

**APPENDIX D: Best Practice Procedures for Accommodation Reviews**

The following strategies and ideas are intended to provide guidance to the Accommodation Review Committee on the performance of the accommodation review. These procedures are not mandatory but rather augment the procedures outlined in the policy. However, the Accommodation Review Committee should carefully consider incorporating as many of these “best practices” as is practical in the review process.

		<b>Suggested Procedures</b>
<b>ACCOMMODATION REVIEW COMMITTEE</b>	<b>Selection of parent representatives to the committee</b>	<ul style="list-style-type: none"> <li>• The principal has ultimate responsibility for selecting the parent representatives for their school.</li> <li>• Suggested Process:               <ul style="list-style-type: none"> <li>○ The school community will be notified that a review has commenced and that parent representatives are being sought to participate on the committee;</li> <li>○ Notification may include a flyer sent home with students, an invitation to a school council presentation, posters at schools, parish bulletins and/or email notification.</li> <li>○ Parents may apply through the completion of an application, available on-line, from the school or by request from the board.</li> <li>○ Applications will be submitted to the school Principal.</li> <li>○ The Principal will short-list the applicants based on the criteria listed on the application.</li> <li>○ The school council will review the applicants and make a recommendation to the principal.</li> <li>○ The principal will select the parent reps.</li> <li>○ All applications should be kept by the principal for the duration of the review in case a replacement rep is needed.</li> </ul> </li> <li>• If one of the two parent reps quits the ARC near the end of the process and it’s too late to introduce another parent rep to the ARC then the remaining parent representative will have two votes to ensure that each school has equal representation.</li> </ul>
	<b>Selection of municipal, business and parish representatives</b>	<ul style="list-style-type: none"> <li>• Municipal Representative –the municipality will be responsible for appointing a municipal representative to the committee.</li> <li>• Business Representative – the local Chamber of Commerce will be contacted for the appointment of one (1) business representative.</li> <li>• Municipal, business representatives shall not be associated with any of the schools involved in the review.</li> <li>• Parish Representative – the local parishes associated with the schools involved in the review will be contacted to appoint one (1) representative to the committee.</li> <li>• The parish representative must not be personally affiliated with any of the schools in the review.</li> <li>• All of these committee members are optional and the review can proceed without these members if necessary.</li> </ul>

<b>ACCOMMODATION REVIEW COMMITTEE</b>	<b>Job Descriptions</b>	<ul style="list-style-type: none"> <li>• A job description will be created prior to the review and provided to prospective parent representatives as part of the application process;</li> <li>• A job description will be created for school principals to make the role of the Principal clear to the school community.</li> </ul>
	<b>Meetings</b>	<ul style="list-style-type: none"> <li>• Committee meeting dates/times will be set at the first ARC meeting.</li> <li>• Dates/times will be posted on the website.</li> <li>• ARC members must attend 80% of the ARC meetings and public consultation sessions. (Note: the percentage will be set by the ARC chair at the beginning of each review. It will be approximately 80% and depend on the number of meetings in the review.)</li> </ul>
	<b>School Tours</b>	<ul style="list-style-type: none"> <li>• School tours will be organized at the beginning of school closure reviews to acquaint committee members with the issues to be addressed through the review.</li> <li>• Planning staff would provide information relative to each site (floor plans, site plans, capacity, enrolment, etc).</li> <li>• The tour of each school would be conducted by the Principal.</li> </ul>
	<b>Delegations to Committee Meetings</b>	<ul style="list-style-type: none"> <li>• The meetings where delegations will be allowed will be selected at the beginning of the process by the ARC. This information will be made available to the public.</li> <li>• No delegations will be allowed at the night the committee makes its recommendations.</li> <li>• Delegations will be required to register 48 hours in advance through the Capital Planning Department. Delegations are required to submit presentation material at this time.</li> <li>• Delegations will be given 5 minutes to speak.</li> </ul>
	<b>Developing Options</b>	<ul style="list-style-type: none"> <li>• The committee will decide how the accommodation options will be developed.</li> <li>• Design charettes may be used to develop options using background information provided by staff.</li> <li>• Staff may develop options and provide them to the ARC.</li> <li>• Options may be submitted by the public for consideration.</li> </ul>
<b>PUBLIC CONSULTATION</b>	<b>Purpose</b>	<ul style="list-style-type: none"> <li>• The purpose of the public consultation sessions will be clearly stated at the beginning of the review process and reiterated throughout the process.</li> <li>• The purpose should be stated at every public consultation session.</li> </ul>
	<b>Notification</b>	<ul style="list-style-type: none"> <li>• Notification should be given by a variety of means to reach the largest number of people possible: <ul style="list-style-type: none"> <li>• Email distribution (parents can sign up for this)</li> <li>• Signs posted on each school property</li> <li>• Board website (updated frequently)</li> <li>• Flyers sent home with students</li> <li>• Newspaper advertisements</li> <li>• Media releases</li> <li>• Social media (where appropriate)</li> </ul> </li> <li>• A summary of all communication will be kept and distributed to the ARC and trustees throughout the accommodation review.</li> </ul>

