



Administrative Procedures Memorandum

#: APF008

Pupil Accommodation Review Process

DATE OF ISSUE: August 31, 1999
Reviewed / Revised: September 18, 2001; February 4, 2003; June 25, 2007; October 7, 2008; May 17, 2010, November 14, 2011; June 10, 2013, October 26, 2015

MEMO TO: Principals; Vice Principals; Executive Council; Trustees; School Council Chairs

FROM: Director of Education

PURPOSE The purpose of this administrative procedures memorandum is to outline the procedures to be followed when conducting accommodation reviews (i.e. boundary reviews and school closure reviews).

REFERENCES

Executive Limitation IV 008, “Financial Conditions and Activities”... “The CEO shall not
8. Acquire, encumber or dispose of real property.”

Executive Limitation IV 010, “Facilities/Accommodations”... “The CEO shall not:

1. Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as non-voting members of the Accommodation Review Committees.
2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure.

Ministry of Education, Pupil Accommodation Review Guidelines (March 2015) (Appendix A)
Ministry of Education, Administrative Review of Accommodation Review Process (Appendix D)

FORMS

- N/A

APPENDICES

Appendix A – Ministry of Education Pupil Accommodation Review Guideline (March 2015)
Appendix B – Generic Terms of Reference Template
Appendix C – Generic School Information Profile
Appendix D – Ministry of Education Administrative Review of Accommodation Review Process

COMMENTS AND GUIDELINES

PREFACE

An accommodation review is a public process used to determine how students will be accommodated in schools. This may include adjusting boundaries, building capacity, or closing schools.

There are two types of accommodation reviews:

- a) **Boundary Review (Part A):** The purpose of a boundary review is to transfer students from one school to another school in order to balance enrolment. The Ministry Guideline does not apply.
- b) **School Closure Review (Part B):** The school closure review process applies where one or more schools is being considered for closure, consolidation, or as defined in the Ministry Guideline. The review process reflects the Ministry of Education Pupil Accommodation Review Guideline (Revised March 2015) and applies only to schools offering elementary or secondary regular day school programs.

RATIONALE FOR AN ACCOMMODATION REVIEW

There are many reasons an accommodation review (either boundary review or school closure review) may be initiated.

Examples include but are not limited to:

- Enrolment exceeds capacity
- Enrolment is below capacity causing an inefficient use of board resources
- Building condition
- Excessive transportation costs
- Site and building limitations
- Accommodation of special programs

PART A – BOUNDARY REVIEW

The Boundary Review Process will ensure that the public has opportunity to comment on the proposed boundary solution, the impact on affected students has been considered, and that decisions are based on an efficient and equitable use of system resources.

The decision to proceed with a boundary review will be made by the Board of Trustees following the review of an initial staff report. This staff report may, but is not required to, include boundary options.

1.0 BOUNDARY REVIEW COMMITTEE (BRC)

A BRC will be formed following the Board of Trustee's decision to proceed with a boundary review.

1.1 Membership

The BRC membership will include:

- Two (2) parent representatives from each school under review

- Principal of each school under review
- Two (2) Trustees
- Superintendent of the affected schools
- Superintendent of Corporate Services
- One (1) student from each school under review (secondary reviews only)

Parents of each school community will be invited to apply to become a parent representative on the BRC. One of the parent representatives will be selected by the principal at each school and one will be the school council chair or designate. No substitute parent reps will be allowed to attend BRC meetings in the absence of the designated parent reps.

1.2 Role

The role of the BRC is as follows:

- To act as the official conduit for information shared between the school board and the school communities
- Act as a consultation body, providing advice to staff
- Review materials provided by board staff
- Comment and provide suggestions on the boundary option(s) and materials provided
- Consider the needs of the entire school system and resist advocating for any particular school or neighbourhood
- Attend public meetings and review public comments

If, for any reason, the BRC refuses to complete or unnecessarily delays the review process then board administration may continue on behalf of the BRC.

1.3 Meetings

Meetings of the BRC will be open to the public. Members of the public attending committee meetings are expected to act with decorum and in a manner that respects the work of the committee. Individuals or groups that disrupt the committee proceedings may be asked to leave.

