

ACCOMMODATION REVIEW TERMS OF REFERENCE

1.0 Preamble

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

2.0 Membership of the ARC

- 2.1 The ARC will be composed of the following members:
 - 2.1.1 Voting Members
 - The chair(s) of the school council(s) of the school(s) under review, or another member of the school council chosen by the council;
 - A community member appointed by each of the school council(s) of the school(s) under review;
 - An elected municipal representative from each of the local municipalities in which the school(s) under review are located, as appointed by the respective municipal council;
 - Where a person, or persons, above declines the invitation to be a member of the local ARC, the board shall appoint a replacement.
 - 2.1.2 Non-Voting Members
 - The trustee(s) representing the area in which the school(s) under review are located;
 - The principal of each of the school(s) under review;
 - superintendent of schools for the school(s) under review;
 - The superintendent of operations and the superintendent of business
 - Central office staff members.

3.0 Duties for Members of the ARC

- 3.1 Prior to establishment of the ARC:
 - Each year the director of education shall conduct a preliminary accommodation analysis of all schools under the board's jurisdiction and present the findings to the board of trustees;
 - Based on the preliminary accommodation report, the board of trustees shall identify a school or school(s) for further review;
 - The director of education shall inform parents, staff, the school council(s) and the community(ies) of the schools' identification and possible changes in accommodation status.
- 3.2 The director of education or designate shall chair the ARC.
- 3.3 Voting members of the ARC are charged with:
 - Reviewing and amending the School Information Profile for each of school(s) under review;
 - Applying the Terms of Reference and the Reference Criteria to the proposed accommodation option(s) provided by the director of education and any proposed accommodation option(s) generated by the ARC;

- Seeking public and documenting input on accommodation options for the schools under review;
 - Creation of an Accommodation Report that includes
 - ❖ The final version of the School Information Profile for each of the school(s) under review;
 - ❖ An accommodation proposal or proposals;
 - ❖ Community input regarding the proposal(s), and
 - ❖ Other possible options identified by the local ARC as solutions to the accommodation issues under consideration
 - Presenting the Accommodation Report to the community(ies) and the Board of Trustees at the final ARC meeting.
- 3.4 Non-voting member duties include:
- The director of education shall provide the ARC with information regarding the board's long term planning and capital planning, including partnership opportunities or lack thereof;
 - The director of education shall provide the ARC with 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 plans. If the option(s) require new capital investment, the board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if the funding does not become available.
 - The director of education shall provide the ARC with a School Information Profile for each school listed in an Accommodation Review.
 - Board administration shall assist the ARC in advertising the public meetings and making arrangements for the logistics of such meetings.
 - Board administration shall post to the board's web site all relevant information related to the ARC process.
 - Board administration shall assist the ARC through the provision of data to analyze accommodation options.
 - Trustees shall act in an advisory capacity to facilitate discussion around accommodation options.
 - The director of education shall present the Accommodation Report, along with an analysis of the report, and recommendations from staff to the Board of Trustees.
- 3.5 After the ARC has been disbanded:
- The Chair of the Board shall give a minimum of 60 calendar days public notice of the regular board meeting date on which the decision regarding accommodation of students in the schools under review will be made.
 - The Board of Trustees will consider the Accommodation Report, information and recommendations from staff and make one of three determinations:
 - ❖ That a school or school(s) continue to operate in the present format; or
 - ❖ That a school or school(s) operate under a revised format; or
 - ❖ That a school or school(s) under review be closed.
 - The director of education shall notify, in writing, the parents of the students in the schools affected by the board resolution, of the arrangements for the accommodation of students, including clear timelines for implementation.

4.0 ARC Operational Rules

- 4.1 A minimum of thirty (30) days shall elapse between the date at which the director of education informs parents, staff, the school council(s), and the community(ies) of the identification and possible changes in accommodation status, and the local ARC's first public meeting. The date of this meeting shall be established by the board.
- 4.2 Meetings of the local ARC shall be conducted under Robert's Rules of Order, and minutes of meetings of the local ARC shall be made publicly available on the board's website.
- 4.3 All meetings of a local ARC shall be open to the public, and the dates of such meetings shall be published.
- 4.4 The local ARC is to ensure that a wide range of consultation occurs with the school(s) and community(ies) under review.
- 4.5 This consultation is to be based on the School Information Profile(s), and the Terms of Reference, and include input from a wide range of school and community groups. These groups may include the school council(s), parents, guardians, students, school staff, the local community (e.g. library, daycare, post-secondary institutions), and other interested parties.
- 4.6 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(s) and the objectives and the Reference Criteria outlined in the Terms of Reference.
- 4.7 A minimum of four public meetings are to be held as part of the consultation.
- 4.8 At the discretion of the local ARC additional public meetings may be held where deemed by the local ARC to be necessary.
- 4.9 Public meetings will be publicized in advance, and held in the school(s) under review, or in a nearby facility if physical accessibility cannot be provided at the school(s).
- 4.10 For the board to be able to verify that a non-parent/guardian of a pupil in one or more of the school(s) under review has participated in the review process, the non-parent/guardian must have attended one or more of the public meetings held by the local ARC, and their attendance must have been recorded as in 4.11.
- 4.11 Attendance at such public meetings must be recorded in order to track people who have taken part in the accommodation review process. Attendance must include the printed name, full address, home phone number, and signature of attendees.
- 4.12 The last of the public meetings held by the local ARC will be for the purpose of presenting to the school community(ies), and the board of trustees, the Accommodation Report. Following this meeting the ARC may further revise the report based on input received at this meeting prior to submitting the final written document to the director of education.
- 4.13 The local ARC's report shall include the final School Information Profiles(s) and any proposed alternative accommodation recommendations developed by the ARC. The ARC may recommend accommodation options that include new capital investment. In such cases, 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.
- 4.14 A minimum of ninety (90) calendar days shall elapse between the first and last public meeting of the local ARC. The date of the last public meeting shall be established by the board, in consultation with the local ARC.
- 4.15 In the interests of achieving a timely conclusion for the community(ies) involved, a maximum of fourteen (14) calendar days shall elapse between the last of the local ARC's public meetings and the submission of the local ARC's final Accommodation Report to the director of education.

