

# AVON MAITLAND DISTRICT SCHOOL BOARD BOARD POLICY #15

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## PUPIL ACCOMMODATION REVIEWS

**Legal References:** *Education Act Section 8 (1) 26 School Closings; Education Act: Section 171 (1) 7 Schools and Attendance Areas; Education Act: Sections 194-196 Dealings with Property; O. Reg. 444/98 Disposition of Surplus Real Property; Ministry Guidelines: Planning Capacity*

**Related References:** *Ministry of Education Memorandum 2015: B09 Release of New Pupil Accommodation Review Guideline and Community Planning and Partnerships Guideline; Memorandum 2015: B03 Capital Planning Capacity Program*

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### 1. Accommodation Reviews

- 1.1 Avon Maitland District School Board is committed to providing a comprehensive range of educational opportunities equitably distributed across a broad and diverse geographical area through sustainable community schools. Various factors beyond the control of the board impact on this commitment. These factors include changing and mobile populations, a changing funding environment, new legislation, changing educational objectives, community aspirations, the potential for mutually beneficial partnerships with other agencies and the physical characteristics of buildings.
- 1.2 To maintain its commitment to the judicious use of finite resources, the Avon Maitland District School Board monitors and evaluates all schools on a regular basis and studies in detail schools whose viability may be in question.
- 1.3 The Avon Maitland District School Board is aware that changes in any school's student accommodation or other status have an impact beyond the school. The board therefore maintains that the detailed study of any school must have a district-wide perspective and include public consultation.

### 2. Application

- 2.1 This policy applies to schools offering elementary or secondary regular day-school programs. It is based upon the Ministry of Education Pupil Accommodation Review Guideline, March 2015 (Appendix A).
- 2.2 This policy **does not apply**:
  - 2.2.1 Where a replacement school is to be built by the board on the existing site or built or acquired within the existing school attendance boundary as identified through the board's existing policies or procedures;
  - 2.2.2 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 board's policies or procedures;
  - 2.2.3 When a lease for the school is terminated;

- 2.2.4 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 origin school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried out over a number of school years;
  - 2.2.5 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;
  - 2.2.6 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
  - 2.2.7 Where there are no students enrolled at the school at any time throughout the school year.
- 2.3 In the above circumstances, the board shall inform school communities about proposed accommodation plans for students before a decision is made by the board.
- 2.4 The 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 the coterminous boards in the areas of the affected school(s) through the Director of Education, and the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division no fewer than five (5) business days after the decision to proceed with an exemption.
- 2.5 A transition plan will be put in place following the board's decision to consolidate, close or move a school or students in accordance with this section.

### **3. Process**

- 3.1 The process of student accommodation review, which may or may not result in change in student accommodation, shall consist of three stages:
- a) Preliminary Analysis of Accommodation Data
  - b) Review for Possible Substantial Change
  - c) Decision and Implementation
- 3.2 Student accommodation review may result in such changes as:
- a) changes to the grades offered in a school
  - b) closures
  - c) any other practical solutions to overcrowded, underutilized or inadequate school facilities
- 3.3 In this policy, use of the word "school" shall mean "schools" where more than one school is being considered.
- 3.4 In this policy use of the word "day" shall include all business days and exclude statutory holidays, weekends, and board-designated winter, spring, and summer breaks.
- 3.5 In this policy the terms "Director of Education" and "board administration" shall refer to the Director of Education or designate.

