Policies and Procedures

7113 - Policy - Pupil Accommodation Review

The Durham District School Board's Consolidation and Closure Policy will be conducted in accordance with the Ministry of Education's Pupil Accommodation Review Guideline.

Appendix:

None

Document Links:

Effective Date	Legislative References	Regulation
22/05/2007		
Amended/Reviewed		
22/03/2010		
04/12/2014		
16/02/2016		

Policies and Procedures

7113 - Procedure - Pupil Accommodation Review

Preamble:

Prior to the adoption of Policy #7113 and the associated Procedure #7113, as required by the Ministry of Education's March 2015 Pupil Accommodation Review Guideline, the Durham District School Board gave its local communities and interest groups an opportunity to provide input in the approaches set out for both the Pupil Accommodation Review process and the Modified Pupil Accommodation Review process.

1.0 Statement:

The Durham District School Board is committed to providing a full range of educational opportunities and to enhancing the learning environment in its schools.

The Board recognizes that various accommodation factors, including changing demographic patterns, student enrolment, changes in curriculum and facility conditions, affect its ability to deliver educational services efficiently and effectively. The Planning Section within the Facilities Services Department is continuously engaged in the short and long-term study of these accommodation factors. One or a combination of these factors may trigger the need to develop alternative solutions to student accommodation including the closure of a school or schools and/or the consolidation of two or more schools. Any of these scenarios may also result in the movement of program(s) and boundaries for the schools under review.

This Procedure implements the requirements of the *Pupil Accommodation Review Guideline* (the Guideline) issued by the Ministry of Education in March 2015. This Guideline and the Ministry of Education's *Administrative Review of Accommodation Review Process* are posted on the Board's website and are available at the Board's office.

The Board supports the inherent flexibility of the requirements contained in the Guideline which recognizes that student achievement and well-being are a priority and as such, ongoing assessment of the Board's use of existing school buildings within the context of available funding is necessary to ensure continued effective use of available space and delivery of education programs.

The Board supports and encourages ongoing dialogue about the Board's long-term capital planning direction and identified need to manage accommodation growth pressures as well as declining enrolment issues with its local municipalities, the Region of Durham and the Board's community partner organizations.

Within the context of the Pupil Accommodation Review process, discussions with municipal and community partners regarding long-term partnerships to more effectively utilize surplus school space have occurred. The goal is to identify long-term partnership opportunities that would reduce or eliminate the need to consider individual school closures as an option for reducing costs and enhancing program delivery.

As required in the Guideline, the Pupil Accommodation Review Procedure includes the process by which the Board will undertake any Accommodation Review within its jurisdiction as well as a School Information Profile (SIP) template to be used in any Accommodation Review. The SIP, which focusses on the value of the school(s) under review to the Student and to the Board will help inform the community and the Accommodation Review Committee of information about the school(s) under review. As well, the required Terms of Reference outlining the mandate of an Accommodation Review Committee (ARC) and the conduct of said Committee is also set out in this Pupil Accommodation Review Procedure.

The final decision regarding the future of the schools identified under a Pupil Accommodation Review rests solely with the Durham District School Board's Trustees. Such decisions will be considered at a Board of Trustees' meeting to be identified by Board Staff responsible for managing any approved Pupil Accommodation Review.

1.1 Scope

This procedure applies to schools offering elementary or secondary regular day-school programs.

The following outlines circumstances where the Board is not obligated to undertake an accommodation review in accordance with the Ministry of Education's *Pupil Accommodation Review Guideline*.

- 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;

- 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 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 policy;

- When a lease for the school is terminated;

- When a 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 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.

As indicated in the Ministry of Education's *Pupil Accommodation Review Guideline*, should the Board be required to address the situations listed above, the Board will inform school communities about the proposed accommodation plans for the students prior to a decision being made by the Board of Trustees.

The Board is required to provide written notice of any of the above-noted exemptions from a Pupil Accommodation Review to the affected local municipality as well as the Region of Durham via the Clerk's Department as well as to other community partner organizations that previously expressed interest in the Board's school accommodation decisions.

