

NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD

PUPIL ACCOMMODATION REVIEW

AS 28.2
2016 06 28

POLICY:

The purpose of this policy is to identify procedures whereby the Board may consolidate school enrolments through the closing of schools in those areas where declining enrolment makes such action educationally and economically advantageous.

Although it is recognized that small elementary schools have an importance to the community going beyond instruction, there may be instances where limited enrolment and inadequate staff resources create difficulties in the provision of a good instructional program. Some communities are served by more than one elementary school.

In the consolidation of school accommodation in those areas where declining enrolment makes the removing from inventory of available pupil places educationally and economically feasible, THE NIPISSING-PARRY SOUND CATHOLIC DISTRICT SCHOOL BOARD ENUNCIATES AS POLICY:

1. THAT where unrequired educational accommodation exists, unrequired accommodation be consolidated by parallel, compatible use and/or lease or sale;
2. THAT operating procedures, as attached, be adopted as procedures for consolidation of school accommodation;
3. THAT the time sequence model, as attached, be adopted as the model for implementation of the school consolidation policy and procedures;
4. THAT it be clearly understood that nothing in the present policy precludes:
 - a) the closing of classes or a class in a specific school or schools;
 - b) the twinning of schools for administrative purposes.

This Policy and the administrative review of an accommodation review process undertaken by the Board is subject to the procedures established and implemented through the Revised Pupil Accommodation Review Guideline (Appendix A) released by the Ministry of Education, March, 2015. This Policy along with a copy of the Pupil Accommodation Review Guidelines (March 2015) and the Ministry document entitled "Administrative Review of the Accommodation Review Process" (Appendix B) is posted on the Board website.

Scope

The Board's elementary schools are generally organized in groups, usually linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or major program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or relocation.

Any decisions under this policy will take into account the Board's Long-Term Capital Plan.

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<p>Application</p> <p>The following are not actions to which this Policy applies:</p> <ul style="list-style-type: none">• Where a replacement school is to be rebuilt by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies; i.e., replacement of a rural school within its existing rural community;• When a lease is terminated;• When the Board is considering the relocation of a grade or grades, or a program;• Where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school;• When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;• Where a facility has been serving as a holding school for a school community whose permanent school is under construction or repair. <p><u>ADMINISTRATIVE PROCEDURES:</u></p> <p>The operating procedure relating to the school consolidation policy will consist of three (3) stages, namely:</p> <ol style="list-style-type: none">1. Identification;2. Review and analysis and recommendations for consolidation;3. Implementation. <p><u>STAGE I – IDENTIFICATION</u></p> <ol style="list-style-type: none">1. In September of each year the Director of Education will present a planning document which will include enrolments, accommodations, projections, statistical analysis and recommendations (boundaries, school names, capital expenditures, etc) to the Board of Trustees. <p>This planning document will be based on a five-year long term capital plan with specific recommendations for the first school year and tentative recommendations for each of the succeeding four years.</p> <ol style="list-style-type: none">2. This planning document will include identification of schools which conform to the following criteria:<ol style="list-style-type: none">1. schools where enrolment is 70% or less of M.E.T. capacity rating, <u>and</u> where projection analyses indicate a continuation of the present level of pupil population and/or a decrease in the present pupil population.<p>The schools that meet the above criteria will be identified by the Director of Education.</p>3. The planning document will identify those schools which conform to Stage I, section 2, and will include recommendations from Administration.	

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STAGE II - REVIEW AND ANALYSIS AND RECOMMENDATIONS FOR CONSOLIDATION

A) THE PUPIL ACCOMMODATION REVIEW PROCESS

1. The Initial Staff Report

The Director will present an initial staff report to the Board of Trustees identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or major program relocation in respect of one or more schools.

The Initial Staff Report will identify accommodation issues and will contain the following:

- one or more options to address the accommodation issues, each with supporting rationale;
- a recommended option if more than one option is presented;
- information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

The option(s) included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space; and
- a timeline for implementation.

The Initial Staff Report and School Information Profiles (SIPs) will be made available to the public and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

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The Board of Trustees will ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC);
- consultation with municipal governments local to the affected school(s);
- public meetings; and
- public delegations.

2. Establishing an Accommodation Review Committee (ARC)

After reviewing the Initial Staff Report, the Board of Trustees may direct the formation of an Accommodation Review Committee (ARC) prior to the first public meeting for the school(s) under review.