#### 4. Preliminary Analysis and Identification for Review for Possible Substantial Change

- 4.1 Each school year, the Director of Education shall conduct a preliminary accommodation analysis of all schools under the board's jurisdiction.
- 4.2 When the Director of Education or designate identifies a school (or schools) that is projected to have long-term excess space and/or low absolute enrolment, the Director of Education or designate would typically look at a number of options including, but not limited to:
- a) moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
  - b) offering to lease underutilized space within a school to a coterminous board;
  - c) finding community partners who can pay the full cost of operating the underutilized space; and/or
  - d) decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.
- 4.3 Upon completion of the analysis, the Director of Education shall present a report to the board which will include:
- a) The Ministry of Education capacity for each school;
  - b) The actual enrolment and occupancy as a percentage of the Ministry of Education capacity;
  - c) The current and projected enrolments in each school;
  - d) Other information or special circumstances that the Director of Education may deem relevant such as:
    - i. The number of border-crossing students in attendance at each school;
    - ii. The location of and enrolment in special programs which attract students from other parts of the district;
    - iii. The status of the physical plants;
    - iv. The number and location of portables or temporary classrooms;
    - v. The need for alterations and additions; and
    - vi. Preliminary financial information.
  - e) Information on actions taken by the Director of Education or designate prior to recommending a pupil accommodation review process and supporting rationale as to any actions taken or not taken.
  - f) Recommendations to the board regarding which school(s) should be placed in "Under Review Status" and the circumstances that support this designation.
  - g) For the school(s) recommended to be placed "Under Review Status", one or more options to address the accommodation issue(s) with a supporting rationale for each. The report must indicate the recommended option if more than one option is presented.
  - h) The recommended option included in the preliminary accommodation report from item g) above must address the following:
    - i. summary of accommodation issue(s) for the school(s) under review;
    - ii. where students would be accommodated;
    - iii. if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
    - iv. identify any program changes as a result of the proposed option;
    - v. how student transportation would be affected if changes take place;
    - vi. if new capital investment is required as a result of the pupil accommodation review, how the board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;

- vii. 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;
- viii. a proposed timeline for implementation.
- i) Every effort will be made to provide the School Information Profiles (SIPs) for the schools affected by the review as part of the preliminary accommodation report. The SIPs will be available no later than the first public meeting of the Accommodation Review Committee (ARC).
- j) Rather than examining individual schools, wherever possible the board shall consider for “Under Review Status” a group of schools in a planning area that are close enough to facilitate the development of viable and practical solutions for student accommodation.
- k) If the board votes to place a school or schools under further review, the Director of Education shall inform the affected school community(ies) of the accommodation review and, specifically, the potential for any school closures as a result of the review.
- l) Following the board’s approval to undertake an accommodation review, the Director of Education shall invite municipalities and other community partners to discuss and comment on the recommended option(s).
- m) Following the board’s approval to place a school or schools under further review, the Director of Education will also notify the Director(s) of Education of the coterminous school board(s) and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

## **5. Establishment of a Local Accommodation Review Committee (ARC)**

- 5.1 When the board, by motion, identifies a school or schools as being “Under Review”, the following actions shall occur:

### **Initiating the Accommodation Review Committee**

- 5.1.1 The board shall forthwith inform parents, staff, the school council(s), and the community(ies) of the identification and possible changes in accommodation status.
- 5.1.2 The board will establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the board and the school communities.
- 5.1.3 The ARC has the following general terms of reference:
- 5.1.3.1 The ARC provides feedback and information; any decisions related to the final outcome of the accommodation review rest solely with the board.
  - 5.1.3.2 At a minimum, the ARC will provide feedback on the initial staff report option(s) and may, throughout the pupil accommodation review process, seek clarification of the initial staff report.
  - 5.1.3.3 The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.
  - 5.1.3.4 The ARC members do not need to achieve consensus regarding the information provided to the board. The members of the ARC do not vote on the feedback related to the staff report or the alternate options presented for the board’s consideration.

- 5.1.4 The board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report to be presented to the board.
- 5.1.5 The board will provide the ARC with Terms of Reference (Appendix B) that describe the ARC's mandate.
  - 5.1.5.1 The mandate will refer to the board's education and accommodation objectives in undertaking the ARC and reflect the school board's strategy for supporting student achievement and well-being.
  - 5.1.5.2 The Terms of Reference will also clearly outline the board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC.
  - 5.1.5.3 The Terms of Reference outline the minimum number of working meetings of the ARC.

### **Composition of the Accommodation Review Committee**

- 5.1.6 Members of the ARC shall, where possible, include:
  - 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 from the school(s) under review who is nominated by the school council (and who may also be a parent of a child in the school);
  - The board member(s) representing the area in which the school(s) under review are located for the purpose of monitoring the ARC progress (ad hoc members);
  - The Superintendent of Education for the school(s) under review;
  - The Superintendent of Corporate Services and/or the Superintendent of Financial Services; and/or
  - Central office staff members.
- 5.1.7 The school council(s) of the school(s) under review are to nominate an alternate member who will sit as a member of the ARC should one of the two members outlined in 5.1.6 not be able to attend.
- 5.1.8 Should the school council(s) be unable to nominate members for the local ARC as outlined in 5.1.6 and 5.1.7, the board shall appoint members to represent the school.
- 5.1.9 The membership of the ARC, including the alternate members, shall be confirmed through a motion of the board prior to the first public meeting.
- 5.1.10 The local ARC shall be chaired by the Director of Education or designate.