1.4 Terms of Reference

Board staff will provide the BRC with a Terms of Reference based on the generic Terms of Reference found in Appendix B. The Terms of Reference will include the following:

- The board's education and accommodation objectives for the BRC
- The roles and responsibilities of the BRC
- The procedures of the BRC
- Approximate number of meetings

2.0 PUBLIC CONSULTATION

All data, reports, submissions, parent/ratepayer comments received during the boundary review process are subject to Freedom of Information/Protection of Privacy legislation. All written public comments received by staff may be distributed to the Board of Trustees in their entirety. Public comments received throughout the process may be shared with the public and may become part of the public record.

2.1 Public Meetings

A public meeting is an open meeting with the purpose of sharing relevant information with members of the public and soliciting feedback. The meeting may take on a variety of formats including, but not limited to, a presentation, question/answer period, open house, workshop, or small group discussions.

A minimum of one (1) public meeting is required. This meeting will be facilitated by Board staff.

The public meeting will be advertised in advance using a variety of methods (e.g. posted on website, notice in school newsletter, notice sent home with students at the affected schools, etc.).

Trustees are encouraged to attend all public meetings.

3.0 RECOMMENDATIONS AND APPROVALS

3.1 Final Staff Report

Following the public consultation process, staff will submit a final staff report to the Board of Trustees. This report will include an overview of the process and materials considered, the recommended option, and implementation recommendations.

The final staff report will be made available to the public and posted on the board's website.

3.2 Approvals

Once the final staff report is submitted to the Board of Trustees, members of the public will be invited to register as a delegation to provide their comments directly to the Trustees. Delegations must adhere to the WCDSB General Board Operational and Procedural By-law.

The final decision will be made by the Board of Trustees. No delegations will be permitted at the meeting where the board is scheduled to make their final decision.

4.0 EXEMPTIONS

In most cases, the final approval of a boundary change rests with the Board of Trustees and would involve a public consultation process. There are, however, two exceptions to this rule which would allow senior administration to be the decision making body. These exceptions are as follows:

- Where a boundary change is being considered for an area where there is no existing students, the boundary options may be considered by senior administration and a decision reached by them without community consultation.
- Where there are relatively few students affected by a proposed boundary change, the families of those students will be consulted directly and given an opportunity to comment on the boundary options being considered. Following this consultation, senior administration may make a decision or elect to conduct a full review.

Where a boundary change is being considered for an area which was part of an Accommodation Review up to and including five years previous, the change will come to the Board for information and approval.

4.1 Notification

Where senior administration is the decision making body, the proposed boundary change will be communicated directly to the affected school community. In addition, the details of the boundary change will be posted on the Board's website.

4.2 Appeals

The public will have the ability to appeal the decision of senior administration to the Board of Trustees within thirty (30) days of public notification. The Board, upon receipt of an appeal, will have the option of endorsing the decision of senior administration, directing staff to advise on minor modifications, or ordering administration to conduct a full review.

If no appeal is received within thirty (30) days of the notification date the decision of senior administration will be final.

PART B – SCHOOL CLOSURE REVIEW

1.0 MINISTRY GUIDELINE

In October 2006, the Ministry of Education released the Pupil Accommodation Review Guideline. This Guideline was revised in June 2009 and March 2015.

The purpose of the Guideline is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews (school closure reviews) in order to determine the future of a school or group of schools. The Guideline ensures that a 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.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a school closure review once in a 5-year period, unless there are circumstances determined by the school board that deem it necessary (e.g. significant change in enrolment, changes to funding, building deterioration, etc.).

2.0 GUIDING PRINCIPLES

All school closure reviews shall align with the following guiding principles.

1. Catholic presence in each community
2. Student well-being
3. Academic achievement
4. School Board financial viability/sustainability

3.0 INITIATING A SCHOOL CLOSURE REVIEW

A school closure review shall be initiated through an initial staff report and subsequent decision by the Board of Trustees to proceed.

The initial staff report must include the following:

- Summary of accommodation issues for the school(s) under review
- One or more options to address the issues, including supporting rationale

- Where students would be accommodated
- If proposed changes to existing facilities are required
- Identify any program changes
- How student transportation would be affected
- If new capital investment is required including how the board intends to fund the project and an alternative solution should funding not become available
- A recommended option (if more than one option is presented)
 - A timeline for implementation
- Any relevant information obtained from municipalities or community partners, including any confirmed interest in using underutilized space.

Following a decision by the Board of Trustees to proceed with a school closure review, the initial staff report will be made available to the public and posted on the board's website.

