



Pupil Accommodation Reviews

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board is responsible for the development of viable solutions for pupil accommodation that support student achievement and well-being.

The Board is responsible for:

- Developing a long term capital and accommodation plan informed by relevant data and information from municipal governments and community partners.
- The provision of appropriate accommodation for all students
- The operation and maintenance of school buildings in an effective and efficient manner, consistent with available funding.
- Providing the opportunity for community feedback.

1.0 Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Improving student accommodation and program
 - Community feedback
 - Policy is followed

2.0 Criteria for the Initiation of an Accommodation Review

A school or group of schools may be designated for an accommodation review if:

1. the school(s) are no longer a viable operating unit from a program or administrative perspective.
2. a school is not organized as a JK-8 school.
3. there is excess capacity in other schools that may accommodate the students.
4. a school is below 75% of its rated capacity.
5. the physical condition of the school building is deteriorating such that the facility condition index (FCI) of the school is greater than the Board average FCI.
6. the student population in a school area is projected to decline or there is no projected growth for a school that is below 75% of its rated capacity.

3.0 Board Planning for Quality Accommodations

The board Quality Accommodations Committee as established in Bylaw 8 is tasked with responsibility for the review of demographic data, enrolment projection data and relevant information from local municipal governments; identification of capital needs; development of accommodation strategies that support student achievement and well-being. The committee will make recommendations to the board for consideration of an accommodation review on the basis of the above criteria and other relevant information available to the committee.

4.0 Establishing an Accommodation Review

Informed by the Quality Accommodations Committee recommendations, Grand Erie District School Board Senior Administration will develop an initial accommodation report, on the ministry-approved template, to be presented to the Board of Trustees for approval. This report includes information from municipal government and community partners prior to the commencement of the review including any confirmed interest in using the underutilized space.

The report will include:

1. accommodation issue(s) for each school under review
2. a recommended scenario
3. at least two alternative scenarios which could include the status quo
4. where students would be accommodated
5. any changes to existing facility(ies)
6. any program changes required as a result of the proposed option(s)
7. changes to student transportation as a result of the proposed option(s)
8. new capital investment required and how it would be funded as well as a proposal on how students would be accommodated if funding does not become available
9. 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 utilized space
10. timeline for implementation for each recommended and alternative accommodation scenario

The recommended and alternative accommodation scenarios included in the initial staff report will address the following four impacts:

- impact on student programming;
- impact on student well-being;
- impact on school board resources; and
- impact on the local community

In addition, if there are any schools involved in the review that are eligible to receive support from the Rural and Northern Education Fund (RNEF), the initial staff report must also address the impact on the local economy using the ministry-approved economic impact assessment template.

The initial report and School Information Profiles (SIPs) will be made available to the public and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

5.0 Consultation

Following Board approval to move forward with an accommodation review, consultation will be done with affected single, lower and upper-tier municipalities as well as other community partners that expressed an interest prior to the accommodation review to discuss and comment on the recommended and alternative scenarios in the staff report.

Within five business days of the Board of Trustees' approval a written notice will be sent to municipalities and community partners to solicit their comment on the staff report. Feedback must be received before the final public meeting. Invitations will be sent to the elected Mayor, Chair, and to the Chief Administrative Officer, City Manager or equivalent for the affected single, lower and upper-tier municipalities.

Efforts to meet with affected municipalities, as well as other community partners, prior to an accommodation review must be documented and any relevant information from this meeting must be part of the final staff report to Trustees.

Notification will also be sent to Director of Education of our coterminous school boards and to the Assistant Deputy Minister of the Financial Policy and Business Division of the Ministry of Education.

6.0 The Accommodation Review Committee (ARC)

The Board of Trustees will appoint an Accommodation Review Committee (ARC). The first meeting of the ARC will be no less than forty (40) **business** days from the date of Board approval of an accommodation review

It is the role of the ARC to represent the school(s) under review and act as the official conduit for information shared between the 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 to be presented to the Board of Trustees.

6.1 Membership of the ARC

1. The Superintendent of Schools will facilitate ARC meetings
2. one parent/guardian representative appointed by the School Council of each school involved in the study
3. Two Trustees

Alternate members representing the broader community may be named at the beginning of the review process.

6.2 Resource staff to support the ARC

1. Principal of each school involved in the study
2. The Director of Education, Superintendent of Business, the Board's Planning Officer
3. Other Board staff as required

The ARC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

6.3 Role of Members

1. School council
 - Represent the views of the school community
 - Provide feedback
2. Trustees
 - Monitor the ARC progress
 - Act as a resource to the ARC
3. Superintendent of Education
 - Organizes and presents an orientation session to ARC members prior to the first meeting of the ARC
 - Facilitator
4. Principal
 - Act as a resource to the ARC

6.4 Terms of Reference

The goal of the accommodation review process is to share relevant information and provide the opportunity for the school community and public to be heard. This process will have quality learning environments that support student achievement and well-being as its foundation.