### **Rules of Operation for the Accommodation Review Committee**

- 5.1.11 Meetings of the 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.
- 5.1.12 All meetings of an ARC shall be open to the public, and the dates of such meetings shall be published.

### **Role of the Director of Education or Designate**

- 5.1.13 The Director of Education or designate shall provide the ARC with information regarding the board's long-term enrolment and capital planning. This information shall include partnership opportunities (e.g. with other school boards, municipalities, community groups, etc.), or lack thereof, as identified as part of the board's long term planning process as discussed with municipalities and other potential partners.
- 5.1.14 The Director of Education or designate 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 items as outlined in 4.2(h) above.

- 5.1.15 The Director of Education or designate shall provide the ARC with a School Information Profile (Appendix C) for each school listed in an accommodation review. The School Information Profile (SIP) shall include data for each of the following two considerations about the school(s) under review:
  - a) value to the student
  - b) value to the board
- 5.1.15.1 The requirements for the information contained in a SIP are found in Appendix C.
- 5.1.15.2 The board may choose to introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.
- 5.1.15.3 While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.
- 5.1.16 The Director of Education or designate shall post on the board's website, and make available in print upon request, all information provided to the members of the local ARC.

## **6.0 Consultation with Local Municipal Governments**

- 6.1 As noted in section 4.2, following the board's approval to undertake a pupil accommodation review, the board 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 board's initial staff report.
- 6.2 The invitation for this meeting will be provided through a written notice, and will be directed through the Clerk's Department (or equivalent) for the affected single and upper-tier municipalities.
- 6.3 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 board's initial staff report before the final public meeting.
- 6.4 The board must provide them with advance notice of when the final public meeting is scheduled to take place.
- 6.5 The board 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.

## **7.0 Community Consultation and Public Meetings**

- 7.1 Once the board has received an initial staff report and has approved the initiation of a pupil accommodation review, the board, in conjunction with the ARC, must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report.

- 7.2 Board staff and the members of the ARC will facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.
- 7.3 The public meetings are to be announced and advertised publicly by the board through an appropriate range of media as determined by the board.
- 7.4 At a minimum, the first public meeting must include the following:
  - a) an overview of the ARC orientation session;
  - b) the initial staff report with recommended option(s); and
  - c) a presentation of the SIPs
- 7.5 The board shall pass a motion prior to the first ARC meeting determining the dates of the first and the last public meeting.

## **8.0 Completing the Accommodation Review**

### Final Staff Report

- 8.1 At the conclusion of the pupil accommodation review process, board staff will submit a final staff report to the board which must be available to the public, and posted on the board's website.
- 8.2 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.
- 8.3 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, which contains a timeline for implementation.

### Delegations to the Board Meeting

- 8.4 Once board staff submit the final staff report to the board, the board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the board.
- 8.5 Notice of the public delegation opportunities will be provided based on Board Policy 9 Board Governance By-Laws.
- 8.6 After the public delegations, board staff will compile feedback from the public delegations which will be presented to the board with the final staff report.

### Decision of the Board

- 8.7 The board 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.
- 8.8 The board 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.

- 8.9 Unless there are exceptional circumstances as deemed by the board, final pupil accommodation review decisions will not be made during the summer holiday period (typically from July 1 to the day after Labour Day).

## **9.0 Timelines for the Accommodation Review Process**

- 9.1 Following the date of the board approval to conduct a pupil accommodation review, the Director of Education or designate will provide written notice of the board's decision within (five) 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 board's initial staff report.
- 9.2 The Director of Education or designate will provide written notice to the Director(s) of Education of the coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- 9.3 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 board's initial staff report before the final public meeting.
- 9.4 Beginning with the date of the board motion approving a pupil accommodation review, there must be no fewer than thirty (30) business days before the first public meeting is held.
- 9.5 There must be a minimum period of forty (40) business days between the first and final public meetings.
- 9.6 The final staff report must be publicly posted no fewer than ten (10) business days after the final public meeting.
- 9.7 From the posting of the final staff report, there must be no fewer than ten (10) business days before the public delegations.
- 9.8 There must be no fewer than ten (10) business days between public delegations and the final decision of the board.

## **10.0 Transition Planning**

- 10.1 The transition of students shall be carried out in consultation with parents/guardians and staff of the affected schools.
- 10.2 Where possible, the board shall establish a separate committee to address the transition for students and staff one year in advance of the implementation of the new school configuration.