Notice is also to be provided to the Directors of Education of the three co-terminous school boards and the Assistant Deputy Minister of the Financial Policy and Business Division of the Ministry of Education.

Notices are to be provided within 5 business days after the decision to proceed with an exemption has been approved by the Board of Trustees.

2.0 **Annual Review of School Accommodation Prior to the Establishment of an Accommodation Review:**

2.1 As a requirement of the Board's Regulation 1330 regarding Partnerships, Facility Partnerships, Sponsorships and Donations (Regulation 1330), the Board Staff are to meet with the local municipalities where Pupil Accommodation Reviews may be contemplated as well as community organizations that participate in the Board's Community Planning and Partnership initiatives to determine whether or not there are potential, immediate (within one year) partnership opportunities to effectively utilize surplus space and where such partnerships would be of benefit to the students.

Such a meeting may be scheduled outside of the required annual Community Planning and Partnership meeting.

The Board will present the portion of its long-term capital plan for the area in which staff have identified surplus space and request that as part of the meeting, the organizations invited prepare to bring relevant planning information.
This information includes, but is not limited to 10-year population projections by age cohort, 10-year development projections by unit type, community needs, land use and green space/park requirements. The Board is to listen to what needs or plans community partners may have.

The invitation list, the attendance sign-in sheet and any information exchanged is to be formally documented by the Board. This information is to be provided as part of the Initial Staff Report to the Trustees for consideration in the implementation of a Pupil Accommodation Review.

Prior to the establishment of an Accommodation Review, if Community Groups or Municipalities indicate a desire to be kept apprised of any Pupil Accommodation Reviews within their communities, their representatives will be invited to meet with the Board Staff to discuss and provide comments on the recommended option in the Board's Initial Staff Report after the Report has been submitted to the Board of Trustees and the Board of Trustees has initiated a Pupil Accommodation Review (see Sections 6.1.1 and 6.1.2 of this Pupil Accommodation Review Procedure document).

These groups are required to provide input on the recommended option no later than the day before the final Public Meeting (See Section 6.1.1 and 6.1.2).

2.2 An annual review of the Board's elementary and secondary schools is to be undertaken by the Area Superintendents of Education with the assistance of Facilities Services as part of the review of the Board's Long-term Capital Planning directions to identify:

2.2.1 Schools where current and/or 5-year or 10-year projected enrolment levels would compromise program offering and extra-curricular or co-curricular offerings;

2.2.2 Schools with enrolment levels leading to sustained underutilization of the buildings;

2.2.3 Schools where required repair, renewal or upgrading costs are greater than or approaching the replacement cost of the building;

2.2.4 In conjunction with the Board's Community Planning and Partnership annual meeting (Regulation 1330), written indication provided by the affected municipality or other community organizations in the school community (as defined by a planning area in the Board's Long-term Capital Plan) that there are opportunities for community planning and partnerships that may result in more effective and sustainable use of surplus space in the short-term (one year). Such solutions would result in enhanced program supports for students and cost savings to the Board.

2.3 Staff shall prepare the Initial Staff Report complete with accommodation options, for the Board of Trustees, that analyzes student enrolments in schools and other relevant factors including those listed above, in order to determine whether there is a need to consider possible closure and/or consolidations of a school or group of schools. Any of the points above or a combination may result in a recommendation for an Accommodation Review to determine whether school closure or consolidation would result in improved educational opportunities for elementary or secondary students of the Board.

The Initial Staff Report must contain justification and a recommendation to undertake either a full Accommodation Review in which an Accommodation Review Committee (ARC) is to be established or a justification and a recommendation to undertake a Modified Accommodation Review process which must meet at least two criteria set out in Section 8 of this Procedure.

The Initial Staff Report must also contain the completed School Information Profile (Appendix B) for each school being recommended as part of this review.

The contents of the School Information Profile may be revised by School Board Staff within 5 business days of an Accommodation Review being approved by the Board of Trustees.