Parents/guardians, staff and school council members of the school(s) under review will be informed within one week, in writing, through their respective schools, of the Board's decision to form an ARC and the decision will be posted on the Board's website.

2.1 Mandate of the ARC

The role of the ARC is to represent the school(s) under review and act as the official conduit for information shared between the school board and the school communities. The ARC may comment on the Initial Staff Report and may, through the process, seek clarification on this report. The ARC may provide other accommodation options than those in the Initial Staff Report, however, must include a supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report to be presented to the Board of Trustees.

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2.2 Composition of the ARC

The ARC will consist of the following:

- A Chair - Facilitator
- A Superintendent of Education;
- Board staff, as a resource;
- A School Principal from each school within the review area;
- A Teacher or Non-Teaching Staff from each school within the review area;
- A minimum of one (1) parent/guardian representative from each of the school(s) under review, chosen by their respective school communities

Once the ARC is constituted, it will invite a member of the community to join the ARC. The ARC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

The ARC may co-opt additional members.

ARC members from the school(s) under review will be invited to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

2.3 Terms of Reference

The ARC shall be provided with Terms of Reference prepared by Board staff, which will contain the various components of the accommodation review process such as mandate and membership of the ARC, roles and responsibilities of the ARC, procedures for the ARC including community consultation and public meetings and the support to be provided by Board staff. The Terms of Reference will also contain reference criteria including educational and accommodation related criteria to be used for examining schools under review and accommodation options under consideration. Refer to Appendix C - Terms of Reference.

2.4 Public Meetings and Meetings of the ARC

The ARC will meet to review materials presented by Board staff. The ARC will hold as many working meetings as is deemed necessary. The ARC will complete its work within the timelines in this Policy.

Once the Board of Trustees have received the Initial Staff Report and have approved the initiation of a pupil accommodation review, the Board must arrange to hold a minimum of two (2) public meetings for broader community consultation on the Initial Staff Report. Board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the Initial Staff Report.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the Board.

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First Pupil Accommodation Review Public Meeting

The First Pupil Accommodation Review Public Meeting will be held no fewer than thirty (30) business days after the Board of Trustees' decision to conduct a Pupil Accommodation Review.

At a minimum, the First Pupil Accommodation Review Public Meeting must include the following:

- an overview of the ARC orientation session;
- the Initial Staff Report with recommended option(s); and
- a presentation of the SIPs.

Final Pupil Accommodation Review Public Meeting

The final Pupil Accommodation Review Public Meeting will be held at least forty (40) business days from the date of the First Pupil Accommodation Review Public Meeting.

Notices of the public meetings will be advertised publicly through an appropriate range of media such as school newsletters, letters to the school community, the Board's web site and advertisements in local community newspapers and shall include date, time, location, purpose, contact name and number. Notice of the first public meeting will be provided no less than thirty (30) business days in advance after the intention to conduct an accommodation review has been announced. School holidays such as summer vacation, Christmas break and Spring break must not be considered part of the 30 days.

All Meetings of the ARC shall be open to the public.

Minutes reflecting the full range of opinions expressed at the ARC meetings are to be kept and made available on the Board's Website.

3. The School Information Profile (SIP)

Board Staff is required to develop School Information Profiles (SIPs) to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- (a) Value to the student
- (b) Value to the school Board

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<p>A SIP will be completed by Board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:</p> <ul style="list-style-type: none"> • Facility Profile: <ul style="list-style-type: none"> ○ School name and address. ○ Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions. ○ School attendance area (boundary) map. ○ Context map (or air photo) of the school indicating the existing land uses surrounding the school. ○ Planning map of the school with zoning, Official Plan or secondary plan land use designations. ○ Size of the school site (acres or hectares). ○ Building area (square feet or square metres). ○ Number of portable classrooms. ○ Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.). ○ Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.). ○ Ten-year history of major facility improvements (item and cost). ○ Projected five-year facility renewal needs of school (item and cost). ○ Current Facility Condition Index (FCI) with a definition of what the index represents. ○ A measure of proximity of the students to their existing school, and the average distance to the school for students. ○ Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times). ○ School utility costs (totals, per square foot, and per student). ○ Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress. ○ Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free). ○ On-the-ground (OTG) capacity, and surplus/shortage of pupil places. • Instructional Profile: <ul style="list-style-type: none"> ○ Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school. ○ Describe the course and program offerings at the school. ○ Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.). ○ Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.). ○ Current class organization of the school (e.g., number of combined classes, etc.). ○ Number of out of zone students. ○ Utilization factor/classroom usage. 	

