



ADMINISTRATIVE PROCEDURES MEMORANDUM

APF008

Pupil Accommodation Review Process

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MEMO TO: Principals; Vice Principals; Planning and Priorities; 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 pupil accommodation reviews. The procedure deals with accommodation reviews where the likely outcome of the review is the consolidation or closure of one or more school buildings.

REFERENCES:

- **Executive Limitation IV 008, “Financial Conditions and Activities”...** “The CEO shall not
9. 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.
 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.
- Ministry of Education, Administrative Review of Accommodation Review Process.

DEFINITIONS:

“Consolidation” means an action where two or more schools are realigned into one or more schools.

“Closure” means a school has been closed as a result of the consolidation process and is surplus to the needs of the school system.

COMMENTS:

An accommodation review process may be initiated whenever an enrolment situation has been identified that requires an alternative accommodation solution. These situations may be caused by an excess of students at a school or schools within a planning area, where there is a lack of enrolment causing an inefficiency in the use of Board resources, or where other factors suggest that an alternative accommodation solution should be explored (e.g. building condition, excessive transportation costs, etc).

When considering the rationale for conducting an accommodation review it is necessary to recognize that one set of criteria cannot be applied to all situations and each potential review area must be evaluated on its own merits. For instance the criteria to evaluate the need review schools in an urban area may not have the same priority when applied to a rural area e.g. high transportation costs.

Two types of accommodation reviews are defined in this policy as follows:

- a) Part A – Boundary Review: The purpose of a boundary review is typically to transfer students from one school to another school in order to balance enrolment.
- b) Part B – School Closure Review: The school closure review process applies where one or more schools is being considered for closure. This process reflects the Ministry of Education Pupil Accommodation Review Guideline (Revised June 2009). Closure reviews apply only to schools offering elementary or secondary regular day school programs.

The following outlines circumstances where there is no requirement to undertake a boundary or closure review. In these circumstances, the Board will consult with local school communities about the proposed accommodation options for students in advance of any decision by the Board.

- 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 the board has leased a building, or part of a building, to provide elementary or secondary pupil accommodation and the lease is being terminated;
- When the board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school. 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; or
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or under construction or repair.

PART A: BOUNDARY REVIEW PROCESS

The Boundary Review Process will ensure that the public has adequate opportunity to comment on the alternative solutions, the impact on affected students has been considered and that the decisions are based on an efficient and equitable use of system resources. In most cases, the final approval of a boundary change rests with the Board of Trustees and would involve a full 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 are 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 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 accompanied by a written report explaining the rationale for the change. The public will have the ability to appeal the decision of senior administration to the Board of Trustees within thirty days of public notification. The Board, upon receipt of an appeal, will have the option of endorsing the decision of senior administration or ordering administration to conduct a full review. If no appeal is received within thirty days of the notification date the decision of senior administration will be final.

a) Boundary Review Committee (BRC)

The Boundary Review Committee is an advisory committee appointed by the Board of Trustees. The purpose of the committee is to provide feedback to Board administration regarding alternative accommodation scenarios and implementation recommendations. The following people will be invited to sit on the boundary review committee:

- School Superintendent(s) of the affected school(s) (Chair)
- A parent representative from each school in the review
- Principal from each school included in the review
- Senior Manager of Capital Planning
- Senior Manager of Public Affairs

b) Boundary Review and Analysis

The Boundary Review Committee will review potential boundary changes including the various factors that could be considered in making a decision. These factors may include (but not be limited to) the following:

- Existing and proposed boundaries
- Enrolment projections (5 or 10 years, as appropriate)
- Future residential growth potential
- Number of students potentially impacted by the boundary change
- Implications for program delivery
- Facility utilization
- Transportation considerations
- Financial impacts

The Boundary Review Committee is responsible for providing recommendations to senior administration regarding a preferred boundary configuration and implementation recommendations. If, for any reason, the committee refuses to complete, or dramatically delays, the review process then board administration may continue on their behalf.

c) Community Consultation and Public Meetings

The public consultation process must include a minimum of two public meetings prior to the meeting where a decision will be made. The mandatory public meetings may include the meeting at which the preferred option and implementation recommendations are first presented to the Board of Trustees. Additional public meetings may be scheduled as necessary to ensure that there has been an appropriate opportunity for public consultation.