2.3.1 The Options in the Initial Staff Report will, at a minimum, address the following:

- 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;
- Identification of any program changes as a result of the proposed option;
- Impact on student transportation if the proposed option occurred;

- Availability of funding to support the Accommodation Review solution;
  - The impact or revision to the proposed option if funding is not available.
- Relevant information obtained from the affected municipality and other community partners prior to the commencement of the Pupil Accommodation Review, including any confirmed interest in using the underutilized space;
- Timeline for implementation of the recommended option;
  - In the case of the Board's Recommended Option, the timeline is to include the timing for a transition plan.

2.4 Wherever possible, the accommodation review process being proposed should focus on a group of schools within a planning area or areas, rather than a single school, in an effort to develop feasible and practical solutions for the accommodation of students within the planning area.

2.4.1 Planning areas are previously defined sub-areas of the Board's jurisdiction in which the location of the schools are close enough to each other to impact the accommodation needs of students and to impact the ability of the Board to support program needs.

2.5 Prior to making a decision to close a school, the Board will undertake a thorough review of all relevant information and options. Such reviews will include a determination of the value of the school to the students and to the Board. The Board will, through the establishment of an Accommodation Review Committee, if applicable, consult with all interested stakeholders in the review process and will provide opportunities for public input with ample notice of Public Meetings being provided.

2.6 Wherever possible, a school should only be subject to an Accommodation Review once in a five-year period, unless there are extenuating circumstances as determined by the Board.

3.0 Establishment of Accommodation Review Committee:

3.1 Following consideration of the Initial Staff Report, the Board may initiate an Accommodation Review process which is a dual-phased community consultation process.

3.1.1 Phase one consists of the establishment, by the Board, of an Accommodation Review Committee (ARC) with representation from the school(s) under review.

The ARC is the official conduit for information shared between the school board and its school communities. The ARC will be charged with reviewing the option(s) contained in the Initial Staff Report and providing comments or seek clarification regarding the option(s) contained in the Report.

The ARC may provide and assess other accommodation options not considered in the Initial Staff Report; however, the ARC must include supporting rationale for any such options by addressing each of the points set out in Section 2.3.1 above.

3.1.2   The Superintendent of Education for the school or group/family of schools under review, or a designated Superintendent of Education will be appointed by the Board to Chair the ARC.

3.1.3   The Supervisory Officer responsible for Facilities Services for the Board, or a designate, will be appointed by the Board as Secretary of the ARC.

3.1.4   Trustee(s) for the affected administrative area of the Board may be members of the ARC. Trustees will signify their intention with regard to membership at the time of the establishment of the ARC. Trustees, as part of the ARC, are non-voting members.

3.1.5   The membership of the ARC shall include, but not be limited to, the members of the school community and the community at large as set out in the Terms of Reference (Appendix A).

3.1.6   Phase two consists of the Board of Trustees receiving the Final Staff Report and Recommended Option as support in arriving at final decisions.

Community members will have access to the report once it is posted on the Board's website and will have the ability to consult with Trustees up to the Board Meeting where a final decision is made by the Trustees.

4.0   Terms of Reference:

4.1   When an ARC is appointed, the Board is to provide the ARC with a Terms of Reference (TOR) document that describes the ARC's mandate supporting the Board's education program and school accommodation objectives resulting in a sustainable strategy to support student achievement and well-being. The TOR template is found in Appendix A of this document.

4.2   The Board may review and revise the TOR template prior to a decision leading to the establishment of an ARC.

4.3   The ARC is required to comply with the Terms of Reference set out in Appendix A of this Procedure and consider the Mandate of the ARC as it relates to only those schools identified as part of the Pupil Accommodation Review**.**

4.4   The TOR will outline the Board's expectations regarding the roles and responsibilities of the ARC. At a minimum, the ARC is to provide feedback on the accommodation option(s) and the Board Staff recommended option contained in the Initial Staff Report regarding the Pupil Accommodation Review.