4.0 ACCOMMODATION REVIEW COMMITTEE (ARC)

An ARC will be formed following the Board of Trustee's consideration of the initial staff report and prior to the first public meeting.

4.1 Membership

The ARC membership will include:

- Two (2) parent representatives from each school under review (1 selected by School Council, 1 selected by the principal)
- Principal of each school under review
- Two (2) Trustees (selected by the Chair of the Board)
- One (1) parish representative, where possible
- Superintendent of the affected schools
- Superintendent of Corporate Services
- One (1) student from each school under review (secondary reviews only)

Parents of each school community will be invited to apply to become a parent representative on the ARC. One of the parent representatives will be selected by the principal at each school and one will be the school council chair or designate. No substitute parent reps will be allowed to attend ARC meetings in the absence of the designated parent reps.

The parish representative must not be personally affiliated in any way with the schools under review.

4.2 Role

The role of the ARC is as follows:

- To act as the official conduit for information shared between the school board and the school communities
- Act as a consultation body, providing advice to staff
- Comment on the initial staff report
- Seek clarification on the initial staff report
- Request clarification about information in the school information profiles
- Suggest other accommodation options, including supporting rationale
- Review materials provided by board staff

- Consider the needs of the entire school system and resist advocating for any particular school or neighbourhood
- Attend public meetings and review public comments

If, for any reason, the ARC refuses to complete or unnecessarily delays the review process then board administration may continue on behalf of the ARC.

Staff will compile feedback from the ARC and present this information in the final report to the Board of Trustees.

4.3 Meetings

Meetings of the ARC will be open to the public. Members of the public attending committee meetings are expected to act with decorum and in a manner that respects the work of the committee. Individuals or groups that disrupt the committee proceedings may be asked to leave.

The first meeting of the ARC will describe the ARC's mandate, its roles and responsibilities, and the procedures of the ARC.

4.4 Terms of Reference

Board staff will provide the ARC with a Terms of Reference based on the generic Terms of Reference found in Appendix B. The Terms of Reference will include the following:

- The board's education and accommodation objectives for the ARC
- Reflect the board's strategy for supporting student achievement and well-being
- The roles and responsibilities of the ARC
- The procedures of the ARC
- Minimum number of working meetings

5.0 SCHOOL INFORMATION PROFILES (SIP)

The purpose of the SIP is to provide an understanding of and familiarity with each school under review. The SIPs will be shared with the ARC and the community as an orientation document.

Prior to the commencement of the review, Board staff will prepare SIPs that are complete and accurate to the best of the board's ability.

A generic SIP is attached as Appendix C. The generic SIP may be customized to reflect the specific circumstances of the review. The SIP must consider the value of each school to the student and to the board. For comparison purposes, the SIPs must examine the same criteria for each school under review.

6.0 PUBLIC CONSULTATION

All data, reports, submissions, parent/ratepayer comments received during the school closure review process are subject to Freedom of Information/Protection of Privacy legislation. All written public comments received by staff may be distributed to the Board of Trustees in their entirety. Public comments received throughout the process may be shared with the public and may become part of the public record.

6.1 Consultation with Governments & Community Partners

Following the Board of Trustee's decision to proceed with a review, staff will invite the affected municipalities (single & upper-tier via the Clerks Department) and community partners (who have requested to be notified) to a meeting to comment on the recommended option in the initial staff report.

Staff will document its efforts to meet with municipal and community partners and provide any relevant information as part of the final staff report to the Board of Trustees.

In addition, the parish of the school(s) proposed to close will be notified as will the Diocese of Hamilton.

Feedback must be received prior to the final public meeting in order to be considered in the final report.

6.2 Public Meetings

A public meeting is an open meeting with the purpose of sharing relevant information with members of the public and soliciting feedback. The meeting may take on a variety of formats including, but not limited to, a presentation, question/answer period, open house, workshop, or small group discussions.

A minimum of two (2) public meetings are required.

The public meetings will be advertised in advance using a variety of methods (e.g. posted on website, notice in school newsletter, notice sent home with students at the affected schools, etc.).

Board staff will facilitate the public meetings. The first public meeting must include the following:

- An overview of the ARC orientation session (first meeting)
- The initial staff report with recommended option(s)
- A presentation of the SIPs

Trustees are encouraged to attend all public meetings.