Public meetings will be publicized in advance through a range of methods. The meetings should be held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings will be structured to encourage an open and informed exchange of views. All information presented at public meetings, including the final report to the Board outlining the recommended option, will be made available on the Board website.

PART B: CLOSURE REVIEW PROCESS

In October 2006, the Ministry of Education released Pupil Accommodation Review Guidelines to provide direction to school boards regarding accommodation reviews where school closure is a possibility. These guidelines were subsequently revised in June 2009.

The guidelines are meant to ensure that decisions regarding school closures are made with the full understanding and involvement of the local community and that a broad range of criteria have been considered regarding the quality of the learning environment for students. The Board's accommodation review process must, at a minimum, reflect the policies outlined in the Ministry's Pupil Accommodation Review Guidelines (Appendix A).

a) Accommodation Review Committee (ARC)

Each closure review process will be conducted by an Accommodation Review Committee appointed by the Board of Trustees. The recommended composition of the committee is as follows:

- School Superintendent (Chair)
- A parent representative and an alternate from each school in the review (only one vote per school)
- Principal from each school included in the review
- Chief Financial Officer (or designate)
- Senior Manager of Capital Planning
- Senior Manager of Public Affairs
- Two Trustees (non-voting)
- Business and municipal representatives (where possible)

Business representatives must not be affiliated in any way with the schools under review. Municipal representatives will be appointed by the local municipality.

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

b) Terms of Reference

The Terms of Reference for the ARC will include the committee's purpose, their responsibilities, a set of Reference Criteria that frame the parameters of the discussion, and the procedures for conducting the review. A generic Terms of Reference has been attached as an example of what the terms of reference may contain (Appendix B).

c) School Information Profile

A School Information Profile (SIP) will be completed for each school in the accommodation review. The purpose of the SIP is to provide basic information on each school to inform the ARC and the community with regard to the objectives and Reference Criteria outlined in the Terms of Reference. A generic School Information Profile is attached (Appendix C). The School Information Profile includes data for each of the following four considerations:

- Value to the student
- Value to the school board
- Value to the community
- Value to the local economy

It is recognized that the school's value to the student takes priority over the other considerations about the school. The School Information Profile will be completed by board administration for each of the schools in the review. The same profile template will be used for each school in the review. The completed School Information Profile will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize. The final School Information Profiles and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

d) Accommodation Options

A variety of accommodation options will be examined by the ARC. These options may be developed by Board administration or by the ARC. Board administration will provide the necessary data, where possible, to enable the ARC to examine the options. As the ARC considers accommodation options, the members have a responsibility to consider the needs of all students objectively and fairly.

The ARC may recommend options that include capital investment. In these situations, the Board will advise on the availability of funding and where no funding exists the ARC must propose how students would be accommodated if funding does not become available.

The ARC will submit an Accommodation Report to the Director of Education that outlines the process the ARC followed, the preferred accommodation option and recommendations for implementation. Committee members may have differing opinions and consensus may not be reached by the ARC. The

Accommodation Report will reflect the range of opinions expressed by the ARC, including those that are in opposition to the final recommendations.

Should the Director of Education disagree with the ARC's recommendations, a dissenting report will be prepared. The dissenting report should outline specific concerns with the ARC recommendations, the rationale/analysis supporting these concerns, and the Director's recommendations to the Board of Trustees. Both reports would then be presented to the Board of Trustees for a final decision.

e) Community Consultation and Public Meetings

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups are consulted. These groups may include the school councils, parents, guardians, students, teachers, the local community and other interested parties.

The public consultation process must include a minimum of four public meetings to consult about the School Information Profile, the accommodation options and the ARC's Accommodation Report. A summary reflecting the full range of opinions expressed at the public meetings will be made available on the Board website. All information and presentation materials from the public meetings will be also be made available on the Board website.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings will be structured to encourage an open and informed exchange of views.

f) Timelines

After the intention to conduct a closure review has been announced by the school board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings. Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

The completed Accommodation Report be posted on the Board's website upon receipt by the Director of Education. Once the report has been received, there must be a minimum of 60 calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations.

Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60, or 90 calendar day periods.

g) Administrative Review of Accommodation Review Process

The Ministry of Education has outlined a process by which the public may apply for administrative review of a Board decision. The Ministry guidelines are contained in Appendix D. Administrative review applies only to those reviews that follow the closure process and do 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. 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.
 - The petition must be specific in terms of what parts of the process is being challenged relative to Board 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 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 petition. Only one signature per household will be counted for the purpose of meeting the required percentage of supporters.
 - The petition should clearly provide a space for individuals to print and sign their name; address (street name and postal code); and 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.

APPENDIX A
Ministry of Education Pupil Accommodation Review Guideline

MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINE
(Revised June 2009)

PURPOSE

The purpose of the *Pupil Accommodation Review Guideline* (previously referred to as school closure guidelines) is to provide direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

The *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the full involvement of an informed local community and it is based on a broad range of criteria regarding the quality of the learning experience for students.

In recognition of the important role schools play in strengthening rural and urban communities and the importance of healthy communities for student success, it is also expected that decisions consider the value of the school to the community, taking into account other government initiatives aimed at strengthening communities.

School boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.

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. The *Guideline* is effective upon release.

SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for establishing and following their own accommodation review policies. At a minimum, boards' accommodation review policies are to reflect the requirements of the *Pupil Accommodation Review Guideline* set out below.

A copy of the school board's accommodation review policy, the government's *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be available at the school board's office and posted on the school board's website.

School boards are expected to undertake long-term enrolment and capital planning that will provide the context for accommodation review processes and decisions. This planning should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.

The *Guideline* recognizes that, wherever possible, accommodation reviews should focus on a group of schools within a school board's planning area rather than examine a single school. These schools would be reviewed together because they are located close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.

ACCOMMODATION REVIEW TERMS OF REFERENCE

The review of a particular school or schools is to be led by an Accommodation Review Committee (ARC) appointed by the board. The ARC assumes an advisory role and will provide recommendations that will inform the final decision made by the Board of Trustees.

Each ARC must include membership drawn from the community. It is recommended that the committee include parents, educators, board officials, and community members. Trustees are not required to serve on ARCs.

School boards will provide the ARC with a Terms of Reference that describes the ARC's mandate. The mandate will refer to the board's educational and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement. The Terms of Reference will contain Reference Criteria that frame the parameters of ARC discussion. The Reference Criteria include the educational and accommodation criteria for examining schools under review and accommodation options. Examples may include grade configuration, school utilization, and program offerings.

The Terms of Reference will identify ARC membership and the role of voting and non-voting members, including board and school administration. The Terms of Reference will also describe the procedures for the ARC, including meetings; material, support, and analysis to be provided by board administration; and the material to be produced by the ARC.

School boards will inform the ARC at the beginning of the process about partnership opportunities, or lack thereof, as identified as part of boards' long-term planning process.

SCHOOL INFORMATION PROFILE

School boards are required to develop a School Information Profile to help the ARC and the community understand how well school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School

Information Profile includes data for each of the following four considerations about the school(s):

- Value to the student
- Value to the school board
- Value to the community
- Value to the local economy

It is recognized that the school's value to the student takes priority over other considerations about the school. A School Information Profile will be completed by board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.

The following are examples of factors that may be considered under each of the four considerations. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s).

Value to the Student

- the learning environment at the school;
- student outcomes at the school;
- course and program offerings;
- extracurricular activities and extent of student participation;
- the ability of the school's physical space to support student learning;
- the ability of the school's grounds to support healthy physical activity and extracurricular activities;
- accessibility of the school for students with disabilities;
- safety of the school;
- proximity of the school to students/length of bus ride to school.

Value to the School Board

- student outcomes at the school;
- course and program offerings;
- availability of specialized teaching spaces;
- condition and location of school;
- value of the school if it is the only school within the community;
- fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

Value to the Community

- facility for community use;

- program offerings at the school that serve both students and community members (e.g., adult ESL);
- school grounds as green space and/or available for recreational use;
- school as a partner in other government initiatives in the community;
- value of the school if it is the only school within the community.

Value to the Local Economy

- school as a local employer;
- availability of cooperative education;
- availability of training opportunities or partnerships with business;
- attracts or retains families in the community;
- value of the school if it is the only school within the community.

ACCOMMODATION REVIEW PROCESS

As indicated above, the public review of each school or group of schools is to be led by a local Accommodation Review Committee appointed by the board.