4.5 The TOR will identify the ARC membership and the role of voting and non-voting Members, including Board and school administration. The TOR will describe procedures for the ARC, including the minimum number of working meetings; material, support and analysis to be provided by Board administration.

5.0 School Information Profile

5.1 The Board is required to complete a School Information Profile (SIP) that it has developed 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 is intended to provide an understanding of the facilities under review.

The Board may review and revise the SIP template prior to beginning an Accommodation Review. The SIP template is attached as Appendix B.

The same SIP template must be completed for each school under review from the perspective of the same point-in-time for comparison purposes.

SIPs are to be complete and accurate, to the best of the Board's ability, prior to the commencement of a Pupil Accommodation Review. Information in the SIPs may be revised by Board staff no later than 5 business days from the Board of Trustees' approval to initiate an Accommodation Review.

5.2 The SIP is for information purposes only. The ARC may request clarification of information provided in the SIP; however, the ARC is not approving the SIP.

5.3 The SIP is to include data for each of the following two considerations about the school(s) under review:

5.3.1 Value to the Student
5.3.2 Value to the School Board

6.0 Communications and Timelines

6.1 The Board is to provide written notice of the Board of Trustees' decision to conduct a Pupil Accommodation Review within 5 business days from the date the decision was approved by the Board of Trustees.

6.1.1 Written notice is to be provided to the affected municipality and to the Region of Durham through the Clerks' Department or equivalent, as well as other community partners who expressed interest prior to the Pupil Accommodation Review.

6.1.2 The written notice to the parties identified in 6.1.1 above is to include an invitation for a meeting to discuss and comment on the recommended option(s) in the Initial Staff Report. The written notice and invitation must indicate that a response on the recommended option in the Board's Initial Staff Report is required no later than the date before the Final Public Meeting.

If no response is received by the day before the Final Public Meeting, the Board will consider this to be a nil response and would have met its obligation to solicit input from the identified parties.

6.1.3 Written notice is to be provided to the parents/guardians and students of the schools identified as part of the Pupil Accommodation Review. In the case of a Pupil Accommodation Review of Secondary Schools, written notice is also to be provided to the parents/guardians and students of the elementary feeder schools that may be impacted.

6.1.4 Written notice is also to be provided to the Directors of Education of the co-terminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division for information only.

6.1.5 Notice of the establishment of a Pupil Accommodation Review is to be posted on the Board's website and available in hard copy at the Board office.

6.2 All information or requests provided to the ARC or developed by the ARC will be posted on the Board's website and made available in hard copy at the Board office.

6.2.1 Information of a technical nature is to be provided in plain language.

6.3 The ARC is required to hold a minimum of two Public Meetings to consult with the community on the accommodation needs for the students in the school or schools under review.

6.3.1 Board Staff may determine and recommend in the Board's Initial Staff Report that the Accommodation Review for the area identified in the Initial Staff Report be extended to a maximum of three Public Meetings. In this case, the timelines for Working Meetings and Public Meetings will be scheduled accordingly as part of the recommended direction contained in the Initial Staff Report.

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

6.5 The first of the minimum of two Public Meetings may take place, at a minimum, 30 business days from the date the Board makes the decision to establish an Accommodation Review. To provide for sufficient time for the ARC to meet, review the SIP(s) and provide feedback on the Option(s) and Recommended Option(s) contained in the Initial Staff Report, the first of the minimum of two Public Meetings will take place no later than 45 business days from the date of the first ARC Working Meeting.
6.5.1 At a minimum, the First Public Meeting is to include:
- An overview of the ARC orientation session;
- The Initial Staff Report with recommended option; and
- A presentation of the School Information Profiles (SIPs).

6.6   The maximum time between the first Public Meeting and the final Public Meeting must be no more than 100 business days excluding the Christmas, spring and summer breaks including adjacent weekends.

The total consultation period including the completion and posting on the Board's website of the Final Staff Report shall be no more than 110 business days.

6.6.1   Despite the maximum number of business days for consultation, the Final Staff Report must be posted on the Board's website within 10 business days of the final Public Meeting. Hard copies are to be made available at the Board Office upon request.