The Accommodation Review Committee (ARC) will operate in accordance with all Board policies, procedures and by-laws and the Terms of Reference set out in Appendix A

6.5 Mandate

The ARC may comment and seek clarification on the staff report. The ARC will provide feedback on the staff report and may provide other accommodation option(s) that must include supporting rationale. The ARC members do not need to achieve consensus. Board staff will record feedback from the ARC and community which will be part of the final report presented to the Board of Trustees. The ARC has no decision making power but its feedback will be used by the Board during its deliberations. The final decision regarding pupil accommodation rests with the Board of Trustees.

7.0 Meetings of the ARC

1. Where possible meetings of the ARC will be held in schools within the designated review area.
2. All ARC meetings will be open to the public.
3. All meetings will be publicized on the Board's website (granderie.ca), in appropriate local media and through the schools involved in the review.
4. Agendas and minutes of the ARC meetings and information relating to the review will be posted on Board's website.
5. All information shared, developed and discussed will be posted on the Board's website and available in printed form upon request through any of the schools involved in the study.

7.1 Committee Orientation Meeting

Prior to the first public meeting of the ARC, the Superintendent of Schools shall convene an Orientation Meeting for all committee members. The purpose of the orientation meeting is to prepare committee members for the work of the Accommodation Review Committee and include:

1. A review of the Accommodation Review Process and Policy
2. A review of the mandate, role and responsibilities, and procedures of the ARC.
3. Distribution of copies of School Information Profiles as reference materials for review by committee members prior to the first ARC meeting.

7.2 Public Meetings

The first meeting of the ARC, the committee will;

- Review this policy and terms of reference of the ARC (Appendix A)
- Explain the role of the members of the ARC
- Provide an overview of the ARC orientation session
- Explain the processes, timelines and expectations of the ARC
- Explain effective means of communication regarding the ARC
- Review staff report with recommended option(s)
- Review the School Information Profiles (SIP)
 - The SIP include data for each school which considers:
 - Impact on student programming;
 - Impact on student well-being;
 - Impact on school board resources; and
 - Impact on the local community
 - The SIP will be developed by school board staff for each school under review. (Appendix B)

The ARC will hold at least three public meetings with the minimum of sixty (60) business days between the first and last meeting.

There will be an opportunity for public questions and feedback at each meeting.

- The committee will consider whether resource staff will be tasked with preparing responses to questions posed by the public in attendance or by later communication to the committee.

At least one meeting will be scheduled to hear delegations from the public

- Delegations wishing to speak to the Committee are required to submit their presentation by 4:00 p.m. two business days prior to the delegation meeting of the ARC. The presentation shall be in writing and include the name of the spokesperson
- The Committee, at its discretion, may hear delegations with less than the required notice if written submissions are available on the day of the meeting.
- The time allowed for presentations will not exceed ten (10) minutes
- The spokesperson shall confine his/her remarks to the subject matter of the presentation.
- The committee members may ask the spokesperson questions in order to clarify certain points.

8.0 Completing the Accommodation Review

Senior Administration will prepare a final report including:

- A Community Consultation section that contains feedback from the ARC and all public consultations as well as any relevant information obtained from municipalities and community partners prior to and during the accommodation review.
- A section that summarizes secondary school student feedback for pupil accommodations reviews involving one or more secondary schools.

The Board can approve none, some or all of the recommendations in the report from Senior Administration. The report will come to a Committee of the Whole and will be posted on the Board's website granderie.ca. If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

The recommended and alternative scenarios must also include a proposed accommodation plan, prepared for the decision of the Trustees, which contains a timeline for implementation.

The final report must be publicly posted no fewer than ten (10) business days after the final public meeting.

The Board will refer the report from Senior Administration to the Committee of the Whole Board in the following month for debate and decision. The final decision will then be considered at the following Regular Board meeting. The decision of the Board of Trustees will be posted on the Board's website and made available at all schools in the review.

9.0 Delegations

The public will have the opportunity to make delegations to the Board of Trustees before the final Board decision either at a regular Committee of the Whole or Board meeting or if necessary at a Special Board meeting (Bylaw11). Notification of delegation will be posted on Board's website, in appropriate local media and schools involved in the review.

From the posting of the final staff report, there must be no fewer than ten (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.

10.0 Modified Accommodation Review Process

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex and do not include one or more schools eligible to receive support from the ministry's Rural and Northern Education Fund (RNEF), school boards may find it appropriate to undertake a modified pupil accommodation review process.

The conditions for conducting a modified pupil accommodation review process are satisfying condition one and two or more of conditions two to five:

1. exclusion of any RNEF-eligible school in the accommodation review; and, either,
2. distance to the nearest available accommodation, or
3. utilization rate of the facility; or
4. number of students enrolled at the school; or
5. when a school board is planning the relocation (in any school year or over a number of school years) of a program, in the 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).

10.1 Implementing the Modified Accommodation Review Process

Informed by the Quality Accommodations Committee recommendations, Grand Erie District School Board Senior Administration will develop an initial accommodation report, explaining the rationale for exempting the school(s) from the standard pupil accommodation review process, to be presented to the Board of Trustees for approval.

