> <ul style="list-style-type: none"> • space configured for general instructional use • units which are connected and integrated with the main school building; constructed of non-combustible materials such as steel frame of pre-cast concrete; and are either on full perimeter foundations or built on engineered concrete piers. 	<p>Relocatable Unit - Non-Permanent</p> <ul style="list-style-type: none"> • units which do not meet the criteria established for permanent units
<p>Theatre Arts</p> <ul style="list-style-type: none"> • space may be scheduled for instructional purposes throughout the day in a rotary setting 	

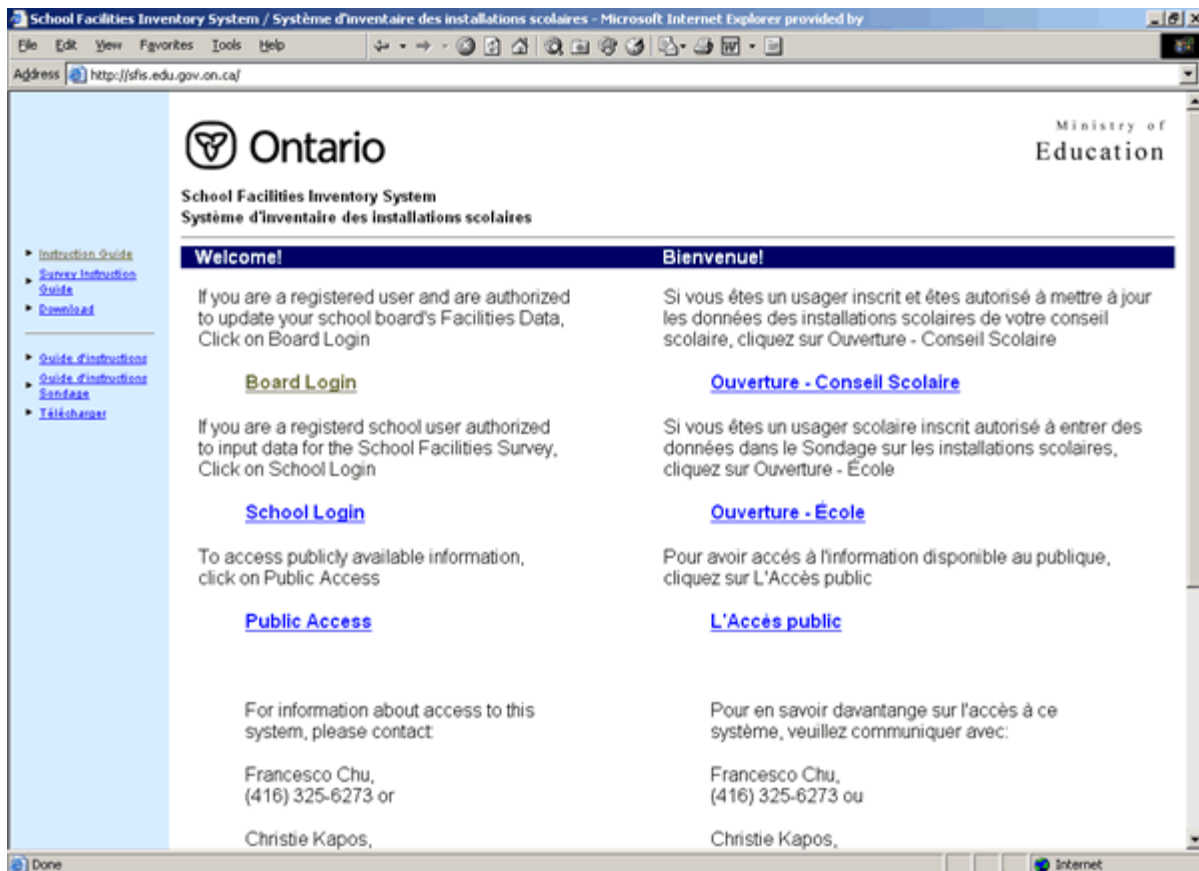
NOTE:

- Special Education rooms are deemed to have a capacity of 9;
- General Instructional Space having an area ranging from approximately 38m² to 64m² (400 to approximately 700 square feet) are deemed to have a capacity of 12;
- Special Purpose Rooms of less than 38 m² (400 square feet) are deemed to have a capacity of 0.
- The room type "Enrolment Pressures" carries no standard capacity. For details of how the Enrolment Pressures capacity is calculated, see "[Inventory Updates](#)"