## **11.0 Modified Accommodation Review Process**

- 11.1 The conditions for conducting a modified pupil accommodation review process need to be based on two or more of the following factors:

- a) distance to the nearest available accommodation is fewer than 15 km for elementary schools or 20 km for secondary schools
  - b) utilization rate of the facility is less than or equal to 65%
  - c) number of students enrolled at the school is fewer than or equal to 100 students for elementary schools or 300 students for secondary schools
  - d) when the 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)
- 11.2 An additional factor which may be considered in determining whether or not to proceed with a Modified Accommodation Review Process is a school or schools being deemed unsafe for occupancy.
- 11.3 Even when the criteria for a modified pupil accommodation review are met, the board may choose to use the standard pupil accommodation review process.

## **12.0 Implementing the Modified Accommodation Review Process**

- 12.1 The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process.
- 12.2 The initial staff report and SIPs must be made available to the public and posted on the board's website.
- 12.3 The board shall determine the date of a public meeting which will be announced and advertised through an appropriate range of media as determined by the board.
- 12.4 Following the public meeting, board staff will submit a final staff report to the board which must be available to the public and posted on the board's website.
- 12.5 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.
- 12.6 Once board staff submits the final staff report to the board, the board must allow an opportunity for members of the public to provide feedback through public delegations to the board. Notice of the public delegation opportunities will be provided based on Board Policy 9 Board Governance By-Laws.
- 12.7 After the public delegations, board staff will compile feedback from the public delegations which will be presented to the board with the final staff report.
- 12.8 The board 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.
- 12.9 Unless there are exceptional circumstances as deemed by the board, final pupil accommodation review decisions will not be made during the summer holiday period (typically from July 1 to the day after Labour Day).

- 12.10 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

- 12.11 Following the date of the board's approval to conduct a modified pupil accommodation review, the Director of Education or designate will provide written notice of the board's 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 board's initial staff report.
- 12.12 The Director of Education or designate will provide written notice to the Director(s) of Education of the coterminous school board(s) and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- 12.13 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 board's initial staff report before the final public meeting.
- 12.14 The board must hold at least one public meeting. Beginning with the date of the board's approval to conduct a modified pupil accommodation review, there must be no fewer than thirty (30) business days before this public meeting is held.
- 12.15 The final staff report must be publicly posted no fewer than ten (10) business days after the final public meeting.
- 12.16 From the posting of the final staff report, there must be no fewer than ten (10) business days before the public delegations.
- 12.17 There must be no fewer than ten (10) business days between public delegations and the final decision of the board.



**MINISTRY OF EDUCATION**  
**PUPIL ACCOMMODATION REVIEW GUIDELINE**

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## **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.

**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX B**

**ACCOMMODATION REVIEW TERMS OF REFERENCE**

**1.0 Preamble**

- 1.1 The Accommodation Review Committee (ARC) is appointed by the members of the board (herein after referred to as the board) is the official conduit for information shared between the school board and the school communities.
- 1.2 The ARC may comment on the initial staff report and may, throughout the public accommodation review process, seek clarification of the initial staff report.
- 1.3 The ARC may provide other accommodation options than those in the initial staff report, however it must include supporting rationale for any such option.
- 1.4 The ARC members do not need to achieve consensus regarding the information provided to the board.
- 1.5 The final decision regarding the accommodation review will be made by the board.

**2.0 Membership of the ARC**

- 2.1 The ARC will be composed of the following 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 from the school(s) under review who is nominated by the school council (and who may also be a parent of a child in the school);
  - The board member(s) representing the area in which the school(s) under review are located for the purpose of monitoring the ARC progress (ad hoc members);
  - The Superintendent of Education for the school(s) under review;
  - The Superintendent of Corporate Services and/or the Superintendent of Financial Services; and/or
  - Central office staff members.
- 2.2 Each school council shall also designate an alternate member to represent the school(s) under review in the event the appointed member is not able to attend the meetings.
- 2.3 The board shall pass a motion officially appointing the members of the ARC as well as the alternative members.
- 2.4 Where a person, or persons, above declines the invitation to be a member of the local ARC, the board shall appoint a replacement.