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<ul style="list-style-type: none"> ○ Summary of five previous years' enrolment and 10-year enrolment projections by grade and program. ○ Current extracurricular activities. • Other School Use Profile: <ul style="list-style-type: none"> ○ Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery. ○ Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery. ○ Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery. ○ Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery. ○ Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery. ○ Description of the school's suitability for facility partnerships. <p>The Board may introduce additional items that reflect local circumstances and priorities which may help to further understand the school(s) under review.</p> <p>Each school under review will have a SIP completed at the same point-in-time for comparison purposes. SIPs should be complete and accurate, to the best of the Board's ability, prior to the commencement of a pupil accommodation review.</p> <p>While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.</p> <h4>4. Consultation with Local Municipal Governments</h4> <p>Within five (5) business days following the Board of Trustees' approval to undertake a pupil accommodation review, Board staff shall invite the affected municipality(ies) as well as community partners that expressed interest prior to the pupil accommodation review to provide feedback on the recommended option(s) in the board's Initial Staff Report. Board staff will provide written notice to the following:</p> <ul style="list-style-type: none"> • the affected municipality(ies) through the Clerks' Departments (or equivalent); • other community partners that expressed an interest prior to the exemption (as defined above); • the coterminous school boards in the areas of the affected school(s) through the Director of Education; and • the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office. 	

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The affected municipality(ies), as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's Initial Staff Report before the final public meeting.

Board Staff must document their efforts to meet with the affected municipality(ies), as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the Final Staff Report to the Board of Trustees.

5. Completing the Accommodation Review

5.1 Final Staff Report

Board staff will submit a Final Staff Report to the Board of Trustees. Board staff will post the Final Staff Report on the Board's website no fewer than ten (10) business days from the Final Pupil Accommodation Review Public Meeting and will be also available to the public at the schools subject to the Pupil Accommodation Review.

The Final Staff Report will include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipality(ies) and other community partners prior to and during the pupil accommodation review.

Board staff may choose to amend their proposed option(s) included in the Initial Staff Report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

5.2 Delegations to the Board of Trustees Meeting

Once Board staff submits the final staff report to the Board of Trustees, an opportunity must be provided for members of the public to provide feedback on the Final Staff Report through public delegations to the Board of Trustees. The Board will hold a meeting for public input no earlier than ten (10) business after the final staff report is publicly posted

After the public delegations, board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Concise minutes shall be kept reflecting each delegates' comments in response to the ARC package and the Initial Staff Report.

The public may provide written input to the Director of Education at any time.

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5.3 Decision of the Board of Trustees

Board staff will provide the Final Staff Report, including information from the public delegations, to the Board of Trustees. The Board of Trustees has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report, or to approve a different outcome.

The Board of Trustees will make the final decision regarding the pupil accommodation review no fewer than ten (10) business days from the public delegations.

The final decision for the pupil accommodation review shall not be made during the summer holiday period, typically from July 1 to the day after Labour Day.

Parent(s)/Guardian(s), Staff and Catholic School Council Members will be informed within one week, in writing, through their respective schools, of the Board's decision which will also be posted on the Board's website.

A transition plan will be put in place following the Board of Trustees' decision. Refer to Stage III – Implementation. If the Board decision is consolidation, closure or program relocation, the decision will outline clear timelines.

6. Exemptions

6.1 The Board is not obligated to undertake a Pupil Accommodation Review in any of the following circumstances:

- where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
- where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
- when a lease for the school is terminated;
- when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- where there are no students enrolled at the school at any time throughout the school year.

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- 6.2 School communities must be informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the Pupil Accommodation Review process. The school board will also provide written notice to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division no fewer than 5 business days after the decision to proceed with an exemption.

A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

B) MODIFIED ACCOMMODATION REVIEW PROCESS

Where the potential student accommodation options available are deemed by the board to be less complex, a modified student accommodation review process may be initiated.

1. Initial Staff Report and SIPs

- 1.1 Board staff will prepare an Initial Staff Report. The Initial Staff Report will be based on the factors specified above in Stage I, Section A.1.0 and will provide the rationale used to recommend the modified process for the identified group of school(s).
- 1.2 Board staff will also prepare SIPs for each of the schools that may be subject to the Modified Pupil Accommodation Review using the SIP template. Board staff will provide the Initial Staff Report and the SIPs to the Board of Trustees.
- 1.3 Even when the criteria for a modified pupil accommodation review are met, Board may choose to use the standard pupil accommodation review process.