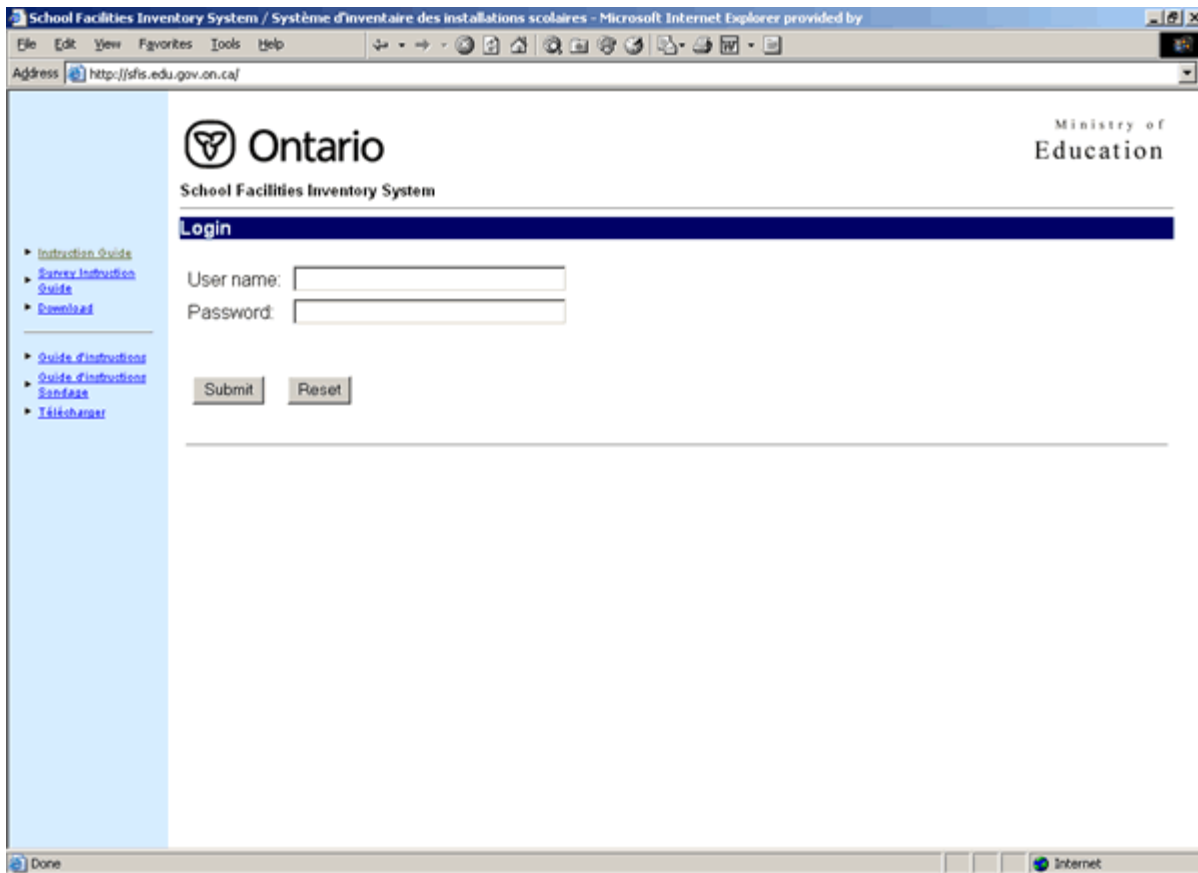
Accessing the System

Step 1 - Accessing the System

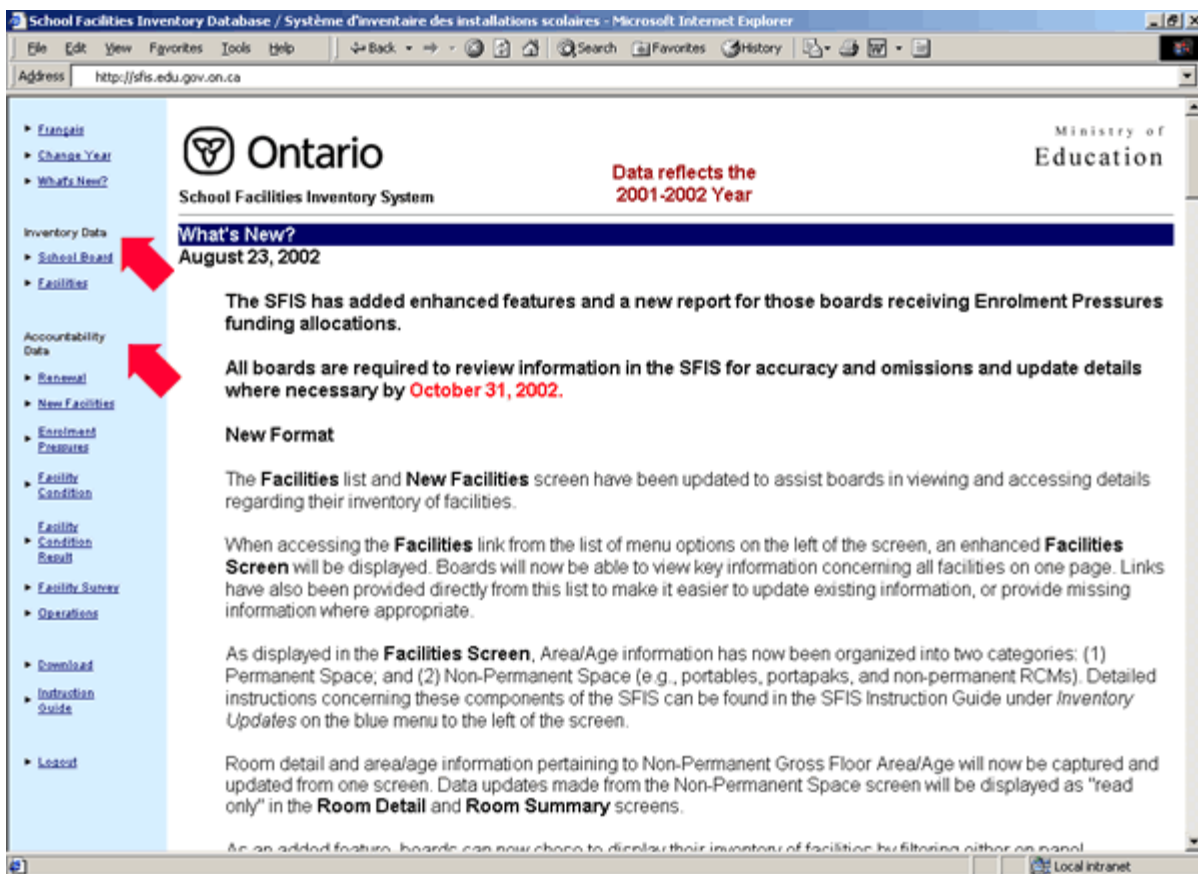
- Open web browser (Microsoft Explorer or Netscape Navigator) and enter the following address: <http://sfis.edu.gov.on.ca> into the Address Box (or Location Box)
- Press [Enter] - the following screen will be displayed:



- Click [Board Login](#)



- Click into the User name box and type user name
- Click into the Password box and type password (password will not appear on the screen)
- Click SUBMIT



Step 2 - Select Data Set

- Click on the blue menu item on the left of the screen to select an option under Inventory Data or Accountability Data (see red arrows in screen image above)

To exit the Instruction Guide and login into the system, close this window in your browser. This will return you to the Board Login screen.

To continue with the Instruction Guide, on the blue menu on the left of the screen, click on one of the following options:

- *Inventory Updates for instructions on viewing and updating inventory information*
 - *Spreadsheet Export to generate report summaries of board data*
 - *Accountability reports: School Renewal, New School Facilities, Enrolment Pressures, School Condition or School Operations on viewing and updating school reports*
 - *School Facility Survey for information on the annual school facilities survey administered by the Ministry*
-

For information about access to this system, please contact:

Francesco Chu
Phone: (416) 325-6273

Christie Kapos
Phone: (416) 325-7659

Gracie Nepomuceno
Phone: (416) 325-2021

For information about this guide, or for technical support, please contact:

Steven Clarke
Telephone: (416) 325-2022

Lygia Dallip
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Telephone: (416) 325-4297

Susan Peschken
Telephone: (416) 325-8589

To provide feedback or to submit a question, please send an [e-mail](#)

Business Services Branch
Ministry of Education
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900 Bay Street
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Updates to the Inventory

General Instructions

Step-by-Step Instructions

[Requirements](#)[Context](#)[Types of Changes](#)

Make Selection From Drop-Down Menu

Requirements:

- School boards are responsible to ensure that their school facilities inventory information is accurate and up-to-date.
- Boards are required to update the inventory information, if changes take place, by January 31 of every year. However, they are encouraged to update the inventory information as soon as changes take place.
- Once the inventory information has been updated in the system, boards are required to submit a revised floor or site plan.