School boards must present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five-year period, unless there are exceptional circumstances.

School Information Profile

The ARC will discuss and consult about the School Information Profile(s) prepared by board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

Public Information and Access

School boards and ARCs are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the school board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.

Accommodation Options

The ARC may also create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report to the board.

ARCs may recommend accommodation options that include new capital investment. In such a case, board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of board administration will propose how students would be accommodated if funding does not become available.

As the ARC considers the accommodation options, the needs of all students in schools of the ARC are to be considered objectively and fairly, based on the School Information Profile and the objectives and Reference Criteria outlined in the Terms of Reference.

Community Consultation and Public Meetings

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.

As indicated above, the ARC will consult about the customized School Information Profile prepared by board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback about the accommodation options and the ARC's Accommodation Report to the board. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views. All relevant information developed to support the discussions at the consultation is to be made available in advance.

At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs and board administration are to respond to questions they consider relevant to the ARC and its analysis, at

meetings or in writing appended to the minutes of the meeting and made available on the board's website.

ARC Accommodation Report to the Board

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the board's Director of Education, who will have the Accommodation Report posted on the board's website. The ARC will present its Accommodation Report to the Board of Trustees. Board administration will examine the ARC Accommodation Report and present the administration analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the board must outline clear timelines around when the school(s) will close.

TIMELINES FOR AN ACCOMMODATION REVIEW PROCESS

After the intention to conduct an accommodation review of a school or schools has been announced by the school board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings.

Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

After the ARC completes its Accommodation Report it is to make the document publicly available and submit the document to the school board administration. After the submission of the Accommodation Report, there must be no less than 60 calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations.

Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods. For schools with a year-round calendar, any holiday that is nine calendar days or longer, including weekends, should not be considered part of the 30, 60 or 90 calendar day periods.

APPLICATION OF ACCOMMODATION REVIEW GUIDELINES

The *Guideline* applies to schools offering elementary or secondary regular day-school programs. The following outlines circumstances where school boards are not obligated to undertake an accommodation review in accordance with this *Pupil Accommodation Review Guideline*. In these circumstances, a board is expected to consult with local communities about proposed accommodation options for students in advance of any decision by the board.

- 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;

- When a lease is terminated;
- When a board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; 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 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.

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 B

Terms of Reference Template – Accommodation Review Committees

TERMS OF REFERENCE –TEMPLATE Accommodation Review Committees

1.0 Mandate

The Board of Trustees has asked an Accommodation Review Committee to conduct a school closure review of _____ (review area). The ARC, as an advisory committee to the Board of Trustees, will analyze School Information Profiles and other relevant data, develop alternative accommodation scenarios and make recommendations to the Board of Trustees that meet the educational and operational objectives of the Waterloo Catholic District School Board.

2.0 Reference Criteria

The reference criteria include educational and accommodation criteria for examining schools under review and accommodation options. The reference criteria define the parameters of the ARC discussion and will be used by that ARC to fulfill its mandate. The reference criteria include, but are not limited to, the following.

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.
- Facilities should have a relationship with the community.
- Physical accessibility in new and existing facilities should be maximized.
- All capital projects (i.e. new schools, additions) require Ministry and Board approval.
- Creative financing options and private sector partnerships should be explored where appropriate.

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.
- Consider the impact on parish boundaries.
- 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 carry out the accommodation review process. ARC members can expect approximately 10-12 ARC meetings over an 8 month period. A minimum of 4 public meetings will also be held. Throughout the process the committee will be assisted by various board staff members in the collection, presentation and evaluation of data, organizing both committee and public meetings, generating options and preparing reports. The outline below illustrates the relative division of responsibilities between the committee and staff.