- 4.16 Should a local ARC fail to submit its school valuation report to the school board administration within the fourteen (14) calendar day period, it must request an extension of this timeline. The request for the extension must be addressed to the chair and director of the board, and include detailed reasons why the local ARC requires an extension to the timeline.
- 4.17 The board may require the local ARC appear before it to explain the reasons for the delay, to discuss the progress of the ARC, and to establish timelines for the ARC's work.
- 4.18 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 the meetings or in writing appended to the minutes of the meeting and made available on the board's website.

5.0 The Board's Educational and Accommodation Objectives

- 5.1 To consolidate students in sites to achieve sufficient sized student populations thereby reducing the likelihood of triple grade classes.
- 5.2 To consolidate students in sites in sufficient numbers to:
- Allow for the provision of specialized programs (at the elementary and secondary level);
 - Afford opportunities for teachers to improve teaching practices through in-school professional learning communities;
 - Enhance opportunities for students to participate in a range of extra-curricular activities.
- 5.3 To, wherever possible, keep the time any student rides on a bus to one hour or less in either going to school or going home.
- 5.4 To reduce, or eliminate, the surplus pupil places that exist in the district and thus ensure better use of limited resources.
- 5.5 To, where it meets the needs of the students and the educational objectives of the board, work in partnership with the local community to make the best use of the school building (e.g. co-location of community agencies within school buildings).
- 5.6 To, where it meets the needs of the students and the educational objectives of the board, work in partnership with community agencies to augment the educational experience provided to our students (e.g. reciprocal agreements with recreation facilities).

6.0 Reference Criteria

6.1 The following reference criteria are to be used when considering accommodation options.

Factor	Comparison Criteria		Considerations
Grade Configuration	Elementary	K-6 or K-8	<ul style="list-style-type: none"> Determining factor is the existing available surplus spaces in schools. Consolidation of sufficient Grade 7 and 8 students in one site allows for specialized teaching and the provision of specialized spaces.
	Secondary	7-12 or 9-12	<ul style="list-style-type: none"> Determining factor is the existing available surplus spaces in schools. Using surplus secondary school spaces for the consolidation of Grade 7 and 8 students provides educational and facilities advantages.
School Utilization	Enrolment vs Capacity	Less than 60% loading Insufficient student population for programming	<ul style="list-style-type: none"> Low student populations impact on delivery of program and the ability of teachers to work in professional learning teams. Lower student enrolment results in fewer staff being allocated to a school which has resulted in triple grade classes and a reduction in the number of extra-curricular opportunities.
	Community Use of School	Is the school or school site used by the community? How? When? Are there alternatives available in the community?	<ul style="list-style-type: none"> Community use of schools is an important consideration when examining the value of a school. (Note: Value to the student for education programming takes precedence over all other value ratings.)
	Potential alternative uses of the building	What other uses could be made of the building if the school were to close?	<ul style="list-style-type: none"> Alternative uses of the school building and site can enhance the community in other ways.
Financial Consideration	Projected Capital Costs	5 years 10 years	<ul style="list-style-type: none"> Renovations are costly and can take resources from other board programs.
	Annual Operational Costs	Does the grant structure cover the costs of operating the school on an annual basis?	<ul style="list-style-type: none"> Duplication of services in multiple sites that are not fully utilized is not an efficient use of resources.

Factor	Comparison Criteria		Considerations
Financial Consideration (cont'd)	Capital Funding	What is the availability of capital funding?	<ul style="list-style-type: none"> If capital funds are not available, what alternative accommodations can be made?
Transportation	Costs	What are the potential costs with proposed accommodation changes?	<ul style="list-style-type: none"> Transportation is an ongoing expense. Effort must continue to be made to consolidate routes (between schools and between boards) to reduce costs.
	Time on bus	Are routes, where possible, limited to approximately 1 hour?	<ul style="list-style-type: none"> Every effort is made to ensure students do not spend more than one hour, one way, on the bus.
Program Offering	Combined Grades	Are there triple grade classes? Are courses combined to allow for range of offerings?	<ul style="list-style-type: none"> Student enrolment determines class and grade organization. Lower enrolment may result in less than optimal combinations.
	Compulsory Courses	Are all compulsory courses available to students at all levels?	<ul style="list-style-type: none"> Lower enrolment can challenge a school's ability to offer the compulsory courses and address all graduation pathways.
	Specialized Courses	Music(Instrumental or vocal) Visual Art Drama Business courses Computer courses Technology courses Physical and Health Education	<ul style="list-style-type: none"> The ability to run and sustain these types of programs requires a minimum student population base.
	Specialist High Skills Major	Is there a program?	<ul style="list-style-type: none"> The ability to run and sustain this type of program requires a minimum student population base.
	Alternative Education	Is there a program?	<ul style="list-style-type: none"> Funding for programs like COPE require minimum enrolments to generate the grant revenue required to fund the program.
	Extra-Curricular Activities	Are there a range of activities available to Students? Could this be augmented in a consolidated setting?	<ul style="list-style-type: none"> Lower student population also results in fewer teaching staff. This has the potential to limit the number and type of extra-curricular programs available to students.

6.2 The school's value to the student takes priority over other considerations about the school.

7.0 Timelines for Accommodation Review Process