Context:

Since its inception, data in the School Facilities Inventory System has been revised to take into account a number of factors which have been resolved since capacity figures were released on March 31, 1999.

These adjustments reflect:

- the results of the one-time review of Relocatable Classroom Modules (RCMs) designating which are permanent and non-permanent;
- the results of the review of leased facilities;
- decisions made by the Education Improvement Commission (EIC) with respect to the disposition of assets and liabilities of school boards which were either to take effect on September 1, 1999 and were therefore not reflected in the capacity figures released to boards on March 31, 1999, or had not been finalized by that date;
- dispositions of schools offered at no charge to coterminous boards and the Ontario Realty Corporation prior to January 31, 1999;
- dispositions of schools offered at no charge to coterminous boards and the Ontario Realty Corporation subsequent to January 31, 1999
- a number of minor modifications to correct errors identified after March 31, 1999; and

a reduction in room capacity based on the changes in maximum average class size

- the adjustment of permanent capacity for those boards impacted by the Enrolment Pressures or the Prohibitive Repair components of the Grant for New Pupil Places

This information has been used to update the Ministry's annual calculations of pupil accommodation grants. Documentation of the adjustments made and the Ministry's calculations of individual board grants, as well as an updated technical paper regarding the pupil accommodation component of the funding model may be obtained from the Ministry's file transfer site at: <ftp://ftp.edu.gov.on.ca/sfis/may2002/> or the Ministry's website at: <http://www.edu.gov.on.ca/eng/funding/fund0203.html#technical>.

Questions regarding the adjustments to the information in the School Facilities Inventory System should be directed to Business Services Staff. For contact information, click [here](#).

The updated capacity figures form the base upon which annual Grants for New Pupil Places will be determined for the next 25 years. In general, there are only five factors which would cause these figures to change in the foreseeable future:

1. the disposition of schools offered at no charge to coterminous boards and the Ontario Realty Corporation;
2. the acquisition of schools at no cost; or
3. inter-board transfers of schools which meet criteria specified in the Pupil Accommodation Technical document
4. the removal from a board's inventory of a school deemed by the Ministry of Education as prohibitive to repair
5. the addition of new pupil places for those boards impacted by the Enrolment Pressures component of the Grant for New Pupil Places

Disposition or Acquisition of Schools at No Charge

The capacity of surplus schools offered at no charge to co-terminous school boards and the Ontario Realty Corporation (ORC) by December 31 of each year and closed before the beginning of the following academic year will be removed from the board's inventory of schools in the calculation of Pupil Accommodation Grants for the following academic year. To effect this change, the Ministry of Education requires a copy of the letter sent to coterminous boards and the ORC clearly indicating that the school is being offered at no charge.

Written responses to such offers from coterminous boards should be requested, but are not essential. If a board does not respond within the 90 day period specified in *Ontario Regulation 444/98*, the offering board may interpret this to be a refusal of the property. A written response from the ORC, however, is required for all offers. If the ORC has not formally responded within 90 days, boards are to notify the Business Services Branch of the Ministry of Education for appropriate follow-up action.

If a board accepts a school from another board at no cost, it is to notify the Business Services Branch of the Ministry in writing. The facility that was acquired will be included in the board's inventory in the calculation of Pupil Accommodation Grants for the following academic year.

Beginning in 2001-02, boards that acquired a facility that has been offered at no cost by another board under the requirements of Ontario Regulation 444/98 will have the lesser of the enrolment and the capacity of the facility recognized as the capacity of the facility in the calculation of Grants for New Pupil Places provided that the certain criteria have been met. For more details regarding disposition and acquisitions, please refer to Appendix D *Pupil Accommodation Grants - Technical Paper, 2002-2003* which is available

at the Ministry's file transfer site at: <ftp://ftp.edu.gov.on.ca/sfis/may2002/> or the Ministry's website: <http://www.edu.gov.on.ca/eng/funding/fund0203.html#technical>.

Changes in Capacity due to Enrolment Pressures

For boards receiving funding for enrolment pressures, the number of pupil places equal to the average of the difference between enrolment and capacity at the school in the previous two years will be recognized for funding. The pupil places recognized as an enrolment pressure will be added to the permanent capacity of the board in the year in which the enrolment pressure is recognized.

On-the-ground (OTG) capacity is also temporarily assigned to the school(s) recognized as having the enrolment pressure. Once the boards have reported how Enrolment Pressures funding has been used and have provided room details, the temporary enrolment pressure capacity will be adjusted. For information on reporting construction funded through enrolment pressures, click on "[New School Facility](#)" or "[Enrolment Pressures](#)".

It is recognized that the capacity figures used to determine Grants for New Pupil Places will not necessarily reflect the OTG capacity in the future. New schools and additions may have been built; a wing of a school may have been demolished; and internal renovations may have altered room configurations. Compiling information to reflect these changes is necessary to determine:

- the OTG of a school to calculate the "Top-Up" component of a board's Grants for School Operations and Renewal.
- whether or not a board has an enrolment pressure at a specific school (i.e. enrolment exceeds capacity by 100 or more over two years)
- the supplementary area factors used to in the calculation of a board's grants for school operations and renewal; and

Changes made may also affect the Permanent Gross Floor Area (GFA) of a school. This information is used to determine the proportion of a board's facilities which is under twenty years old and which is over 20 years old in the calculation of a board's grant for school renewal.

The schedule of reporting requirements is given in the [Funding Overview](#) in "Accountability Framework and Reporting Requirements".