2. Pupil Accommodation Review Committee (ARC)

The formation of an ARC is not required under the modified Pupil Accommodation Review process.

3. Notice and Consultation Requirements

- 3.1 Following the decision of the Board of Trustees to proceed with a modified Pupil Accommodation Review, the Initial Staff Report and SIPs will be made available to the public at the Board Office and will be posted on the Board's website.

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<p>3.2 Within five (5) business days following the Board of Trustees approval to undertake a modified pupil accommodation review, Board staff shall invite the affected municipality(ies) as well as community partners that expressed interest prior to the pupil accommodation review to provide feedback on the recommended option(s) in the board's Initial Staff Report. The invitation for this meeting will be provided through a written notice, and be directed through the Clerks Department (or equivalent) for the affected municipality(ies).</p> <p>4. Pupil Accommodation Review Public Meetings</p> <p>4.1 Board staff will hold and facilitate a Pupil Accommodation Review Public Meeting no fewer than thirty (30) business days from the date on which the Board of Trustees decide to hold a modified Pupil Accommodation Review.</p> <p>4.2 The public meeting will be announced and advertised through an appropriate range of media. Board staff will record feedback from the community at the Pupil Accommodation Review Public Meeting.</p> <p>5. Final Staff Report</p> <p>5.1 Board staff will submit a Final Staff Report to the Board of Trustees. Board staff will post the Final Staff Report on the Board's website no fewer than ten (10) business days from the Modified Pupil Accommodation Review Public Meeting and will also be available to the public at the schools subject to the Pupil Accommodation Review.</p> <p>5.2 The final staff report will include a Community Consultation section that contains feedback from public consultations as well as information obtained from the municipality(ies) and community partners prior to and during the Modified Pupil Accommodation Review.</p> <p>6. Public Delegations</p> <p>6.1 Members of the public will be given the opportunity to provide feedback on the Final Staff Report through public delegations to the Board of Trustees. The meeting will be held no fewer than ten (10) business days after the Final Staff Report is publicly posted.</p> <p>6.2 The meeting will be announced and advertised publicly by the Board through a range of media.</p> <p>7. Decision by the Board of Trustees</p> <p>7.1 Board staff will present the Final Staff Report which will include the compiled feedback from the public delegations to the Board of Trustees no fewer than ten (10) business days from the public delegations.</p>	

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<p>7.2 The final decision regarding the modified Pupil Accommodation Review shall be made by the Board of Trustees. The Board of Trustees has the discretion to approve the recommendations in the Final Staff Report as presented, modify the recommendations, or approve a different outcome.</p> <p>STAGE III – <u>IMPLEMENTATION</u></p> <p>1. If the decision at Stage II involves the closure of a school, the following procedure shall occur:</p> <p>The Director of Education shall notify, in writing, the staff of the school(s) under review, the parents of the pupils in the school(s), and community partners, that the Board has passed the specific resolution to close the school at the end of the school year.</p> <p>2. Subsequently, the Director of Education or designate shall establish an Advisory Committee under the following terms of reference:</p> <p style="padding-left: 40px;">a) <u>Membership</u></p> <ul style="list-style-type: none"> - Director of Education or designate; - School Principal(s); - one teacher or non-teaching staff; - a minimum of one (1) parent/guardian representative of the schools under review, chosen by their respective school community. <p style="padding-left: 40px;">b) <u>Purpose</u></p> <ul style="list-style-type: none"> - involving parents and staff in the implementation of the Board decision; - assuring the academic, social and emotional welfare of pupils and staff; - reviewing location of homes or pupils in relation to possible receiving schools; - formulating suggestions regarding any transportation which may be required within existing Board policy. <p>3. The Director of Education shall present to the Board, at the next scheduled Board meeting, any recommendation originating from the Advisory Committee related to the accommodation / transportation plan for the pupils being assigned to a receiving school or to new schools.</p> <p><u>PROPOSAL FOR DISPOSAL OF SURPLUS SCHOOLS</u></p> <p>Should the Board determine to close schools, a number of possibilities are available to the Board in dealing with the disposal of facilities which are deemed “surplus to requirements”. All variations, however, come under the general heading Lease, Sell, or Demolish.</p> <p style="padding-left: 40px;">a) <u>Lease or Sell:</u></p> <p style="padding-left: 80px;">as per Ontario Regulation 444/98 or any revision thereof.</p> <p style="padding-left: 40px;">b) <u>Demolish:</u></p> <p style="padding-left: 80px;">In situations where it would not be possible to either lease or sell the property, the Board may decide to demolish the buildings.</p>	

