

Exit spaces from respective neighbourhoods (Cranston, 2017). While the

controversies surrounding these school closures have been the subject of scholarly inquiry (Fredua-Kwarteng, 2005; Irwin & Seasons, 2012), what is less understood is how these properties are repurposed following the permanent closures of the schools. Given the importance of public schools as community assets, the objective of this research was to examine the opportunities and challenges to adaptively reusing former public schools in Ontario as spaces for community use and benefit. Adaptive reuse is “the practice of identifying, acquiring, renovating or placing back into service a building or similar structure for a purpose different that for which it was originally designed”