Types of changes:

The following list of changes would require a school board to update its inventory information:

- acquisition
 - purchase or lease permanent facilities
 - construct permanent facilities (brand new school)
 - acquisition of a facility as a result of interboard transfers
- addition
 - construct permanent facilities (addition or relocatable unit to existing school)
 - buy, lease or move temporary facilities (portable, Portapak, relocatable classroom module)
- disposition
 - offer up at no charge to coterminous boards and the Ontario Realty Corporation
 - sell or lease permanent facilities

- disposition of a facility as a result of interboard transfers
- removal
 - demolish permanent facilities (whole facility, or section of facility including permanent relocatable classroom modules)
 - demolish or remove temporary facilities (portable, Portapak, relocatable classroom module)
- modification - space configuration
 - merge spaces within a facility (e.g. merge 2 classrooms into a library resource centre)
 - split spaces within a facility (e.g. split a classroom into 2 seminar rooms)
 - merge and split spaces within a facility (e.g. merge 3 resource rooms into 2 classrooms)
- modification - space use (e.g. change room use from room music (vocal) to room music (instrumental))
- acquisition / disposition - land
 - acquire land parcel to existing site
 - dispose of land parcel from existing site

Spreadsheet Export

Export Options

For the years 2000-2001 and later, the Facilities Screen and the New Facilities Report Screen summarize details of the board's facilities or new construction projects (including capacities, enrolment and gross floor area). The following instructions describe how to extract data and import it into other software.

It should be noted that although boards can download data from the SFIS, any updates to that data must be made in the SFIS and not through the downloaded reports.

For instructions on downloading information from the Facilities Screen, click [here](#).

For instructions on downloading information from the New Facilities Report Screen, click [here](#).

Exporting Data from the Facilities screen

- Repeat steps 1 and 2 under the heading "[Accessing the System](#)" (login, select "Facilities") - the following screen will be displayed:

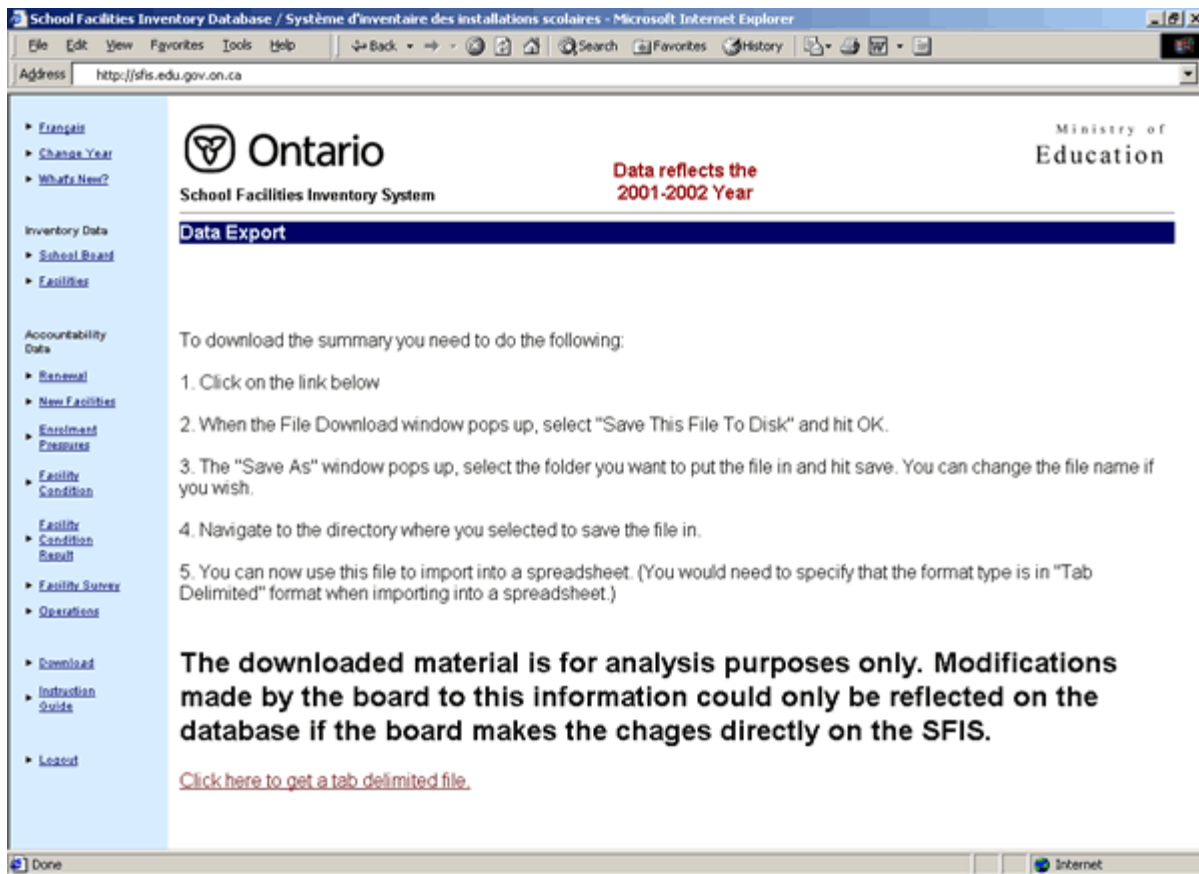
The screenshot shows the 'Facilities' screen in the School Facilities Inventory System. The page title is 'School Facilities Inventory Database / Système d'inventaire des installations scolaires - Microsoft Internet Explorer'. The address bar shows 'http://142.108.6.217:89/MainDataMenu.asp'. The page features the Ontario logo and the text 'Data reflects the 2001-2002 Year'. A navigation menu on the left includes options like 'Français', 'Change Year', and 'What's New?'. The main content area displays a table of facilities with columns for SFIS #, Name, Panel, Status, City/Town, ADE, Capacity (NPP, OTG, EP), and Download Summary (Permanent Space, Non-Permanent Space). A red arrow points to the 'Download Summary' button in the table header.