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Accommodation Review - Summary of Timelines			
(A) Timelines for the Standard Accommodation Review			
Policy Provision	Action	By Whom	Timeline
A1	Presentation of the Initial Staff Report to the Board	Director	Discretionary
A2	Board decision to conduct a pupil accommodation review	Board	Discretionary
A1	Initial Staff Report Publicly Posted	Staff	Following the Board of Trustees decision to proceed with a pupil accommodation review.
A4	Notice will be provided to Municipalities and other community partners	Staff	Within five (5) business days of Board decision to conduct a pupil accommodation review.
A2.5	First ARC Public Meeting	ARC	Not earlier than thirty (30) days of Board decision to conduct a pupil accommodation review.
A2.5	Final Public Meeting	ARC	Not earlier than forty (40) business days between the first and final public meetings.
A5.1	Final Staff Report Publicly Posted	Staff	No fewer than 10 business days after the final public meeting.
A5.2	Meeting for Public Delegations	Board	No fewer than 10 business days after the final staff report is publicly posted.
A5.3	Meeting to Decide Accommodation	Board	No fewer than 10 business days after the meeting for public delegation.

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(B) Timelines for the Modified Accommodation Review

Policy Provision	Action	By Whom	Timeline
B1	Presentation of the Initial Staff Report to the Board	Director	Discretionary
B2	Board decision to conduct a pupil accommodation review	Board	Discretionary
B3.2	Notice will be provided to Municipalities and other community partners.	Staff	Within five (5) business days of Board decision to conduct a pupil accommodation review.
B4	Public Meeting	Staff	Not earlier than thirty (30) days of Board decision to conduct a pupil accommodation review.
B5	Final Staff Report Publicly Posted	Staff	No fewer than 10 business days after the public meeting.
B6	Meeting for Public Delegations	Board	No fewer than 10 business days after the final staff report is publicly posted.
B7	Meeting to Decide Accommodation	Board	No fewer than 10 business days after the meeting for public delegations.

Glossary of Terms

1. Consolidation means an action where two or more schools are combined into one or more schools.
2. Closure means a school has been closed as a result of the consolidation process.
3. Ministry means the Ontario Ministry of Education.
4. ARC means an Accommodation Review Committee appointed by the Nipissing-Parry Sound Catholic District School Board to conduct a public accommodation review of a particular school or schools.
5. Pupil Accommodation Review Guidelines is a Ministry document that provides direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools.
6. Administrative Review of Accommodation Review Process is a Ministry document that sets out the requirements that must be met in order for the Ministry to conduct a review of a school board's accommodation review process.
7. Average Daily Enrolment (ADE) means the calculation of the number of students enrolled in a school based on two count dates, October 31st and March 31st, with equal weight given to each count date.
8. Operating costs encompass all the expenditures required to operate and maintain the Board and its facilities including but not limited to heating, lighting, cleaning, routine maintenance and administrative costs.
9. On the Ground Capacity (OTG) means the rated capacity for a facility as indicated on the Ministry of Education School Facilities Inventory System.



MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINE

March 2015

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PREAMBLE

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while ensuring continued student achievement and well-being, and the financial viability/sustainability of the school board.

One aspect of a school board's capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When a school board identifies a school that is projected to have long-term excess space, a school board would typically look at a number of options such as:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

If none of these options are deemed viable by a school board, the board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures. These decisions are made within the context of supporting the school board's student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

The Ministry of Education expects school boards to work with their community partners when undertaking capital planning, including when a school board is beginning to develop options to address underutilized space in schools. The Ministry of Education's *Community Planning and Partnerships Guideline* (CPPG) outlines requirements for school boards to reach out to their local municipalities and other community partners to share planning related information and to explore potential partnership opportunities. This version of the *Pupil Accommodation Review Guideline* (the "*Guideline*") builds upon the CPPG by providing requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

If a pupil accommodation review results in a school closure decision, a school board will then need to decide whether to declare that school as surplus, potentially leading to the future sale of the property. These sales are governed by provincial regulation. Alternately, a school board may decide to use a closed school for other school board purposes, or hold the property as a strategic long-term asset of the school board due to a projected need for the facility in the

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future. Each school board decides when it is appropriate to review its strategic property holdings to determine if these properties are still required to be held or should be considered surplus to the school board's needs and considered for a future sale.