Within five business days of the Board of Trustees' approval a written notice will be sent to municipalities and community partners to solicit their comment on the staff report. Feedback must be received before the final public meeting. Invitations will be sent to the elected Mayor, Chair, and to the Chief Administrative Officer, City Manager or equivalent for the affected single, lower and upper-tier municipalities. The meeting between the school board and affected municipal partners must be scheduled to take place before the first public meeting.

Notification will also be sent to Director of Education of our coterminous school boards and to the Assistant Deputy Minister of the Financial Policy and Business Division of the Ministry of Education.

A minimum of one public meeting must be held. Following Trustee approval to conduct a modified pupil accommodation review, there must be no fewer than forty (40) business days before this public meeting.

The public meeting will be publicized on the Board's website (granderie.ca), in appropriate local media and through the schools involved in the review.

The initial staff report and SIPs will be made available to the public on the Board's website granderie.ca.

Following the public meeting, Senior Administration will prepare a final report including:

- A Community Consultation section that contains feedback from the ARC and all public consultations as well as any relevant information obtained from municipalities and community partners prior to and during the accommodation review.
- A section that summarizes secondary school student feedback for pupil accommodations reviews involving one or more secondary schools.

The Board can approve none, some or all of the recommendations in the report from Senior Administration. The report will come to a Committee of the Whole and will be posted on the Board's website granderie.ca. If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

The recommended and alternative scenarios must also include a proposed accommodation plan, prepared for the decision of the Trustees, which contains a timeline for implementation.

The final report must be publicly posted no fewer than ten (10) business days after the final public meeting.

The Board will refer the report from Senior Administration to the Committee of the Whole Board in the following month for debate and decision. The final decision will then be considered at the following Regular Board meeting. The decision of the Board of Trustees will be posted on the Board's website and made available at all schools in the review.

10.2 Delegations for a Modified Pupil Accommodation Review

The public will have the opportunity to make delegations to the Board of Trustees before the final Board decision either at a regular Committee of the Whole or Board meeting or if necessary at a Special Board meeting (Bylaw11). Notification of delegation will be posted on Board's website, in appropriate local media and schools involved in the review.

From the posting of the final staff report, there must be no fewer than ten (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.

A review of the Grand Erie District School Board's accommodation review process may be sought through the Ministry of Education's Administrative Review of Accommodation Review Process.

Reference: Ministry of Education Pupil Accommodation Review Guideline April 2018
OASBO Best Practice Guide & Toolkit – Facilitation skills to encourage community involvement 2016



Appendix A

Terms of Reference Accommodation Review Committee

1.0 Statement of Purpose and Responsibility

The Grand Erie District School Board believes that there is connection between quality accommodations and student achievement. The Board is responsible for the efficient and effective use of our school buildings and will ensure that students are learning in a high quality environment that supports excellent program delivery.

An Accommodation Review Committee is constituted to provide advice to the Grand Erie District School Board on pupil accommodation matters for a school or group of schools. The context for the committee is the Board's intent to:

- provide appropriate accommodation that supports and enhances student achievement
- ensure the efficient use of its building consistent with available funding
- ensure that schools can provide viable organizational units
- find efficiencies that support sound budget practices
- have community input on accommodation decisions

The Board of Trustees will approve the creation of an accommodation review committee.

2.0 Committee Composition

An Accommodation Review Committee shall be comprised of:

- i. one representative appointed by the School Council of each school involved in the review
- ii. Two Trustees
- iii. Superintendent of Education as the facilitator

Board staff and Principals will be a resource to the committee as required.

3.0 Committee Operating Procedures and Scope

3.1 Prior to the first meeting of the ARC, members of the ARC will be invited to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC. Members of the ARC will also be provided with copies of the School Information Profiles as reference materials.

3.2 Minutes will be kept of all meetings.

3.3 Where possible meetings will be held in all schools in the review area.

3.4 The Superintendent of Education will facilitate the consultation

- 3.5 The committee will act in accordance with all Board policies, administrative procedures and by-laws.
- 3.6 There will a minimum of three (3) meetings
- 3.7 There shall be a minimum of sixty (60) days between the first and last meeting of the committee. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.
- 3.8 The meetings of the ARC will include the sharing and consultation/discussion of the Board's data, the recommended and alternative scenarios developed by Senior Administration. The accommodation option(s) will address: where the students would be accommodated; required changes to facilities; program matters; transportation; and any related funding issues. Long-term enrollment data and partnership opportunities, where they exist, will also be presented. The Superintendent will present the School Information Profile for each school in the review area. Board staff will bring additional information during the review as requested by the ARC to support their work. Individual members cannot request additional information without the support of the ARC.
- 3.9 There will be an opportunity for public question and input at each meeting. The Superintendent of Education will submit a report to the Board from the consultation.
- 3.10 The committee may recommend accommodation options and capital investment consistent with the statement of purpose and responsibilities set out in part one of this document.
- 3.11 The ARC will be disbanded by the Board.

Appendix B

School Information Profiles

Administration will 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:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources; and
- Impact on the local community

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.

Each school under review will have a SIP completed at the same point-in-time, prior to the commencement of a pupil accommodation review for comparison purposes.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.