SFIS #	Name	Panel	Status	City/Town	ADE	Capacity			Download Summary			Add New Facility					
						NPP	OTG	EP	OFA Over 20 Years Old (m ²)	OFA Under 20 Years Old (m ²)	Total OFA (m ²)	Portable Units	Portapak Units	Non-Perm. RCM Units	GFA (m ²)		
	Enrolment Pressure Elementary					669.5											
10283	AAAA Test SC	E	UnderConstr	Anytown		319.5			5,697.00	5,697.00	3	2	18	11	2,440		
6406	Adon Elementary	E	O	Hamilton	0	583.5	0.0		1,220.00	3,448.00	4,668.00		1	6	2	630	
10289	Bader Elementary	E	UnderConstr	34ru		220.5			2,692.00	2,692.00			1			70	
2081	Brampton Elementary	E	O	Brampton	447.5	204.0	204.0	229.0		2,707.00	2,707.00						
2102	Cardinal Elementary	E	O	Kitchener	198	350.0	325.5			7,819.00	7,819.00		4	1	4	1	955
10287	Clarke Memorial	E	O	Bob		0.0			1,800.00	750.00	2,550.00		1	3	1	625	
10297	District Elementary	E	O	Nothburg													
10283	Drew Hamath Memorial	E	UnderConstr	moon city													
8755	EE Carpost-Christ	E	O	Oshawa	319	388.5	388.5			8,146.00	413.00	8,559.00					
8282	EE Frère-André	E	O	Barnie	413	497.5	497.5			3,937.00	3,937.00						
7989	EE Immaculate-Conception	E	O	St. Catharines	175	363.5	363.5		2,318.00		2,318.00						
9480	EE Le-Père-Prince	E	O	Vaughan	230.5	259.0	259.0			2,817.00	2,817.00						
8279	EE Marquette-Rousseau	E	O	Borden	163.5	254.0	254.0			5,129.00	5,129.00						
10043	EE Mère-Élisabeth-Brooks	E	O	Waterloo	112	183.0	183.0										
3089	EE Monseigneur-St-Léon	E	O	Hamilton	502.5	411.5	411.5		4,242.00	231.00	4,473.00						
9814	EE Monseigneur-Jamot	E	O	Peterborough	81.5	253.5	253.5		3,948.31		3,948.31						
3473	EE Notre-Dame-de-la-Jeunesse	E	O	Niagara Falls	166	289.0	289.0			3,378.00	3,378.00						

- An alphabetical list of ALL the board's facilities will appear and will be sorted according to panel (with

elementary facilities appearing first) The data can be filtered to display subsets of the list of the facilities:

- For example, to show only closed elementary schools, click into the Panel box and choose "Elementary" from the drop-down menu. Click into the Status box and choose "Closed" from the drop-down menu
- To export details from the Facilities Screen, click on the DOWNLOAD SUMMARY button near the top of the screen



- Follow the instructions on the screen.
- Note that if the filter was applied, only the subset of facilities selected will be exported.
- Once the data file has been downloaded to a local computer or network, the details can be incorporated into a spreadsheet program for further analysis

Exporting Data from the New Facilities Report Screen

- Repeat steps 1 and 2 under the heading "[Accessing the System](#)" (login, select "New Facilities") - the following screen will be displayed:

School Facilities Inventory Database / Système d'inventaire des installations scolaires - Microsoft Internet Explorer

Address: http://sfis.edu.gov.on.ca

Ontario Ministry of Education

Data reflects the 2001-2002 Year

School Facilities Inventory System

New Facilities

Download Summary

Board Project ID	SFIS ID & School Name	Part	Type	Alleviates EP	Tender Closing Date	Construction Start Date	School Opening Date	Estimated Project Capacity	Estimated Project GFA (m ²)	Current OTG ¹	Current GFA (m ²) ²	ADG ³	Total Facility Cost ⁴
Project Status: Planning Stage													
456-678	10299_Jardonn Secondary	E	School		1/1/00	6/1/00	9/3/02	314.0	2,917.06				\$5,500,000
	10299_Sterck and Metz	E	School		1/1/00	1/1/01	1/1/02	200.0	2,000.00				\$5,000,000
Planning Stage \$10,500,000													
Project Status: Under Construction													
456-021	10289_AAAA Test SC	E	Permanent Addition		9/6/02	9/7/02	9/8/02	450.0	2,508.00	318.5	5,697.00		\$4,500,000
456-080	9406_Arton Elementary	E	Permanent Addition	Yes	6/25/02	9/25/02	9/3/03	400.0	3,715.00	0.0	4,669.00	0.0	\$6,000,000
456-789	10289_Baxter Elementary	E	Portapak	Yes	6/6/02	6/6/02	9/3/02		2,692.00	220.5	2,692.00		\$140,000
Under Construction \$10,640,800													
Project Status: Completed													
456-718	3102_Cardinal Elementary	E	Permanent Addition	Yes	6/14/02	6/15/02	9/3/03	5.0	1,000.00	325.5	7,819.00	199.0	\$1,200,000
Completed \$1,200,000													
Project Status: Cancelled													
456-282	10297_Corbid Elementary	E	School	Yes	1/1/00	5/1/00	2/1/01	250.0	254.00				\$4,500,000
456-021	3230_Georgian Bay School	E	Permanent Addition	Yes	9/6/02	9/7/02	9/8/02	450.0	2,508.00	257.0	2,508.00	222.0	\$4,500,000
Cancelled \$9,000,000													

- To export details from the New Facilities Screen, click on the DOWNLOAD SUMMARY button near the top of the screen.

School Facilities Inventory Database / Système d'inventaire des installations scolaires - Microsoft Internet Explorer

Address: http://sfis.edu.gov.on.ca

Ontario Ministry of Education

Data reflects the 2001-2002 Year

School Facilities Inventory System

New Facility Data Export

To download the summary you need to do the following:

1. Click on the link below
2. When the File Download window pops up, select "Save This File To Disk" and hit OK.
3. The "Save As" window pops up, select the folder you want to put the file in and hit save. You can change the file name if you wish.
4. Navigate to the directory where you selected to save the file in.
5. You can now use this file to import into a spreadsheet. (You would need to specify that the format type is in "Tab Delimited" format when importing into a spreadsheet.)

The downloaded material is for analysis purposes only. Modifications made by the board to this information could only be reflected on the database if the board makes the changes directly on the SFIS.

[Click here to get a tab delimited file.](#)

Follow the instructions on the screen.

- Once the data file has been downloaded to a local computer or network, the details can be incorporated into a spreadsheet program for further analysis.

Enrolment Pressures**General Instructions****Step-by-Step Examples**

Make Selection From Drop-Down Menu

Enrolment Pressures

Beginning in 2001-02, the SFIS records capacity information with respect to recognized enrolment pressures. Boards are required to submit a report to the Ministry for all new facilities which alleviate recognized enrolment pressures. For step-by-step instructions on completing the Enrolment Pressures Designation Report, select from the drop-down menu above.