6.6.2   Public delegations to the Board of Trustees may be scheduled no fewer than 10 business days from the posting of the Final Staff Report;

6.6.2.1   Public delegations include presentations made at the Board's Standing Committee meetings and questions posed at meetings of the Board of Trustees. Requirements for public delegations are based on the Board's existing policy regarding public delegations.

6.6.3   There must be no fewer than 10 business days between the public delegations and the final decision of the Board of Trustees.

6.7   Timelines for notices of Public Meetings is as follows:

6.7.1   Notice of the first of the minimum of the two Public Meetings is to be published at least 15 business days prior to the meeting date.

6.7.2   Notice of subsequent Public Meetings is to be published at least 10 business days prior to the meeting date.

6.7.3   Written notice of the Public Meetings shall be provided to the parents of the students and the staff of the affected schools, the Clerk of the area municipality, and the Clerk of the Region of Durham. Notice of the Public Meetings shall be advertised in the local newspaper(s) and posted on the Board's Website.

In the case of a secondary school ARC, the elementary feeder schools will be included in the communication process.

7.0   Final Staff Report and Transition Plan

7.1   Based on community consultation and direct input by the ARC, Board staff will develop its Final Staff Report for the Board of Trustees' consideration and final decision.

7.1.1   The Final Staff Report shall review all accommodation options considered and provide the recommended option for consideration.

7.1.2   The Final Staff Report must include a Community Consultation Section containing feedback from the ARC and any public consultations including Public Meetings, e-mails, feedback forms, voicemail, school community council updates, newsletters, etc.

Where available, links to community input posted on the Board's website during the consultation process will be included in the Final Staff Report; however, hard copies of the information will be available upon request.

This section is to also include any information obtained from municipalities and other community partners prior to and during the Pupil Accommodation Review that is relevant to the schools forming part of the Pupil Accommodation Review.

7.1.3   In the Final Staff Report, Board staff may elect to amend or revise the recommended option included in the Initial Staff Report. The recommended option must include a proposed accommodation plan which contains the timeline for implementation.

7.1.4   The Final Staff Report must include the framework for a Transition Plan Committee to be implemented with consultation involving parents/guardians of the students impacted by the closure or consolidation decision, as well as the staff impacted by this decision.

7.2   The Board shall notify the public that it will consider delegations regarding the recommended option in the Final Staff Report at a scheduled meeting(s) of the Board of Trustees where members of the public shall be afforded an opportunity to present their views and comments to the Board.

7.2.1   The notice shall also advise that the Board will not be adopting recommendations at this meeting, nor otherwise deciding on the outcome of the accommodation review.

7.2.2   The Chair of the ARC will present the Final Staff Report, previously posted on the Board's website, to the Board of Trustees.

7.2.3   Written notice of the scheduled meetings of the Board of Trustees shall be sent to the parents of the students and the staff of the affected schools, the Clerk of the area municipality and the Clerk of the Region of Durham.

Notice of these meetings shall also be advertised in the local newspaper(s) and posted on the Board's website.

7.3   Following the Board meeting(s) where the Trustees formally receive delegations regarding the Final Staff Report, Board staff will compile feedback from these delegations and present it to the Board of Trustees with an updated Final Staff Report.

7.3.1 The Board shall provide at least 10 business days of consideration prior to a scheduled meeting of the Board of Trustees where the Board shall vote on the recommended option related to the Accommodation Review.

Where possible, a final decision will not be considered during the Christmas, spring or summer breaks including adjacent weekends.

7.3.2 The Board of Trustees has the discretion to approve the recommended option contained in the Final Staff Report as presented, modify and then approve the recommended option contained in the Final Staff Report or approve a different outcome.

8.0 MODIFIED ACCOMMODATION REVIEW PROCESS

Under certain circumstances, where the potential accommodation option(s) are deemed to be less complex, the Board may elect to undertake a Modified Pupil Accommodation Review where the Board of Trustees must consider and approve the recommendation for a Modified Pupil Accommodation Review as justified in the Initial Staff Report.