<b>PUBLIC CONSULTATION</b>	<b>School Council</b>	<ul style="list-style-type: none"> <li>• Staff will attempt to present to each school council involved in the review area individually at the beginning of a school closure review.</li> <li>• These presentations will be advertised to the broader school community.</li> <li>• Information on the application for parent representatives would be shared at this meeting.</li> </ul>
	<b>Public Consultation Sessions</b>	<ul style="list-style-type: none"> <li>• Open house portion – display boards will be set up around the gym/library for parents to view. An adequate amount of staff will be present to answer any questions.</li> <li>• Presentation portion – a presentation will be done at a set time within the public consultation session.</li> <li>• Each of the four required public consultation sessions in a school closure review and two required public consultation sessions in a boundary review must contain a presentation and an open house component.</li> <li>• Additional public meetings may be added and could use different formats.</li> </ul>
	<b>Community Needs</b>	<ul style="list-style-type: none"> <li>• Individual school communities may face challenges in encouraging the participation of their parents.</li> <li>• Where specific barriers can be identified, the committee should implement strategies to encourage participation, for example: <ul style="list-style-type: none"> <li>• Provide a translator at public consultation sessions</li> <li>• Translate notices and other written documents.</li> <li>• Provide childcare for parents attending consultation sessions.</li> <li>• Conduct consultation sessions at alternative sites which may be more comfortable to parents (e.g. ethnic clubs, parishes, neighbourhood associations)</li> <li>• Provide food if meetings are held during meal times</li> </ul> </li> </ul>
	<b>Public Comments</b>	<ul style="list-style-type: none"> <li>• Community members will be advised that any comments submitted to the committee may become part of the public record.</li> <li>• There will be a method of recording questions/answers at public consultation sessions that could include comment sheets or meeting minutes</li> <li>• Other options for submitting comments any time during the review include suggestion boxes at schools, email to Capital Planning staff or ARC members.</li> <li>• Committee members &amp; all trustees receive copies of all written public comments received. Comments would not be edited or summarized. Inappropriate comments may be removed prior to distribution.</li> <li>• A FAQ webpage will be established on the accommodations page.</li> <li>• Public comments (minus personal or inappropriate information) may be posted on the website periodically throughout the review. Responses may also be posted.</li> <li>• Comments marked as confidential will not be shared.</li> <li>• Summaries will be provided in the final report of the ARC as they pertain to accommodation options that were considered.</li> </ul>

<b>TRANSITION PLAN</b>	<b>During the review</b>	<ul style="list-style-type: none"> <li>• Start transition planning as early in the review process as possible so that the public understands the measures that will be undertaken to alleviate student fears, ensure continuity of special education support and build linkages between communities.</li> <li>• The public should be invited to present suggestions for inclusion in the transition plans.</li> <li>• Transition plan ideas should be shared with the public during the accommodation review process.</li> <li>• Provide teaching staff at the schools with resources and information so they can talk to students about the change process.</li> </ul>
	<b>After the review</b>	<ul style="list-style-type: none"> <li>• <b>Student Support</b> <ul style="list-style-type: none"> <li>• Staff from departing and receiving schools meet to review needs of individual students (IEPs, EA support, ESL, behaviour concerns)</li> <li>• Special Education staff from the Board Office meets with staff from the departing and receiving schools to support students transitioning to a new school</li> <li>• HR to ensure EAs are present at school the first day with the student they had supported the previous year</li> <li>• Staff from the departing school prepare summaries highlighting the particular learning styles of each student</li> <li>• Arrange late June or late August meetings with classroom teacher, in new classroom, to help alleviate anxiety</li> <li>• Wherever possible honour requests to have friends accommodated in the same classroom or to ensure separation of students where there have been past difficulties</li> </ul> </li> <li>• <b>Community Building</b> <ul style="list-style-type: none"> <li>• Welcome, meet &amp; greet for students changing schools at their new school</li> <li>• School tours to familiarize students with their new school</li> <li>• Open house for parents and students to visit their new school</li> <li>• Joint celebrations held (assemblies, masses, play days, performances)</li> <li>• Student ambassadors from receiving school to visit departing school to answer questions from students</li> <li>• Set up pen pals between students who are transferring and students in the same grade at the school they'll move to</li> <li>• Student marches from one school to another</li> <li>• Plant a tree to signify a new beginning</li> <li>• If a school is closing, transfer artefacts, pictures, trophies to the new school and display them prominently</li> <li>• Select a new name, colours and mascot for the merged school teams</li> </ul> </li> </ul>

<b>TRANSITION PLAN</b>		<ul style="list-style-type: none"> <li>• <b>Administrative Activities</b> <ul style="list-style-type: none"> <li>• Regular communication with the parent community is essential</li> <li>• Transfer electronic records to receiving schools by the end of May so that class lists can be created to try and keep friends together, wherever possible</li> <li>• Kindergarten on alternate day schedules must be provided with other opportunities to visit schools if events happen on days when they are not at school</li> </ul> </li> <li>• <b>School Council Activities</b> <ul style="list-style-type: none"> <li>• Involve school councils in community building events</li> <li>• Hold joint school council meetings in the period leading up to the move</li> <li>• Review the priorities for each School Council and determine the joint priorities going forward</li> <li>• Review School Council budgets and potential expenditures to benefit students</li> </ul> </li> </ul>
	<b>After the review</b>	