Since this only impacts school boards that have recognized enrolment pressures, only those boards will be able to view and submit enrolment pressures information on the SFIS.

Step-by-step instructions to view the adjusted permanent capacity (NPP) for recognized enrolment pressures are provided below.

To contact the Ministry with questions regarding enrolment pressures, click [here](#) for contact information.

[Accessing the report "Schools Recognized by the Ministry as having Enrolment Pressures"](#)

Begin with steps 1 and 2 under the heading "[Accessing the System](#)" (login, select "Facilities") - The following screen will be displayed:

School Facilities Inventory Database / Système d'inventaire des installations scolaires - Microsoft Internet Explorer

Address: http://sfis.edu.gov.on.ca

Ontario Ministry of Education

Data reflects the 2001-2002 Year

School Facilities Inventory System

Facilities

Panel: All Status: All Filter: Download Summary Add New Facility

SFIS #	Name	Panel	Status	City/Town	ADE	Capacity			Permanent Space			Non Permanent Space					
						NPP	OTO	EP	GFA Over 20 Years Old (m ²)	GFA Under 20 Years Old (m ²)	Total GFA (m ²)	Perm RCM Units	Portable Units	Portapak Units	Non-Perm. RCM Units	GFA (m ²)	
	Enrolment Pressure Elementary					669.5											
10283	AAAA Test S.C.	E	O	Anytown						5,697.00	5,697.00	3	2	12	11	2028	
9408	Adon Elementary	E	O	Hamilton	0	183.0			1,220.00	2,992.00	4,212.00		1	7	3	780	
10289	Bader Elementary	E	UnderConstr	34ru						2,692.00	2,692.00		1			70	
2081	Brampton Elementary	E	O	Brampton	447.5	204.0	204.0	229.0		2,707.00	2,707.00						
2102	Cardinal Elementary	E	O	Kitchener	198	350.0	325.5			7,819.00	7,819.00	4	1	4	1	465	
10287	Clarks Memorial	E	O	Bob			73.5		1,850.00	750.00	2,600.00		1	3	1	624	
10297	Diablo Elementary	E	O	Nothbung													
10293	Drew Hamath Memorial	E	UnderConstr	moon city													
8755	É.É. Carpe-Christi	E	O	Oshawa	319	389.5	389.5		9,145.00	413.00	8,558.00						
8282	É.É. Fière-André	E	O	Bamie	413	497.5	497.5			3,937.00	3,937.00						
7969	É.É. Immaculée-Conception	E	O	St. Catharines	175	353.5	353.5		2,319.00		2,319.00						
9480	É.É. Le-Petit-Prince	E	O	Vaughan	230.5	256.0	256.0			2,817.00	2,817.00						
8279	É.É. Maspouite-Rouxasot	E	O	Borden	163.5	254.0	254.0			5,129.00	5,129.00						
10043	É.É. Mère-Élisabeth-Brooks	E	O	Waterloo	112	183.0	183.0										
3069	É.É. Monseigneur de Laval	E	O	Hamilton	502.5	411.5	411.5		4,242.00	231.00	4,473.00						
9914	É.É. Monseigneur Jamot	E	O	Peterborough	81.5	253.5	253.5		3,948.31		3,948.31						
2473	É.É. Notre-Dame-de-la-Jeunesse	E	O	Niagara Falls	165	289.0	289.0			3,378.00	3,378.00						

Step 3 - Access "Schools Recognized as Having an Enrolment Pressure" Screen

- The Facilities Screen provides basic information on all schools in the board's inventory. To view the permanent (NPP) capacity resulting from enrolment pressures funding, locate the entry "Enrolment Pressure - Elementary/Secondary" (as appropriate for the panel) in the list and click on the entry under the column labelled "Capacity-NPP".

School Facilities Inventory Database / Système d'inventaire des installations scolaires - Microsoft Internet Explorer

Address http://sfis.edu.gov.on.ca

Ontario Ministry of Education

Data reflects the 2001-2002 Year

School Facilities Inventory System

Schools Recognized by the Ministry as having Enrolment Pressures

SFIS	School Name	Panel	City/Town	Ministry Recognized EP Pupil Places
3081	Brampton Elementary	E	Brampton	229.0
4210	Markham Elementary	E	Brampton	101.5
4148	Welland Elementary	E	Welland	120.9
4032	Mississauga Elementary	E	Mississauga	218.1
Total				669.5

The schools listed above have been identified as having Enrolment Pressures. The sum of the capacities of these facilities is added to your board's permanent capacity and used in the calculation of Grants for New Pupil Places.

- The "Schools Recognized by the Ministry as having Enrolment Pressures" report provides a list of schools identified as having enrolment pressures. The sum of the capacities of these facilities is added to the board's permanent capacity (NPP) and used in the calculation of the Grants for New Pupil Places

School Renewal**General Instructions****Step-by-Step Examples**

[Requirements](#)
[Definition](#)
[Project Information](#)

Make Selection From Drop-Down Menu

Please Note: The web pages dealing with the School Renewal Report have not yet been updated to reflect the redesign of the SFIS. The functionality described in these pages, however, remains the same.

Requirements:

- Boards are required to submit by July 14, 2000, information summarizing school renewal projects undertaken during 1998-1999, and information identifying school renewal projects planned or undertaken during 1999-2000.
- For future years, boards are required to submit, by December 31 of each year, information summarizing school renewal projects that have been undertaken in the past year, and information identifying school renewal projects planned to be undertaken in the coming year.
- Boards were advised in the Instructions for the 1998-1999 Financial Statements that detailed information regarding individual school renewal projects during the 1998-1999 fiscal year would be collected via the School Facilities Inventory System.
- The total expenditure for projects undertaken in the past year must equal the total expenditure reported in the boards financial statement for that year (i.e. the total expenditure for projects undertaken in 1998-99 must equal to the total school renewal expenditure reported in the 1998/1999 Financial Statement - CP 0131 or CP0310).