	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 • Request additional information 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. • Attend meetings as a resource to the ARC. • Provide any additional information requested by the ARC.
<i>School Information Profile (SIP)</i>	<ul style="list-style-type: none"> • Review and discuss the School Information Profiles. • Consult with the public regarding the SIP. • Request changes to the SIP 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"> • Develop accommodation options consistent with the Reference Criteria. • Analyze and evaluate accommodation options. • 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>Community Consultation</p>	<ul style="list-style-type: none"> • Hold a minimum of four public meetings. • Ensure that all relevant information is made available to the public. • Consider public comments when making decisions and recommendations [where possible provide written notations of actions taken for each comment]. 	<ul style="list-style-type: none"> • Prepare presentation materials for public meetings. • Advertise meetings in accordance with Board policy • Post all relevant information on the Board's website. • Ensure that the Board of Trustees receives all written public comments
<p>Recommendations & Final Report</p>	<ul style="list-style-type: none"> • Develop a preferred option. • Develop implementation recommendations. • Prepare a Final Report containing the preferred options and implementation recommendations. • Ensure that the report accurately reflects the process and discussions of the committee. 	<ul style="list-style-type: none"> • Prepare the Final Report on behalf of the ARC. • Post the Final Report on the Board's website. • Respond to public inquiries regarding the review. • Present the final report recommendations to the Board of Trustees.
<p>Meeting Conduct</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. Where this is not possible a vote will be held. Only voting members of the ARC will be allowed to vote. The vote will be successful only if the majority (50% + 1) of ARC members present at time of the vote are in favour. • 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 member attendance at public meetings is recommended but not required. • The role of the ARC terminates once the Final Report and recommendations have been submitted to the Director of Education. 	

APPENDIX C
Generic School Information Profile



GENERIC SCHOOL INFORMATION PROFILE

GENERAL INFORMATION	
School:	
Address:	
Original Construction Year:	
Year of Additions/ Renovations:	
Building Size – GFA (sq.ft/m²):	
Number of permanent classrooms:	
Number of port-a-pak/RCM classrooms:	
Number of portables:	
On-The-Ground Capacity:	
Site Size (Ha/Acres):	
Frontage (m):	
Zoning:	

VALUE TO THE STUDENT

SUPPORTS

The capacity and numbers (according to the Board or Ministry formula) supports the following number of staff:

		Current Staffing (# FTE)	# FTE Students	Staffing Benchmark	No. of Staff Provided by Benchmark
Teaching Staff	Full-time Principal				
	Vice-Principal				
	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					

PROXIMITY TO EXTERNAL TEACHING RESOURCES

List any cultural resources, recreational opportunities, and natural areas within 1.6km of the school.

STUDENT ACADEMIC OUTCOMES

Are the EQAO assessment results available for this school? Yes No

What has been the EQAO assessment results trend over the last 5 years?

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 3 Reading					
Grade 3 Writing					
Grade 3 Mathematics					
Grade 6 Reading					
Grade 6 Writing					
Grade 6 Mathematics					

QUALITY OF THE LEARNING ENVIRONMENT

Instructional Areas:

Number of Purpose-Built Kindergarten Rooms:

Number of Regular Classrooms:

Do classrooms have natural light (windows)? Some Yes No

Describe the classroom layout:

open concept (pods) permanent walls combination

Does the school have purpose-built classrooms for:

Science: Yes No Art: Yes No

Music: Yes No Spec. Ed: Yes No

What size is the gymnasium?

single over-sized single double partition wall?

Are the following spaces available?

change rooms gym storage stage servery

Is the size of the gymnasium appropriate for the capacity of the school? Yes No

Are the size, shape, and configuration of the library adequate for the capacity of the school? Yes No

Does the library have natural light (windows, skylights, etc.)? Yes No

Are there any specialized spaces included in the library? No

computers technology stage

other (specify) _____

Is there sacred space for small groups to reflect, pray and share? Yes No

Administrative Areas:	
Is the size of the administration adequate for the size of the school?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are the following resources available at the school?	
Reception with waiting area _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
Principal office _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
VP office _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
Meeting room _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
Staff room with kitchen _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
staff work room _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
health room _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
OSR storage _____	Yes <input type="checkbox"/> No <input type="checkbox"/>
Describe the building environment:	
air quality (ventilation, temperature control, humidity, particulates):	satisfactory <input type="checkbox"/> unsatisfactory <input type="checkbox"/>
light quality (adequate levels, natural light):	satisfactory <input type="checkbox"/> unsatisfactory <input type="checkbox"/>
external distractions (landfill, trains):	noise <input type="checkbox"/> odors <input type="checkbox"/>
other (specify): _____	