7.0 RECOMMENDATIONS AND APPROVALS

7.1 Final Staff Report

Following the public consultation process, staff will submit a final staff report to the Board of Trustees. This report will include the following:

- Community Consultation section: contains feedback from the ARC and public consultations, including any relevant information from municipal and community partners.
- A recommended option including a proposed accommodation plan and a timeline for implementation. The recommended option does not have to be the same as the recommended option provided in the initial staff report.

The final staff report will be made available to the public and posted on the board's website.

7.2 Delegations to the Board of Trustees

Once the final staff report is submitted to the Board of Trustees, members of the public will be invited to register as a delegation to provide their comments directly to the Trustees. Delegations must adhere to the WCDSB General Board Operational and Procedural By-law.

The community will be made aware of the dates and times of these board meetings in a similar manner to the notification provided for the other public consultation sessions.

Comments from delegations will be compiled through the regular board process (e.g. included in the minutes for that meeting).

There must be a minimum of ten (10) business days between the meeting when the Board received the last delegation(s) and the meeting when the Board of Trustees makes a decision. As a result, delegations will not be permitted at the same meeting where the Trustees are scheduled to make their final decision. Likewise, delegations may not be permitted at the Committee of the Whole meeting prior to the final decision if that meeting date falls within ten (10) business days of the final decision.

7.3 Decision of the Board of Trustees

The Board of Trustees has the discretion to approve the recommendations of the final staff report, modify the recommendations of the final staff report, or approve a different outcome.

Where a proposed decision varies from the recommendations of the final staff report, sufficient time should be taken to evaluate the merits and feasibility of the proposal. The public should also be given the opportunity to comment prior to the decision being finalized.

8.0 TRANSITION PLANNING

Following a decision to close a school, a separate committee will be established to address the transition of students and staff.

9.0 TIMELINES

The school closure review must comply with the following timelines at a minimum:

- Within five (5) business days of the decision to proceed with the review, staff will provide written notice to:
 - The affected single and upper-tier municipalities as well as community partners that expressed an interest prior to the review. The notice will include an invitation for a meeting to discuss and comment on the recommended option(s) in the initial staff report.
 - The Directors of Education at the coterminous boards
 - The Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division
- The affected single and upper-tier municipalities and the notified community partners must provide their comments prior to the final public meeting.
- There must be no fewer than thirty (30) business days between the decision to proceed with the review and the first public meeting.
- There must be a minimum of forty (40) business days between the first and final public meeting.
- The final staff report must be publicly posted no fewer than ten (10) business days after the final public meeting.
- From the posting of the final report, there must be no fewer than ten (10) business days before public delegations.
- There must be no fewer than ten (10) business days between public delegations and the final decision of the Board of Trustees.

10.0 MODIFIED PROCESS

The Ministry Guideline allows for an optional modified process for reviews that are less complex. Specifically, a modified process would include only one (1) public meeting. The Board of Trustees must approve a defined set of criteria that would allow a review to qualify for the modified process.

Community consultation would be required to adopt the modified process as part of this administrative procedures memorandum. Additional consultation with the school community would be required prior to the initiation of a modified school closure review.

A modified process has not been included in this procedure at this time.

11.0 EXEMPTIONS

The Ministry of Education Pupil Accommodation Review Guideline (Appendix A) outlines specific circumstances where there is no requirement to undertake a school closure review.

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board's existing policies;
- 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;
- 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 enrolment 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.

In advance of a decision by the Board to provide an exemption based on the criteria above, the Board will consult with local school communities about the proposed accommodation options for students.

At least 5 days following a decision to proceed with an exemption resulting in a school closure, the board will provide written notification to the following:

- The Ministry of Education (Assistant Deputy Minister of the Financial Policy and Business Division)
- Single and upper-tier municipalities (Clerks Department or equivalent)
- Community partners who have previously expressed an interest prior to the exemption.
- Coterminous school boards (Director of Education)

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.

12.0 ADMINISTRATIVE REVIEW

The Ministry of Education has outlined a process by which the public may apply for administrative review of a Board decision. Administrative review applies only to those reviews that follow the school closure process and does not apply to boundary review decisions. An administrative review cannot overturn a decision by the Board of Trustees and can only examine the Board's process.

The Ministry of Education's Administrative Review of Accommodation Review Process can be found in Appendix D.



MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINE

March 2015

TABLE OF CONTENTS

PREAMBLE

- I. PURPOSE**
- II. INTRODUCTION**
- III. GUIDING PRINCIPLES**
- IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES**
- V. SCHOOL BOARD PLANNING PRIOR TO AN
ACCOMMODATION REVIEW**
- VI. ESTABLISHING AN ACCOMMODATION REVIEW**
- VII. THE ACCOMMODATION REVIEW COMMITTEE**
- VIII. SCHOOL INFORMATION PROFILE**
- IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS**
- X. PUBLIC MEETINGS**
- XI. COMPLETING THE ACCOMODATION REVIEW**
- XII. TRANSITION PLANNING**
- XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS**
- XIV. MODIFIED ACCOMMODATION REVIEW PROCESS**
- XV. EXEMPTIONS**
- XVI. DEFINITIONS**

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

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.

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

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,

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.

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:

- 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.

- 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

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.

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

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

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.

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.

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.

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.

GENERIC TERMS OF REFERENCE Accommodation/Boundary Review Committee

1.0 Mandate

The Board of Trustees has asked that an Accommodation Review Committee be formed as part of a pupil accommodation review of _____ (review area). The ARC, as a consultation body and official conduit for information shared between the school board and the school communities, will review and comment on staff's initial report, review school information profiles and other relevant data, and suggest alternative accommodation scenarios with supporting rationale.

2.0 Education and Accommodation Objectives

2.1 Board Parameters

- All elementary schools are JK-8.
- All secondary schools are Grade 9-12.
- Facilities should not limit students from fully experiencing the curriculum.
- Physical accessibility in new and existing facilities should be maximized.
- All capital projects (i.e. new schools, additions) require Ministry and Board approval.

2.2 Board-wide Accommodation Review Goals

- Provide the highest quality learning environment possible.
 - Consider program environments and how they support student achievement.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
 - Maximize the use of Board-owned facilities over the long term.
 - Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that it may be a good short-term solution.
- Provide a long-term (5 years +) accommodation solution.
- Create boundaries that maximize the number of students that can walk to school.
 - Consider the Board's existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Provide logical attendance boundaries.
 - Follow logical divides such as major roads, physical barriers, etc.
 - Recognize existing neighbourhoods wherever possible.
- Reduce operating costs (e.g. maintenance, operations, transportation, etc.)
- Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board's long term capital plan.

2.3 Review Goals

[This section will be customized to the individual review prior to distributing the terms of reference to the review committee. The review goals are those created to address issues or concerns specific to the individual review area.]

3.0 Roles and Responsibilities

An ARC has been appointed by the Board, in accordance with Board policy, to act as the official

conduit for information shared between the school board and the school communities throughout this accommodation review process. ARC members can expect approximately _____ ARC meetings over a _____ month period. A minimum of _____ public meetings will also be held. Throughout the process the committee, as a consultation body, will be required to review and comment on various data, options, and reports provided by board staff. The outline below illustrates the relative division of responsibilities between the committee and staff. The role of the ARC terminates once the Final Report and recommendations have been submitted to the Board of Trustees.

| | ROLE OF THE ARC | ROLE OF BOARD STAFF |
|---|--|---|
| <i>Agendas & Minutes</i> | <ul style="list-style-type: none"> • Approve minutes of each ARC meeting. • Ensure the accuracy of meeting minutes. | <ul style="list-style-type: none"> • Prepare meeting agendas. • Record minutes. • Post minutes on the Board website. |
| <i>Materials, Support and Analysis</i> | <ul style="list-style-type: none"> • Review information prepared by staff • Seek clarification as necessary. | <ul style="list-style-type: none"> • Prepare a timeline outlining tasks, milestones and deadlines according to APF008. • Organize school tours for the ARC. • Prepare, distribute and present information to the ARC and public. • Provide any additional information requested by the ARC, if appropriate. |
| <i>Staff's Initial Staff Report</i> | <ul style="list-style-type: none"> • Review initial staff report prepared by staff • Seek clarification as necessary. | <ul style="list-style-type: none"> • Prepare initial staff report for the Board of Trustees, which includes: <ul style="list-style-type: none"> ○ Summary of issues; ○ Proposed option(s); and, ○ Recommended option, if various options are presented. |
| <i>School Information Profile (SIP)</i> | <ul style="list-style-type: none"> • Review the School Information Profiles. • Seek clarification as necessary. | <ul style="list-style-type: none"> • Prepare a School Information Profile for each school in the review. |
| <i>Alternative Accommodation Scenarios/Options</i> | <ul style="list-style-type: none"> • Suggest additional accommodation options with supporting rationale. • Analyze and evaluate accommodation options for consistency with the Education and Accommodation Objectives. • Consider the needs of all students at all of the schools objectively and fairly. | <ul style="list-style-type: none"> • Prepare accommodation options. • Prepare data to support the evaluation of options. • Advise the ARC on legislative requirements, Board policy and budget implications. |