Definition:

- The definition for the purpose of reporting school renewal expenditures was revised as part of the Uniform Code of Accounts review for the 2000-2001 fiscal year. The definition is now described as:

"includes all expenditures related to school renewal projects as described in Regulation 446/98, section 1 or section 2.1.a. A project would normally cost more than \$10,000 and convey a benefit over more than one year (i.e. extends the previously assessed useful life of the building structure and/or installed components/systems; decreases operating costs; increases building or system capacity and/or quality)"

Project Information:

- DSB Project ID: reference number identified by the school board for its own tracking purposes

(this field is optional)

- Name and Type: brief description of the activity which identifies the nature and type of the project (e.g. roof replacement; window repair; fire alarm system upgrade; lighting retrofit)
- School(s): identifies the name of school, or schools, where the renewal work was performed
- Status: identifies if the project was completed over the past year, if the project is currently underway, or if the project is planned to be undertaken in the coming year
- Year: identifies the fiscal year during which the project was undertaken, the fiscal year during which the project is underway, or the fiscal year during which the project is planned to be undertaken
- Cost: identifies actual expenditure for the completed project, estimated cost for project underway, or estimated cost for the planned project
- Category: identifies which general facility categories the project is associated with, as they relate to the general categories for the School Condition Report.
 - Building Systems (HVAC / mechanical; electrical; building automation; plumbing; septic; fire protection / life; security; elevating devices)
 - Building Exterior (roofing membrane; exterior walls / masonry; foundation; windows / glazing)
 - Building Interior (flooring; ceilings; walls; doors; lighting; hardware; millwork)
 - Site and Grounds (paved surfaces; walkways; landscape / fencing; play area / sports fields; signs and lighting)
- Impact: identifies, in general terms, the needs that are being addressed as a result of each project, that is if the project:
 - Addresses health and safety concerns
 - Improves accessibility
 - Addresses deferred maintenance issues
 - Is part of the board's regular renewal cycle
 - Addresses program renovation needs
 - Results in operating savings
- Comments: comment section available to provide supplementary information that the board considers relevant to the project

New School Facilities**General Instructions****Step-by-Step Examples**

[Requirements](#)
[Project Information](#)
[Financial Information - Project](#)
[Financial Information - Site](#)
[Enrolment Pressures](#)

Make Selection From Drop-Down Menu

Requirements:

For new projects, boards are required to submit the school facility information for each project before the tender document is issued. Boards are required to update the financial information once the project is under construction, and again once the project is completed. Boards are also required to generate/update the Room Detail, the Permanent Gross Floor Area/Age and the Non-Permanent Gross Floor Area/Age associated with the project.

Required information on the New Facilities Report is identified below. If this information is missing from the report, error messages are generated and the report cannot be submitted.

Project Information:

- Board Project ID: identification number of the project for board purposes
- Type: identifies if the project is the construction of a new school, an addition to an existing school or the acquisition of temporary accommodation. This field is pre-filled based on the selection made when the record was created
- **Required** Status: identifies whether the project is at the planning stage (i.e. before tender document is issued), under construction, or completed
- **Required** School Name: identifies the school name associated with the project
- **Required** School Address: the City/Town component of the school address is required information
- **Required** Capacity: identifies the capacity of the new facility (actual or estimated)
- **Required** Gross Floor Area: in metres squared
- **Required** Project Schedule: identifies the projected tender closing date, the planned construction start date, and the expected facility opening date (dates must be sequential - construction start date cannot be after opening date)
- Design/Construction: identifies the names of the architect, the contractor, and the project manager associated with the project

- Project Contact: name of school board contact person responsible for the project, including position title, telephone number, fax number, and e-mail address

Financial Information - Project:

- **Required** Total Cost: provides project (excluding site) cost details, including "soft" costs (fees, permits, other), construction, furnishings and equipment
- Funding Arrangement: provides information on how the board plans to pay for the project. Identifies if the project will be funded from cash, long-term financed or both.
- **Required** Funding Source : Identifies the sources (Pupil Accommodation Reserve; Proceeds of Disposition Reserve; Other Reserves; Operating Savings) from which the site is funded
- Long-term Financing: if the project is financed, provides information regarding the term, rate, and average annual debt service cost of the long term financing arrangement

Financial Information - Site:

- Acquisition/ Service Cost: provides details regarding the cost of acquiring and servicing the site only
- Site Funding Arrangement: provides information on how the board has financed the site. Identifies if the site will be funded from cash, financed in the long term, or a combination of both
- Site Funding Source - Cash: if the site is funded from cash, identifies the sources from which the site is funded (Proceeds of Disposition Reserve; Other Reserves; Operating Savings; Education Development Charges)
- Site Long-term Financing: if the site is financed, provides information regarding the term, rate, and average annual debt service cost of the long term financing arrangement
- Comments: comment section available to provide supplementary information that the board considers relevant to the project.

Enrolment Pressures

If the project has been flagged as "Alleviating a Recognized Enrolment Pressure", the board will be required to provide additional information in the New School Facilities report as follows:

- **Required** Enrolment Pressures Funding: Indicate if the board is using enrolment pressures funding to offset some or all of the costs of the project
- **Required** Building: Input the Pupil Accommodation Reserve Fund amount (financing the construction of the building) that is attributed to Enrolment Pressures Funding provided by the Ministry
- **Required** Site: Input the Pupil Accommodation Reserve Fund amount (financing the acquisition of the site) that is attributed to Enrolment Pressures Funding provided by the Ministry

School Condition Report**General Instructions****Step-by-Step Examples**

[Requirements](#)
[Purpose](#)
[Definition](#)
[Note](#)

Make Selection From Drop-Down Menu

Please Note: The web pages dealing with the School Condition Report have not yet been updated to reflect the redesign of the SFIS. The functionality described in these pages, however, remains the same.

Requirements:

- Boards are required to submit data for the School Condition Report for each of their schools by December 31 of each year. This information will provide a valuable baseline for comparative purposes and to monitor improvements (or deterioration) over time.
- This data may be compiled through visual inspections conducted by senior plant officials; through technical audits; or through the use of specialized building maintenance and renewal software.

Purpose:

- The School Condition Report has been developed to objectively assess the physical condition of individual schools on a consistent basis across the province.
- It was determined that the most effective way to achieve this objective is through the identification of the need to replace major building components.
- This information can also help identify "best practices" which boards may incorporate into other schools within their jurisdiction. Conversely, these results can help to identify problem areas, and suggest actions that might be taken to improve the operating, efficiency, and effectiveness of each school.
- This information is essential for boards to effectively set priorities and develop renewal programs for their schools.
- This information may also be used to develop a single indicator of overall school condition. An estimate of the remaining life for a school as a whole may be obtained by computing a weighted average of the remaining life of each component, with weighting factors which reflect the relative replacement cost of each component.