This document provides direction to school boards on one component of their capital planning - the pupil accommodation review process. It provides the minimum standards the province requires school boards to follow when undertaking a pupil accommodation review. It is important to note that school boards have flexibility to modify their pupil accommodation review policies to meet their local needs, and can develop policies that exceed the provincial minimum standards outlined in this document.

I. PURPOSE

The purpose of the *Guideline* is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools. This *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

This *Guideline* is effective upon release and replaces the previous *Guideline* of June 2009.

II. INTRODUCTION

Ontario's school boards are responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of their elementary and secondary programs. These decisions are made by school board trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. In some cases, to address changing student populations, this requires school boards to consider undertaking pupil accommodation reviews that may lead to school consolidations and closures.

Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies.

III. GUIDING PRINCIPLES

The *Guideline* has been established to align with the Ministry of Education's vision and as such, focuses on student well-being; academic achievement; and school board financial viability/sustainability.

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All school board pupil accommodation review policies should be designed to align with these guiding principles.

IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for creating and implementing a policy to address pupil accommodation reviews to serve their local needs. The Ministry of Education expects school boards to consult with local communities prior to adopting or subsequently amending their pupil accommodation review policies.

All pupil accommodation review policies must be clear in stipulating that the final decision regarding the future of a school or group of schools rests solely with the Board of Trustees. If the Board of Trustees votes to close a school or schools in accordance with their policy, the school board must provide clear timelines regarding the closure(s) and ensure that a transition plan is communicated to all affected school communities within the school board.

It is important to note that this *Guideline* is intended as a **minimum** requirement for school boards in developing their policies. School boards are responsible for establishing and complying with their pupil accommodation review policies to serve their local needs.

A copy of the school board's pupil accommodation review policy, the government's *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be made available to the public as determined in the school board's policy, and posted on the school board's website.

The *Guideline* recognizes that pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

School board pupil accommodation review policies will include statements that encourage the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the school board, such as a significant change in enrolment.

V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

As described in the *Community Planning and Partnerships Guideline*, school boards must undertake long-term capital and accommodation planning, informed

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by any relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

School boards must document their efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report (see Section VI).

VI. ESTABLISHING AN ACCOMMODATION REVIEW

School boards may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain one or more options to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option if more than one option is presented. The initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

The option(s) included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) (see Section VIII) will be made available to the public, as determined in the school board's policy,

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and posted on the school board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

School boards must ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see Section VII);
- consultation with municipal governments local to the affected school(s) (see Section IX);
- public meetings (see Section X); and
- public delegations (see Section XI).

VII. THE ACCOMMODATION REVIEW COMMITTEE

Role

School boards must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section XI) to be presented to the Board of Trustees.

Membership

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by a school board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board's policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC progress.

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Formation

The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

Terms of Reference

School boards will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the school board's education and accommodation objectives in undertaking the ARC and reflect the school board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the school board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

The Terms of Reference will outline the minimum number of working meetings of the ARC.

Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board's pupil accommodation review policy.

VIII. SCHOOL INFORMATION PROFILE

School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- value to the student; and
- value to the school board.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

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- Facility Profile:
 - School name and address.
 - Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
 - School attendance area (boundary) map.
 - Context map (or air photo) of the school indicating the existing land uses surrounding the school.
 - Planning map of the school with zoning, Official Plan or secondary plan land use designations.
 - Size of the school site (acres or hectares).
 - Building area (square feet or square metres).
 - Number of portable classrooms.
 - Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
 - Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
 - Ten-year history of major facility improvements (item and cost).
 - Projected five-year facility renewal needs of school (item and cost).
 - Current Facility Condition Index (FCI) with a definition of what the index represents.
 - A measure of proximity of the students to their existing school, and the average distance to the school for students.
 - Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
 - School utility costs (totals, per square foot, and per student).
 - Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
 - Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
 - On-the-ground (OTG) capacity, and surplus/shortage of pupil places.
- Instructional Profile:
 - Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
 - Describe the course and program offerings at the school.
 - Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
 - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
 - Current grade organization of the school (e.g., number of combined grades, etc.).
 - Number of out of area students.
 - Utilization factor/classroom usage.

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- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extracurricular activities.
- Other School Use Profile:
 - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
 - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
 - Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
 - Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
 - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
 - Description of the school's suitability for facility partnerships.