8.1 A Modified Pupil Accommodation Review requires the completion of the SIP template in Appendix B of this document but does not require the establishment of an Accommodation Review Committee. As a result, the Terms of Reference set out in Appendix A of this document does not apply.

8.2 Two or more of the following factors may provide justification to recommend the use of a Modified Accommodation Review Process for the closure of a school and the consolidation of the student body into another school:

Geography	Panel	Distance to Closest School	Projected Utilization Rate of Facility over 10 Years	Number of Students Enrolled at the School where Program delivery is adversely impacted	Projected Number of Students at the School over 10 Years where Program delivery is adversely impacted
Urban (as defined by the Board	Elementary	10 km or Less *	50% or Less	Less than 300 Students	Less than 300 Students
	Secondary	20 km or Less *	50% or Less	Less than 1000 Students	Less than 1000 Students
Rural (as defined by the Board)	Elementary	20 km or Less	50% or Less	Less than 250 Students	Less than 250 Students
	Secondary	32 km or Less	50% or Less	Less than 800 Students	Less than 800 Students

*Minimum distances as applied by the Ministry of Education in determining a Board's eligibility for Enhanced Top-up Funding

A Modified Accommodation Review Process may also be initiated when the Board plans to relocate in any school year, or over a number of school years, a program, in which the enrolment constitutes more than or is equal to 50% of the school's total enrolment.

- This calculation is based on the enrolment at the time of the relocation or the first phase of the relocation if the intent is to carry it out over a number of school years.

- As indicated in Section 1.1 of this Procedure, an Accommodation Review, modified or otherwise, is not required when students, located at a holding school, are relocated to their permanent new school as previously identified in the Board's Long-term Capital Plan.

8.3   The Board is to prepare an Initial Staff Report explaining the rationale for recommending the use of the Modified Accommodation Review Process. This report and the SIPs for the school(s) under review are to be posted on the Board's website and be available in hard copy once the Board of Trustees has approved the Recommendation(s) in the Initial Staff Report.

8.4   Section 2 of this Procedure applies, in its entirety, under a Modified School Accommodation Review.

As such, within 5 business days of the date of the Board of Trustees' decision to conduct a Modified Pupil Accommodation Review, the Board will provide written notice of this decision to each of the Clerks of the affected municipalities and to the Region of Durham and other community partners that expressed an interest as a result of the actions taken under Section 2.

This notice will include an invitation for a meeting to discuss and comment on the recommended option in the Initial Staff Report.

These groups are required to provide input on the recommended option(s) by the day before the final Public Meeting (See Section 6.1.1 and 6.1.2).

Notification, for information purpose only is to be provided to the Directors of Education of the co-terminous boards, and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

8.5   Under the Modified Accommodation Review Process, the Board will conduct one Public Meeting to be co-chaired by designated Board staff to:

8.5.1   Enable the community to understand the decision to proceed with a Modified Accommodation Review Process;

8.5.2   Present a summary of the SIPs of the school(s) under review to help the community understand the reason for including the school(s) and to provide information regarding the school(s);

8.5.3   Present the Recommended Option for sustainable student accommodation and seek the community's input.

8.5.4   Provide an update on community input regarding the Recommended Option. Such input would have been received between the beginning of the Modified Accommodation Review Process to the day before the Public Meeting.

8.6   The Public Meeting is to be held no fewer than 30 business days after the Board of Trustees' approval to proceed with a Modified Accommodation Review Process.

8.6.1   The Public Meeting must be well publicized, in advance, through a range of methods and held at the school or one of the schools under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school or one of the schools.

8.6.2   Public Meetings are to be structured to encourage an open and informed exchange of views.

8.6.3   The designated co-chairs may direct that the Public Meeting presentation be lead by Board Staff involved in co-ordinating all Accommodation Review information.

8.7   Board staff will develop the Final Staff Report for the Board of Trustees to consider prior to the Board of Trustees making its final decision regarding the accommodation solution for the students impacted in the school(s) under review.