| | | |
|---|---|--|
| <p><i>Community Consultation</i></p> | <ul style="list-style-type: none"> • Ensure that respective school communities are aware of public meetings. • Ensure that all relevant information is made available to the public. • Attend public meetings and review public comments. | <ul style="list-style-type: none"> • Hold a minimum of _____ public meetings. • Advertise meetings in accordance with Board policy. • Prepare presentation materials. • Post all relevant information on the Board’s website. • Ensure that the ARC and Board of Trustees receive all written public comments. • Respond to public inquiries regarding the review. |
| <p><i>Recommendations & Final Report</i></p> | <ul style="list-style-type: none"> • Provide input, where necessary. | <ul style="list-style-type: none"> • Determine a recommended option (may differ from initial report). • Prepare the Final Report to the Board of Trustees, outlining recommendations and public consultation summary. • Present the final report to the Board of Trustees. • Post the Final Report on the Board’s website. |
| <p><i>Meeting Conduct</i></p> | <ul style="list-style-type: none"> • The chair shall guide the meeting according to the agenda. • ARC members are expected to treat each other and board staff with respect. • The goal is to work toward consensus on key issues. • ARC members are expected to attend every ARC meeting where feasible. At least one parent representative from each school should be in attendance at every meeting. • ARC members are expected to attend public consultation sessions. | |



GENERIC SCHOOL INFORMATION PROFILE

| SCHOOL DESCRIPTION | |
|---|--|
| School Name: | |
| Address: | |
| Building: | |
| Original Construction Year: | |
| Year of Additions/ Renovations: | |
| Building Size – GFA (sq.ft/m ²): | |
| Number of Permanent Classrooms: | |
| Number of Port-a-Pak/RCM Classrooms: | |
| On-The-Ground Capacity: | |
| Number of Regular Classrooms: | |
| Number of Purpose-Built Kindergarten Rooms: | |
| Number of Empty Classrooms: | |
| Number of Portables: | |
| Describe the classroom layout: open concept (pods) <input type="checkbox"/> permanent walls <input type="checkbox"/> combination <input type="checkbox"/> | |
| Do all regular classrooms have windows? Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Does the school have purpose-built classrooms for: Science: Yes <input type="checkbox"/> No <input type="checkbox"/> Art: Yes <input type="checkbox"/> No <input type="checkbox"/> Music: Yes <input type="checkbox"/> No <input type="checkbox"/> Spec. Ed: Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| What size is the gymnasium? single <input type="checkbox"/> over-sized single <input type="checkbox"/> double <input type="checkbox"/> partition wall? <input type="checkbox"/> | |
| Are the following spaces available? change rooms <input type="checkbox"/> gym storage <input type="checkbox"/> stage <input type="checkbox"/> servery <input type="checkbox"/> | |
| Is the size of the gymnasium appropriate for the capacity of the school? Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| Are the size, shape, and configuration of the library adequate for the capacity of the school? Yes <input type="checkbox"/> No <input type="checkbox"/> | |

Appendix C

| | |
|--|--|
| Is the size of the administration adequate for the size of the school? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Is there sacred space for small groups to reflect, pray and share? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Are there clear sight lines <i>inside the school</i> that allow corridors and stairwells to be easily monitored? Describe any deficiencies. | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Describe the accessibility of the school. (eg. Accessible entrance, sufficient door widths, barrier-free washrooms, percentage of school that is accessible, etc.) | |
| Site: | |
| Site Size (Ha/Acres): | |
| Area of hard surfaced outdoor play area: | |
| Area of green space: | |
| List the site's amenities and playground space (e.g. baseball diamond, soccer field, basketball court, outdoor classrooms, creative play structure, etc.) | |
| Is there parkland adjacent to the school site? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| If yes, does it have sports fields? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| If not, is there a park within 200m of the school with sports fields? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Number of parking spaces on site: | |
| Recommended minimum number of parking spaces (2 per classroom): | |
| Are there designated barrier-free parking spaces? Number: _____ | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Is there a designated bus drop-off area? on the site <input type="checkbox"/> on the street <input type="checkbox"/> | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Describe any site limitations (e.g. steep slope, forest, etc.). | |
| Approximate number of portables that could be accommodated on the site: | |
| Is there space on the site to accommodate an addition if needed? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Are there clear sight lines that allow the <i>site</i> to be easily monitored? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Does the site require extra staff to supervise? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Describe any deficiencies. | |