School boards may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects school boards to prepare SIPs that are complete and accurate, to the best of the school board's ability, prior to the commencement of a pupil accommodation review.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.

IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS

Following the Board of Trustees' approval to undertake a pupil accommodation review, school boards must invite affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the school board's initial staff report.

The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting. School boards must provide

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them with advance notice of when the final public meeting is scheduled to take place.

School boards must document their efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees (see Section XI).

X. PUBLIC MEETINGS

Once a school board has received an initial staff report and has approved the initiation of a pupil accommodation review, the school board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. School board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the school board.

At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended option(s); and
- a presentation of the SIPs.

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website.

The final staff report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

School board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

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Delegations to the Board of Trustees Meeting

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the pupil accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

XII. TRANSITION PLANNING

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS

The pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's

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initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 30 business days before the first public meeting is held.
- There must be a minimum period of 40 business days between the first and final public meetings.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex, school boards may find it appropriate to undertake a modified pupil accommodation review process. The *Guideline* permits a school board to include an optional modified pupil accommodation review process in its pupil accommodation review policy.

A school board's pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the school board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process need to be based on two or more of the following factors:

- distance to the nearest available accommodation;
- utilization rate of the facility;
- number of students enrolled at the school; or
- when a school board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this

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calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

School boards may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the school board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of their school board's pupil accommodation review policy.

The guiding principles of this *Guideline* apply to the modified pupil accommodation review process.

Even when the criteria for a modified pupil accommodation review are met, a school board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the school board's pupil accommodation review policy.

The initial staff report and SIPs must be made available to the public, as determined in the school board's policy, and posted on the school board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website. The final staff report must include a Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.

Once school board staff submit the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

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The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 30 business days before this public meeting is held.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XV. EXEMPTIONS

This *Guideline* applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;
- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy;
- when a lease for the school is terminated;
- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- when a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The school board will also provide written notice to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division no fewer than 5 business days after the decision to proceed with an exemption.

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A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

XVI. DEFINITIONS

Accommodation review: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC): A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

ARC working meeting: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public delegation: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

Public meeting: An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

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Space template: A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.



MINISTRY OF EDUCATION ADMINISTRATIVE REVIEW OF ACCOMMODATION REVIEW PROCESS

A review of a school board's accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

- Submit a copy of the board's accommodation review policy highlighting how the accommodation review process was not compliant with the school board's accommodation review policy.
- Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition¹
 - The petition should clearly provide a space for individuals to print and sign their name; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has participated in the review process.
- Submit the petition and justification to the school board and the Minister of Education within thirty (30) days of the board's closure resolution.

The school board would be required to:

- Confirm to the Minister of Education that the names on the petition are parents/guardians of students enrolled at the affected school and/or individuals who participated in the review process.
- Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education within thirty (30) days of receiving the petition.

If the conditions set out above have been met, the Ministry would be required to:

- Undertake a review by appointing a facilitator to determine whether the school board accommodation review process was undertaken in a manner consistent with the board's accommodation review policy within thirty (30) days of receiving the school board's response.

¹ Information contained in the petition is subject to the *Freedom of Information and Protection of Privacy Act, 1990*.

Appendix C – Terms of Reference

Accommodation Review Committee (ARC)

The following Terms of Reference associated with the Pupil Accommodation Review Process is developed in accordance with the Ministry of Education's 2015 revised Pupil Accommodation Review Guidelines. The Terms of Reference serve to summarize and clarify the parameters and reference criteria that will guide the development and recommendation(s) of accommodation options by the Pupil Accommodation Review Committee (ARC). These Terms of Reference will be distributed to the ARC at the beginning of the process.

Mandate of the ARC:

The Pupil Accommodation Review Process is the Board's ability to review educational and accommodation objectives while reflecting the Board's strategy for supporting student achievement. The goal of this process is to provide a structured consultation process with the full involvement of the local community.

The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, supporting rationale must be included for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The ARC will act in accordance with the revised Ministry guidelines, the Board Policy AS 28.2 and these Terms of Reference.

The ARC is expected to work towards consensus among all committee members on recommendations and the overall direction of the report to the Board of Trustees.

Meetings of the ARC:

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board's pupil accommodation review policy.

ARC Composition:

A Pupil Accommodation Review Committee shall be comprised of:

- A Chair – Facilitator;
- A Superintendent of Education;
- A Board staff as a resource;
- A School Principal from each school within the review area;
- A Teacher or Non-Teaching Staff from each school within the review area;
- A minimum of one (1) parent/guardian from each school under review, chosen by their respective school community.