8.7.1   The Final Staff Report is to review any additional options resulting from the Public Meeting and provide the Board Staff recommended option for consideration based on the criteria set out in Section 2.3.1.

8.7.2   The Final Staff Report must include a Community Consultation Section containing feedback from the Public Meeting, e-mails, feedback forms, voicemail, school community council updates, newsletters, etc.

Where available, links to community input posted on the Board's website during the consultation process will be included in the Final Staff Report; however, hard copies of the information will be available upon request.

This section is to also include any information obtained from municipalities and other community partners prior to and during the Modified Pupil Accommodation Review that is relevant to the school(s) forming part of this review.

8.7.3   In the Final Staff Report, Board staff may elect to amend or revise the recommended option included in the Initial Staff Report. The recommended option must include a proposed accommodation plan which contains the timeline for implementation.

8.7.4   The Final Staff Report must include the framework for a Transition Plan Committee to be implemented with consultation involving parents/guardians of the students impacted by the closure or consolidation decision, as well as the staff impacted by this decision.

8.8   Following the Public Meeting, the Final Staff Report must be posted no later than 10 business days from the date of the Public Meeting and be made available in hard copy.

   8.8.1   Public delegations to the Board of Trustees may be scheduled no fewer than 10 business days from the posting of the Final Staff Report;

      8.8.1.1   Public delegations may include presentations made at the Board's Standing Committee meeting and/or questions posed at meeting of the Board of Trustees. Requirements for public delegations are based on the Board's existing policy regarding public delegations.

   8.8.2   There must be no fewer than 10 business days between the date of the meeting in which public delegations were made and the date of the meeting of the Board of Trustees where the final decision will be made.

Appendix:

Terms of Reference <small>Appendix A</small>

1. **The Terms of Reference (TOR) document has been developed in accordance with the Ministry of Education's Pupil Accommodation Review Guideline of March 2015.**

2. <u>**Scope of this Pupil Accommodation Review**</u>

   2.1 <u>**Review Area**</u>

   This accommodation review involves the following schools within the *Insert Name* Planning Area(s):

   List Schools and Addresses

3. <u>**ARC Mandate**</u>

   3.1 The Accommodation Review Committee is to review the Board's Initial Staff Report and provide comments on the Options, including the Recommended Option or provide options not identified in the Initial Staff Report for consideration.

   The Accommodation solution is to support the Board's goal of improving student achievement and well-being through the provision of strong educational programming and opportunities in safe, healthy and accessible learning environments. The solution is to also consider the long-term benefits to the Board in the operation of its existing facilities and in its ability to provide sustainable program delivery.

4. <u>**ARC Membership and Support**</u>

   4.1 The ARC is to include membership drawn from the community, including, parents, educators, board officials and community members. Membership is to include:

   - Superintendent of Education for the school or group/family of schools under review or a designated Superintendent of Education as the Chair the ARC;
   - The Supervisory Officer for Facilities Services for the Board, or a designate, as the Secretary of the ARC;
   - Trustees for the affected administrative area of the Board may serve as members of the ARC; however, they are non-voting members;
   - The principals from the schools under review;
   - One teacher representative from each of the schools under review;
   - One non-teacher representative (i.e., custodian, secretary, educational assistant) from each of the schools under review;
   - Up to two parent representatives (i.e., School Community Council (SCC) Members) as selected by the principal and the SCC for each of the schools under review;
   - Up to two additional members of the community.

- Where more than one member of the community sits on the ARC, there must be no more than one community member representing a specific interest or school community.

The ARC will be considered to be fully constituted even if, after issuing an invitation to participate on the ARC, the Board is unable to secure the full complement of members listed above.

4.2   Board staff will provide resource support to the ARC:

- Administrative support for minute taking;

- Dedicated resources to enable the ARC to understand the Board's Initial Staff Report and to provide:
  - o support to ensure compliance with the Board's policy and procedure;
  - o information relevant to the mandate of the ARC as requested by the ARC;
  - o information relevant to the mandate of the ARC to support community questions or requests.