ACCESSIBILITY	
Describe any accessibility issues with the site (e.g. steep slopes, stairs).	
Percentage of the school's floor plan that is wheelchair accessible:	
Is the school multi-leveled?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, is there an elevating device (i.e. elevator, lift)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is there a barrier free washroom for student use?	Yes <input type="checkbox"/> No <input type="checkbox"/>
boys only <input type="checkbox"/> girls only <input type="checkbox"/>	
If yes, is it located near the spec. ed. room?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the main entrance accessible?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the administration area fully accessible?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is there a barrier free washroom designated for staff use?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the gymnasium accessible?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the entrance closest to the gymnasium accessible?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is there a barrier free washroom located in the change rooms?	Yes <input type="checkbox"/> No <input type="checkbox"/>
boys only <input type="checkbox"/> girls only <input type="checkbox"/>	N/A <input type="checkbox"/>
Is the library accessible?	Yes <input type="checkbox"/> No <input type="checkbox"/>

ADEQUACY OF EXTERNAL PHYSICAL SPACE TO SUPPORT LEARNING & DEVELOPMENT

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 No
 If yes, does it have sports fields? Yes No
 If not, is there a park within 200m of the school with sports fields? Yes No

EXTRACURRICULAR ACTIVITIES

Which extracurricular activities are currently offered?

Athletics:

Basketball? girls boys Soccer? junior intermediate
 Volleyball? girls boys Cross Country? Track & Field?
 Softball / 3 pitch? girls boys Other (List):

Arts: Choir? Dance? Other (List):
 Drama? Art/Crafts?

Clubs: Chess/checkers? Computers?
 Other (List):

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

SAFETY

Do all regular classrooms have windows? Yes No

Can the main entrance be easily monitored from the main office? Yes No

Are there clear sight lines *inside the school* that allow corridors and stairwells to be easily monitored? Yes No

Describe any deficiencies.

Are there clear sight lines that allow the *site* to be easily monitored? Yes No

Does the site require extra staff to supervise? Yes No

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 that are bussed due to a hazard:	Percentage:	
Number of students attending the school but living out of boundary:	Percentage:	
Number of students living in the bussed area:	Percentage:	N/A <input type="checkbox"/>
Number of students living in the boundary but attending another school:		

INTERACTION BETWEEN THE SCHOOL AND 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):	

VALUE TO THE BOARD

ENROLLMENT FACTORS			
On-the-Ground (OTG) Capacity:			
	Year	Enrolment	Utilization
Historical FTE Enrolment: past 5 years			
Current full time equivalent (FTE) enrolment:			
Enrolment FTE Projection: next 5 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"/>

ADEQUACY OF THE SITE	
Actual number of parking spaces on site:	
Recommended minimum number of parking spaces (2 per classroom):	
Are there designated handicap parking spaces? No. _____	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"/>
Is there a designated parent drop-off area on the site?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the school visible within the neighbourhood (collector road vs. cul-de-sac)	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"/>

COST TO OPERATE	
Annual transportation cost: \$ _____	Cost per bussed pupil: \$ _____
3 Year average expenditures per pupil:	
Utilities (Hydro, Natural Gas, Water, etc.)	
Maintenance	
Operations (waste management, security, preventative maintenance, grounds, custodial staffing, custodial supplies, etc.)	
subtotal	
	Cost to Operate per pupil \$ _____
	Ministry Benchmark per pupil \$ _____
	Board average Cost to Operate per pupil \$ _____

LONG TERM CAPITAL/RENEWAL COSTS	
Potential accessibility projects:	Cost estimate: \$ _____
Potential program upgrades:	Cost estimate: \$ _____
Potential renewal projects over the next 5 years:	Cost estimate: \$ _____

VALUE TO THE COMMUNITY & LOCAL ECONOMY

FACILITY FOR COMMUNITY USE		
Does the school have a child care facility?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List any facility partners that currently have an agreement for space in the school.	N/A <input type="checkbox"/>	
Types of groups & number of annual hours of rented space in the school (Community Use of Schools): youth <input type="checkbox"/> hours: _____ adult <input type="checkbox"/> hours: _____ other <input type="checkbox"/> hours: _____		
Has the community invested financially in the school grounds?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List any agreements governing the joint use of green space.	N/A <input type="checkbox"/>	
Does this school represent the only green space within the neighbourhood?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is this the only Catholic school in the community (within 8km)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What are the attributes of the site that lend itself to an alternate use?		
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"/>