**3.0 Duties for Members of the ARC**

- 3.1 The Director of Education or designate shall chair the ARC.
- 3.2 Prior to the first meeting of the ARC, the 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.
- 3.3 Members of the ARC are charged with:
  - Reviewing and clarifying information in the School Information Profile (SIP) for each of the school(s) under review;
  - Applying the Reference Criteria (Section 6) to the proposed accommodation option(s) provided by the Director of Education and any proposed accommodation option(s) generated by the ARC;
  - Seeking and documenting public input on accommodation options for the schools under review; and
  - With the assistance of the board's staff resources, providing input for the staff report to the board that includes:
    - ❖ The final version of the School Information Profile for each of the school(s) under review;

**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX B**

- ❖ Feedback from the community consultations on the initial staff report; and
- ❖ Other accommodation options than those in the initial staff report including supporting rationale for any such option.

**4.0 ARC Operational Rules**

- 4.1 A minimum of thirty (30) business days shall elapse between the date at which the board approves a motion to conduct an accommodation review and the ARC's first public meeting. The date of this meeting shall be established by the board.
- 4.2 Meetings of the ARC shall be conducted under Robert's Rules of Order, and minutes of meetings of the ARC shall be made publicly available on the board's website.
- 4.3 All meetings of the ARC shall be open to the public, and the dates of such meetings shall be published.
- 4.4 The ARC is to ensure that a wide range of consultation occurs with the school community(ies) under review.
- 4.5 This consultation is to be based on 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 Board Objectives (Section 5) and the Reference Criteria (Section 6) outlined in these Terms of Reference.
- 4.7 Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available.
- 4.8 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.
- 4.9 A minimum of two public meetings are to be held as part of the consultation.
- 4.10 A minimum of forty (40) business 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.
- 4.11 At the discretion of the ARC, additional public meetings may be held where deemed by the ARC to be necessary, providing the dates of those meetings occur between the date of the first meeting and the date of the last meeting as determined by the board.
- 4.12 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).
- 4.13 The final staff report, including the results from the public consultation and any alternative recommendations from the ARC, must be publicly posted no fewer than ten (10) business days after the final public meeting of the ARC.

**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 elementary 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; and
  - 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.

**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX B**

- 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).

**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX B**

**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"> <li>Determining factor is the existing available surplus spaces in schools.</li> <li>Consolidation of sufficient Grade 7 and 8 students in one site allows for specialized teaching and the provision of specialized spaces.</li> </ul>
	Secondary	7-12 or 9-12	<ul style="list-style-type: none"> <li>Determining factor is the existing available surplus spaces in schools.</li> <li>Using surplus secondary school spaces for the consolidation of Grade 7 and 8 students provides educational and facility advantages.</li> </ul>
School Utilization	Enrolment vs Capacity	Less than 60% loading Insufficient student population for programming	<ul style="list-style-type: none"> <li>Low student populations impact on delivery of programs and the ability of teachers to work in professional learning teams.</li> <li>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.</li> </ul>
	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"> <li>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.)</li> </ul>
	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"> <li>Alternative uses of the school building and site can enhance the community in other ways.</li> </ul>
Financial Consideration	Projected Capital Costs	5 years 10 years	<ul style="list-style-type: none"> <li>Renovations are costly and can take resources from other board programs.</li> </ul>
	Annual Operational Costs	Does the grant structure cover the costs of operating the school on an annual basis?	<ul style="list-style-type: none"> <li>Duplication of services in multiple sites that are not fully utilized is not an efficient use of resources.</li> </ul>