Definitions:

- The physical facilities in each school are divided into major building and site components and replacement needs are grouped into five categories reflecting the time period when the component should need replacement or major repair.
- Replacement needs for individual components may overlap individual components. For example, in schools with a relatively new addition, the need to repair/replace the roof of the original school building may differ from the need to replace/repair the roof of the new addition. The data for this situation can be captured by estimating the percentage distribution of the roof sections and assigning them across replacement categories.

Note:

- The weighing factors for elementary schools may differ from those for secondary schools and may be impacted by the age of the facility. The Pupil Accommodation Review Committee will working with board staff staff to develop recommendations on an appropriate set of weights.
- Please note that for the December 31, 2000 deadline, the due date for this report has been extended to January 31, 2001.

School Facility Survey

General Instructions

Step-by-Step Examples

[Requirements](#)
[Purpose](#)
[Definition/Survey Ratings](#)

Make Selection From Drop-Down Menu

Please Note: The web pages dealing with the School Facilities Survey have not yet been updated to reflect the redesign of the SFIS. The functionality described in these pages, however, remains the same.

Requirements:

- Boards are required to implement processes to ensure that all stakeholder groups within each school have an opportunity to complete the School Facility Survey.
- The perceptions of one group within a school may differ from those of another, therefore the survey for each school is to be completed independently by each of the following groups: principal; teachers; non-teaching staff; students; and the School Council.
- Boards are required to submit data obtained from the completed copies of the completed School Facility Survey through the SFIS by November 15 of each year.
- This instruction guide outlines two potential methods of collecting the data (at the [School Office](#), or by [Individual Stakeholders](#)). However, the method of arriving at a response that represents the stakeholder group is largely up to that group. Boards may want to explain to the stakeholder groups that they can elect to:
 - choose a representative to submit a reply on their behalf;
 - meet as a group and determine their responses to the survey by way of consensus; or
 - have many members of the stakeholder group individually complete the survey, and subsequently aggregate these individual responses into one blended response (the ministry has prepared [spreadsheet software](#) application to facilitate this function).

Purpose:

- The level of collaboration and teamwork of all groups within a school (the principal, teachers, custodial staff, other non-teaching staff and students) can influence the level of satisfaction with the facility.
- This survey is not intended to be an assessment of how well individual caretakers are doing their jobs - all groups within the school community collectively have an impact on the school environment and culture.
- The School Facility Survey has been developed to assess the service quality at individual schools as perceived by various stakeholder groups on a consistent basis across the province.

- The results of this survey, taken together with input from other sources (e.g. the [School Condition Report](#); the [School Operations Report](#)) can help to identify what works well. Boards are encouraged to identify such "best practices" and incorporate them into other schools within their jurisdiction. Conversely, these results can help to identify problem areas and suggest actions that might be taken to improve satisfaction with each school.
- Data from the School Facility Survey can be used to determine an overall rating for each of the stakeholder groups taken individually and consolidated into a single measure of satisfaction with the school facility for the school community taken as a whole.

Definitions/Survey Ratings :

- The survey asks stakeholders to rate the cleanliness and general condition of the school grounds and building exterior and of various areas within the school, and to rate various factors which influence building comfort and access. As well, the survey asks stakeholders to rate the level of collaboration and teamwork of the groups in the school community.
- The responses to all the questions on this survey follow the same format. For evaluation purposes, each response has a corresponding numeric value outlined below.
- As perceptions of quality are inherently subjective, the following basic definitions have been provided to minimize inconsistencies among respondents:

Rating	Numeric Value	Definition
Excellent	4	Highest evaluation, suggesting high level of satisfaction with component being measured - no attention is necessary.
Good	3	High evaluation, suggesting component being measured exceeds acceptable standards - not in need of any attention
Satisfactory	2	Median evaluation, suggesting component being measured meets acceptable standards - no immediate attention required.
Needs Improvement	1	Low evaluation, suggesting component being measured does not meet acceptable standards - some attention is necessary.
Unacceptable	0	Lowest evaluation, suggesting component being measured falls significantly short of meeting acceptable standards - attention to remedy specific concerns is required.
Not Applicable	no value	This response is only appropriate for some specialized rooms that may not be in all school facilities.

Range values for survey responses

Rating	Numeric Value
Excellent	Equal to or greater than 3.5
Good	Equal to or greater than 2.5 and less than 3.5
Satisfactory	Equal to or greater than 1.5 and less than 2.5
Needs Improvement	Equal to or greater than 0.5 and less than 1.5
Unacceptable	Less than 0.5

School Operations Report**General Instructions****Step-by-Step Examples**

[Requirements](#)
[Purpose](#)
[Definition](#)

Make Selection From Drop-Down Menu

Please Note: The web pages dealing with the School Operations Report have not yet been updated to reflect the redesign of the SFIS. The functionality described in these pages, however, remains the same.

Requirements:

- Boards are encouraged to provide operations and maintenance expenditure information for each school in their jurisdiction.
- Boards are to submit data for the School Operations Report with their financial statements.
- The School Operations Report asks boards to identify operations and maintenance expenditures made at each school based on the following general categories: custodial, maintenance, utilities, and administration.
- The report also asks for specific expenditure details, such as wages, benefits, supplies and equipment, contract services, and other under each category (with the exception of utilities).

Purpose:

- The School Operations report has been developed to identify expenditures to heat, light, clean, and maintain individual schools across the province.
- This information, taken together with input from other sources (e.g. the School Condition Report; the School Facility Survey; and the School Facilities Inventory Database) will enable boards to assess the relative performance of their school operations within their own jurisdiction and with similar schools across the province.
- This information can also help identify "best practices" which boards may incorporate into other schools within their jurisdiction. Conversely, these results can help to identify problem areas, and suggest actions that might be taken to improve the operating, efficiency, and effectiveness of each school.

Definitions:

- Expenditure categories are presently reflected in the Ministry's Uniform Code of Accounts. Certain expenditure categories identified in the report (e.g. Custodial and Maintenance) are not presently reflected in the Ministry's Code of Accounts. Boards do have the ability to extract data from their

financial systems to compile information to reflect these categories and complete the report.

- Please note that the School Operations summary page is designed to replicate Schedule 10C of the Financial Statements. The numbers in black cells and numbers prefixed with "CP" refer to Code Points. Code Points are line numbers contained in the financial statements package.