| PROXIMITY TO STUDENTS | | |
|---|------------------------------|-------------|
| Number of students walking to school: | | Percentage: |
| Total number of students bussed to the school: | | Percentage: |
| Number of students bussed due to a hazard: | | Percentage: |
| Number of students living in the bussed area: | N/A <input type="checkbox"/> | Percentage: |
| Number of students attending the school but living out of boundary: | | Percentage: |
| Number of students living in the boundary but attending another school: | | |
| Lengths of bus ride: | | |
| Shortest Time: _____ Longest Time: _____ Average Time: _____ | | |
| Average distance to the school for students: | | |

| PARISH | |
|---|------------------------------|
| Which parish is affiliated with this school? | |
| Which other parishes do students at this school attend? | N/A <input type="checkbox"/> |
| Distance from the school to the parish (km): | |

| ENROLLMENT FACTORS | | | |
|--|------|-----------|-------------|
| | Year | Enrolment | Utilization |
| Historical Enrolment: past 5 years | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Current enrolment: | | | |
| Enrolment Projection: next 10 years | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|---|------------------------------------|---------------------------------|-------------------------------------|
| Student yield: | Board average student yield: | | |
| Describe the student yield trend at the school: | declining <input type="checkbox"/> | stable <input type="checkbox"/> | increasing <input type="checkbox"/> |

| STAFFING | | | | | |
|---------------------------|---------------------------------------|--------------------------|----------------|--------------------|------------------------------------|
| | | Current Staffing (# FTE) | # FTE Students | Staffing Benchmark | No. of Staff Provided by Benchmark |
| | Full-time Principal | | | | |
| | Vice-Principal | | | | |
| Teaching Staff | JK/SK Teachers | | | | |
| | Primary Teachers | | | | |
| | Junior/Intermediate Teachers | | | | |
| Program Support Staff | Special Education Teachers | | | | |
| | Education Assistant | | | | |
| | French as a Second Language Teachers | | | | |
| | Planning Time Teachers | | | | |
| | English as a Second Language Teachers | | | | |
| School Support Staff | Secretary | | | | |
| | Library Technician | | | | |
| | Lunch Hour Supervisor | | | | |
| | Custodial Staff | | | | |
| | Other (Specify) | | | | |
| Total Number of FTE Staff | | | | | |

| SCHOOL PROGRAMS & ACTIVITIES | | | | |
|------------------------------|--------------------------------|--------------------------|----------------|--------------------------|
| Current grade configuration: | Junior Kindergarten to Grade 8 | <input type="checkbox"/> | Grades 9 to 12 | <input type="checkbox"/> |
| Other (please specify) _____ | | | | |

Current grade organization:

| <i>Grade</i> | <i>Number of Classes</i> |
|--------------|--------------------------|
| <i>JK</i> | |
| <i>SK</i> | |
| <i>GR 1</i> | |
| <i>GR 2</i> | |
| <i>GR 3</i> | |
| <i>GR 4</i> | |
| <i>GR 5</i> | |
| <i>GR 6</i> | |
| <i>GR 7</i> | |
| <i>GR 8</i> | |
| <i>Total</i> | |

| <i>Combined Grades</i> | <i>Number of Classes</i> |
|------------------------|--------------------------|
| <i>JK/SK</i> | |
| <i>SK/GR 1</i> | |
| <i>GR 1/GR 2</i> | |
| <i>GR 2/GR 3</i> | |
| <i>GR 3/GR 4</i> | |
| <i>GR 4/GR 5</i> | |
| <i>GR 5/GR 6</i> | |
| <i>GR 6/GR 7</i> | |
| <i>GR 7/GR 8</i> | |
| <i>Total</i> | |

Total Number of Classes:

Programs:

Describe the course and program offerings at school (eg. French immersion, Intensive French, etc.) N/A

Describe specialized services offerings at school (eg. Cooperative placements, guidance counselling, etc.) N/A

Extracurricular Activities:

Which extracurricular activities are currently offered?