Once the ARC is constituted, it will invite a member of the community to join the ARC.

The ARC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate, as long as a clear and timely invite is provided.

Appendix C – Terms of Reference

Accommodation Review Committee (ARC)

Operation & Scope of the ARC:

The Board will approve the creation of an ARC. Board staff will appoint the Chair of the ARC. The Chair will convene and chair meetings, and will in cooperation with the Superintendent, ensure that the ARC successfully carries out its obligations under Policy AS 28.2 and these Terms of Reference.

Other resource personnel can be requested to provide information to the ARC.

ARC working meetings will be held as required. The meetings of the ARC will include sharing and consultation of the Board's data and accommodation option(s) developed by Board staff (*refer to Reference Criteria below*). Where possible, all meetings will be held in schools within the review area. In addition, there will be a minimum of two (2) public meetings. There will be an opportunity for public input and questions at each meeting. Minutes will be kept of all meetings. There shall be a minimum of thirty (30) business days between the Board decision to conduct a pupil accommodation review to the first meeting and a minimum of forty (40) business days between the first and last meeting of the committee. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.

The Work of the ARC

Attention should first be paid to the current educational situation in the school or group of schools and how it is likely to evolve if things are left as they are. Attention should then be paid to the potential for enhancing the learning environment for students. The questions set out below are intended to help the ARC to focus on common issues in order to reach a constructive and positive outcome. It is not possible, however, to avoid the assessment of individual schools.

In carrying out its mandate the ARC will weigh the value of the schools to the student above the other factors to be assessed.

Reference Criteria:

As part of the Terms of Reference, an information package, necessary to frame the parameters of all ARC discussions and permit the ARC to carry out its mandate will be provided no later than forty-eight (48) hours in advance of the ARC's public meeting. Senior Administration will bring information, as required to support the work of the ARC throughout the review process.

The information package will include the following information, which will also be made available to the public on the Board's website and in print format at the Boards Central office:

- The most recent Long Term Capital Plan of the Board to provide a context for the accommodation review;
- Background information regarding the schools located within the area of the accommodation review. This information is to include, but not necessarily be limited to, the following:
 - Organization and programming information;
 - Historical and projected enrolments and On The Ground capacity information;
 - Portable data;
 - Transportation service data;
 - School boundary maps;
 - Pupil distribution data;
 - Range of extra-curricular activities and extent of student participation;
 - Parish boundary data/map;
 - Age of building;
 - Expenditures and revenues for each school with particular emphasis on school operations (i.e. heating, lighting, cleaning, routine maintenance), and school administration;
 - Projected ten year facility-renewal maintenance costs;

Appendix C – Terms of Reference

Accommodation Review Committee (ARC)

- Tenant information/agreements and other relevant information;
- Community use of school activity;
- Alternate accommodation plans for the students in the school located within the area of the accommodation review including suggestions as to where the students could be accommodated, what changes to existing facilities might be required, what programs could be available to the students and associated transportation requirements.

Alternative Accommodation Option(s):

As part of the Reference Criteria, the Board will also provide the ARC with alternate accommodation plans for the students in the schools located within the area of the accommodation review. These plan(s) will include suggestions as to where the students could be accommodated, what changes to existing facilities might be required, what programs could be available to the students, and the associated transportation requirements.

School Information Profile:

Through the use of the School Information Profile, the ARC will make school valuation the center of the Board and community decision-making. School valuation considers the value of schools, based on community consultation. The School Information Profile includes data for each of the following considerations about the school(s):

- Value to the student
- Value to the school board

The ARC will discuss and consult about the School Information Profile prepared by Board staff for the school(s) under review and, if necessary, customize the profiles. ARC's are encouraged to introduce other factors that could be used to reflect the local circumstances and priorities which may help to further educate the community about the schools. The completed templates will be reviewed by the ARC.

This discussion is intended to familiarize the ARC members and the community with the schools in light of the objectives and reference criteria set out in these Terms of Reference. The final School Information Profile and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

ARC Feedback:

The ARC's Feedback with recommendations will be in alignment with the Pupil Accommodation Review policy of the school board and will be consistent with the objectives and reference criteria outlined in the Terms of Reference. The Feedback will also include committee minutes, School Information Profiles for schools and information received by the committee. This Feedback will be delivered to Board Staff and will be included in the Final Staff Report in the Community Consultation section.