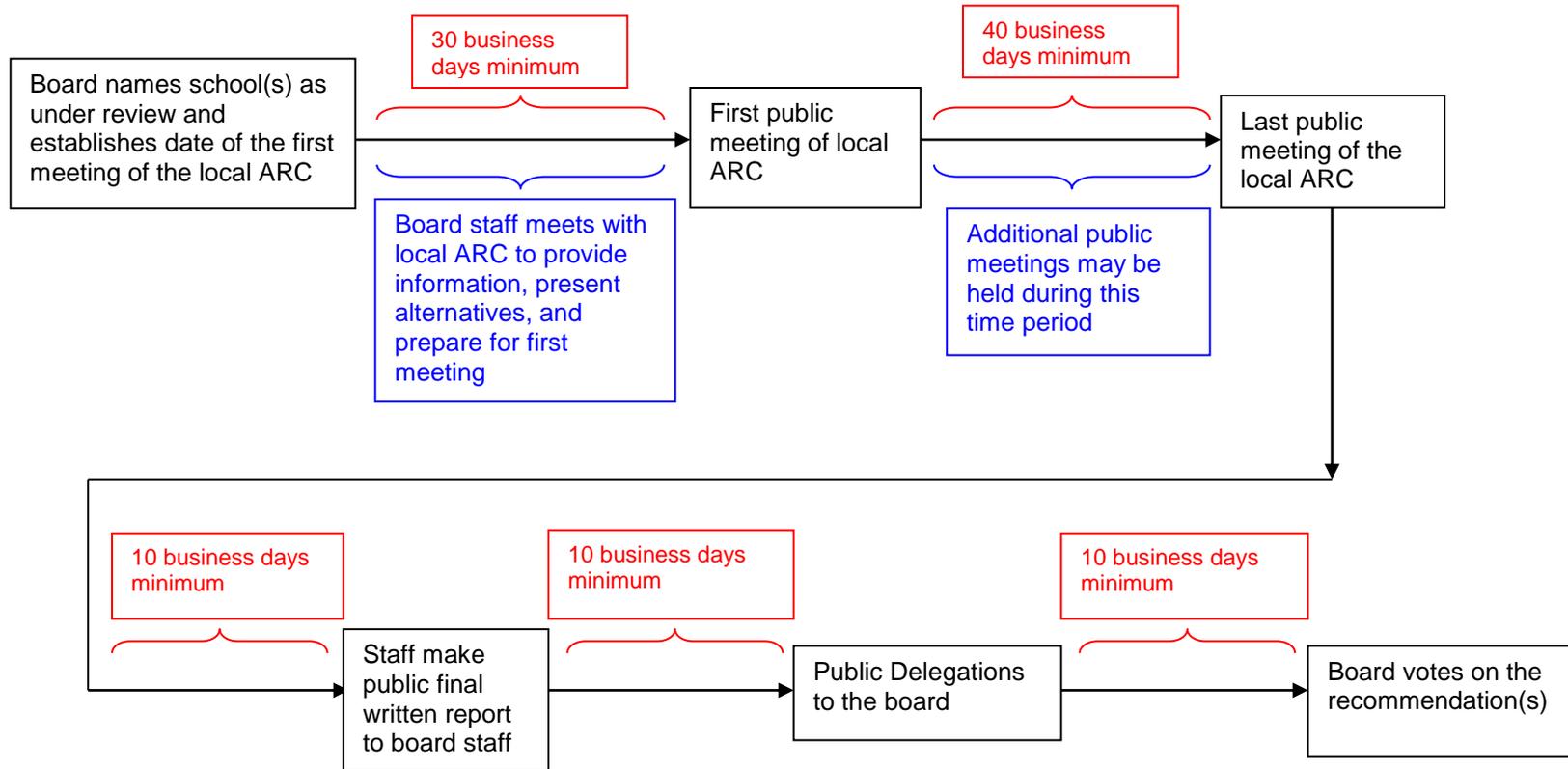
**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX B**

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

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

**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX B**

**7.0 Timelines for Accommodation Review Process**



**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX C**

**(Insert School Name) - SCHOOL INFORMATION PROFILE**

*This template serves as a guide and fulfills the requirement of the Ministry of Education's Pupil Accommodation Guideline, March 2015. Additional information may be added at the discretion of the Board.*

<b>Table 1 - Key School Data</b>	
Street Address	
Grade Configuration	K to 6, K to 8, 7 to 12, 9 to 12
Current Year Elementary Enrolment	
Current Year Secondary Enrolment	
Gross Floor Area	
Number of Floors	
% Utilization = Enrolment ÷ OTG (Elem , Sec)	XX%, XX%
<b>General Notes and Clarifications:</b> <i>Include comments regarding other school occupants such as daycares, community services.</i>	

<b>Table 2 - Property Data</b>	
Building Footprint Area	
Portable Footprint Area	
Lot Area	
Hard Surface Play Area	
Green Space Area	
Outdoor Track	
Tennis Court	
Soccer Pitch	
Baseball Diamond	
Sports bard or standalone secure storage	
Parking space count on school property	
Other parking available	
<b>General Notes and Clarifications:</b>	

**Transportation Access** – *Add commentary regarding the access of buses and private vehicles for student drop-off and pick-up. Make comment regarding bus holding zone capacity.*

**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX C**

<b>Table 2 - 7 Year Enrolment History</b>								
Panel	Current -6	Current -5	Current -4	Current -3	Current -2	Current -1	Current	% Change
Elem								
Sec								
<b>General Notes and Clarifications:</b>								