Athletics:

| | | | | |
|--------------------|--------------------------------|-------------------------------|---------------------------------------|--|
| Basketball | girls <input type="checkbox"/> | boys <input type="checkbox"/> | Soccer: | Cross Country <input type="checkbox"/> |
| Volleyball | girls <input type="checkbox"/> | boys <input type="checkbox"/> | junior <input type="checkbox"/> | Track & Field <input type="checkbox"/> |
| Softball / 3 pitch | girls <input type="checkbox"/> | boys <input type="checkbox"/> | intermediate <input type="checkbox"/> | PALS <input type="checkbox"/> |
| Other (List): | | | | |

| | | | |
|-------|--------------------------------|-------------------------------------|---------------|
| Arts: | Choir <input type="checkbox"/> | Dance <input type="checkbox"/> | Other (List): |
| | Drama <input type="checkbox"/> | Art/Crafts <input type="checkbox"/> | |

| | | | |
|--------|---|------------------------------------|---------------|
| Clubs: | Chess/checkers <input type="checkbox"/> | Computers <input type="checkbox"/> | Other (List): |
| | Fundraisers <input type="checkbox"/> | | |

Does the school have a large enough population to enable participation in intramurals against other schools? Yes No

| FACILITY COSTS & PROJECTS | | |
|--|---------------------|-----------------|
| 3-year Average Utility Costs: | | |
| Total: \$ | Per Square Foot: \$ | Per Student: \$ |
| Current Facility Condition Index (FCI) (5-year cost to repair vs. cost to replace, as calculated by the Ministry of Education): | | |
| 10-year history of major facility improvements: | | |
| <i>Year</i> | <i>Project</i> | <i>Cost</i> |
| | | |
| Projected 5-year facility renewal needs: | | |
| <i>Year</i> | <i>Project</i> | <i>Cost</i> |
| | | |
| Accessibility projects: | | |
| <i>Completed</i> | <i>Identified</i> | |
| | | |

| PARTNERSHIPS & COMMUNITY USE | | |
|--|----------------|------------------------------------|
| List any facility partners or tenants that currently have an agreement for space in the school. N/A <input type="checkbox"/> | | |
| <i>Partner/Tenant</i> | <i>Revenue</i> | <i>Full Cost Recovery (Yes/No)</i> |
| | | |
| Types of groups & number of annual hours of rented space in the school (Community Use of Schools): N/A <input type="checkbox"/> | | |
| youth <input type="checkbox"/> hours: _____ adult <input type="checkbox"/> hours: _____ other <input type="checkbox"/> hours: _____ | | |
| <i>Year</i> | <i>Revenue</i> | <i>Full Cost Recovery (Yes/No)</i> |
| | | |
| List current non-school programs or services resident at or co-located with the school. N/A <input type="checkbox"/> | | |
| <i>Program</i> | <i>Revenue</i> | <i>Full Cost Recovery (Yes/No)</i> |
| | | |
| Is there currently a before/after school program? N/A <input type="checkbox"/> | | |
| Before school only <input type="checkbox"/> After school only <input type="checkbox"/> Both before and after school <input type="checkbox"/> No <input type="checkbox"/> | | |
| If not, has it been available in the past three years? Yes <input type="checkbox"/> No <input type="checkbox"/> | | |
| Revenue: \$ _____ | | |
| Full cost recovery? Yes <input type="checkbox"/> No <input type="checkbox"/> | | |

| | |
|---|--|
| List any agreements governing the joint use of green space. | N/A <input type="checkbox"/> |
| Description of the school's suitability for facility partners: | |
| Is there sufficient parking to accommodate an additional use? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Is it located within 400m of a transit stop? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Is it located on a collector or arterial road? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Can a portion of the building be segregated from the rest of the school? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Do the surrounding land uses support an alternate use? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| Have any community organizations or government agencies expressed an interest in partnering on this site? | Yes <input type="checkbox"/> No <input type="checkbox"/> |

Attachments:

- Official Plan
- Secondary Plan
- Zoning By-Law
- Aerial/Context Map
- School Boundary Map
- Site Plan
- Floor Plan/Space Template



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*.