<b>Table 3 - 10 Year Enrolment Projection</b>											
Panel	Current	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
Elem											
Sec											
<b>General Notes and Clarifications:</b>											

<b>Table 4 - 10 Year History of Major Capital Improvements</b> <i>(this may take the form of a separate report instead of an embedded table)</i>	
Component	Value
<b>General Notes and Clarifications:</b>	

<b>Table 5 - Renewal Needs</b> <i>(this may take the form of a separate report instead of an embedded table)</i>	
Component	Value
<b>General Notes and Clarifications:</b>	

**Facilities Condition Index** – *Insert an explanation of the facilities condition index and state the FCI of this facility.*

**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX C**

<b>Table 6 - Student Capacity Data</b>	
Elementary - On the Ground Capacity (OTG)	
Secondary - On the Ground Capacity (OTG)	
Total OTG (not including portables)	
Portable Count	
Kindergarten Classroom Count	
Special Education Classroom	
Regular Classroom Count	
Dedicated Music/French Classroom Count	
Technical Shops	
Number of spare classrooms by organization	
Number of spare classrooms by enrolment	
<i>(Add others as required)</i>	
<b>General Notes and Clarifications:</b>	

<b>Table 7 - Staffing Data</b>	
Principal	
Vice-Principal	
Classroom Teacher	
Core French Teacher	
Music Teacher	
Prep Time Teacher	
Physical Education Teacher	
Special Education	
SERT	
Technical Resource Assistant (TRA)	
ECE	
EA	
Custodian	
<b>General Notes and Clarifications:</b>	

<b>Table 8 - Transportation Eligibility and Student Location Data</b>	
Average student travel distance to school	
Percent of students eligible for transportation	
Longest one-way ride duration	
Shortest one-way ride duration	
Average one way ride duration	
Out of bounds student count	
Out of jurisdiction student count	
<b>General Notes and Clarifications:</b>	

**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX C**

<b>Table 9 - Accessibility</b>	
Dedicated accessible parking space	
Clear path of travel from parking to entrance	
Accessible entrance	
Number of floors	
Elevator	
Lift	
Fully accessible barrier free washroom	
Washroom with some barrier free features	
<b>General Notes and Clarifications:</b> <i>Include comments regarding other accessibility challenges in the school such as split levels, stage accessibility, non-conforming ramps, etc.</i>	

<b>Table 10 - Energy Costs</b>		
	Cost/ft <sup>2</sup>	Cost/Student
Electricity		
Heating Gas		
Water		
<b>General Notes and Clarifications:</b> <i>Make comment regarding the primary heating system, cooling system and type of lighting and any other feature that may have an impact on utility consumption.</i>		

<b>Table 11 - Specialized Services, Curriculum</b>	
Specialized Elementary Music	
French Immersion	
High Skills Major(s)	
Section Class	If Section class is not located in school where would students be transported to if required
<i>(other established programs or services that differentiate this school)</i>	
<b>General Notes and Clarifications:</b> <i>Make comment regarding programs. May reference school course calendar for more detailed information if a secondary school is the profile subject.</i>	

**Extra-Curricular Activities** – *Insert principal comments regarding school extracurricular activities. These should be long standing that form part of the identity of the school. For example: Drama Cubs, Band, Sports Teams, Environmental Clubs, Gay-Straight- Alliance, Me to We, etc.*

**AVON MAITLAND DISTRICT SCHOOL BOARD  
BOARD POLICY #15  
APPENDIX C**

<b>Table 12 - Non-School Facility Use and Partnerships</b>			
	Time Available or Used	Revenue	% Cost Recovery
Full Day Day-Care Program			
Before and After Programs			
Community Use of Schools			
(add other leases and partnerships)			
<b>General Notes and Clarifications:</b> <i>Make comment regarding programs. May reference school course calendar for more detailed information.</i>			

**Facility Partnership Potential** – *Insert commentary regarding the potential of attracting a partner to lease or share excess space. Also comment on recent investigations or ongoing partnership dialogue within community.*

Other full page attachments to include the following:

- Site plan
- Floor plan (including original construction and expansion dates/areas)
- School attendance boundary
- Context map (Aerial Photo/Land Map)
- Planning map of school with zoning, official plan, land use designations
- Current transportation routes
- School Course Calendar (secondary)