- If the ARC Chair sees a need for additional expertise or if additional expertise is requested by the ARC, ARC Resource guests may be invited to attend specified meetings.

In the case of an ARC involving secondary schools, a representative from each of the elementary feeder schools, impacted by the accommodation review, may be invited to provide input directly to the ARC at a specified Working Meeting.

5.   ARC Procedures

5.1   The ARC will consult with the community through a minimum of two Public Meetings. Other forms of communication are encouraged and may take the form of e-mails, feedback forms, voicemail, school community council updates, newsletters, etc.

During the consultation period, the ARC must ensure that a wide range of school and community groups are consulted to seek input and community feedback on the option(s), including the recommended option(s) contained in the Board Initial Staff Report.

These groups may include the school community councils, parents, guardians, students, teachers, the local community and any other interested parties.

5.2   Once an ARC has been established, notice of the first Public Meeting must be provided no later than 15 business days prior to the scheduled meeting date. Notices for the remaining Public Meeting(s) are to be publicized no later than 10 business days in advance of the Public Meeting(s).

5.3   To prepare for the required minimum two Public Meetings, the ARC is expected to schedule Working Meetings and all meetings will be conducted in an open, transparent and professional manner. There will be a minimum of six Working Meetings and up to a maximum of 8 Working Meetings as scheduled by Board Staff.

In the event that the Board Initial Staff Report identifies a maximum of three Public Meetings, the Working Meetings schedule will include a maximum of eight scheduled Working Meetings with the option of increasing this number to 10 Working Meetings if an additional two Working Meetings are deemed necessary by the ARC. This does not; however, change the requirement as set out in Section 6.6 of the Procedure:

- The maximum time between the first Public Meeting and the final Public Meeting must be no more than 100 business days excluding the Christmas, spring and summer breaks including adjacent weekends. The total consultation period including the completion and posting on the Board's website of the Final Staff Report shall be no more than 110 business days.

5.4   The ARC Chair is responsible for:

- Managing the development of the process according to the ARC mandate, the Terms of Reference and the supporting School Information Profile;

- Coordination of the activities of the ARC, requesting support, resources, and information relevant to the ARC's mandate from the DDSB staff;

- Directing that the Public Meeting presentations may be led by any member of the ARC Resource Staff.

- Ensuring the compilation of all ARC and community input related to the Pupil Accommodation Review received as a result of consultation.

  This information will also include information provided by the affected municipality, the Region of Durham and any community groups that expressed an interest in the Pupil Accommodation Review prior to the Board of Trustees having approved the implementation of the Pupil Accommodation Review;

  5.4.1   Recognizing the value of the ARC's contribution to the Board's ability to provide quality educational opportunities for its students, ARC Members must be prepared to make a commitment as it is expected that they attend all of the Working Meetings and the Public Meetings.

  o   In the event that an ARC Member will be absent from more than one meeting, the Chair of the ARC has the authority to address the attendance issue and recommend a solution.

o   In the event that an ARC Member leaves the ARC, the ARC Chair will determine, based on the number of days of consultation that has already taken place, whether or not a replacement ARC Member will be required.

- If another ARC representative is required, the ARC Chair and the Principal of the affiliated school would select another representative. In the case of a parent representative being required, the ARC Chair and the Principal of the affiliated school would work with the SCC to select another parent representative.

6.   Voting Structure of the ARC

6.1   All sitting Members of the ARC, excluding the ARC Chair, the ARC Secretary and Trustees for the Administrative Area of the Board, are voting Members of the ARC. ARC Resource Staff are not Members of the ARC.

6.2   ARC Working Meetings may only proceed if there is a quorum. Quorum will constitute 50 percent of the voting Members (that percentage being rounded up if necessary) plus 1 additional voting Member of the ARC for the purposes of conducting a Working Meeting.

If after the ARC is fully constituted, the number of voting Members decreases, the ARC will continue to function with quorum being recalculated as set out above.

6.2.1   If a Working Meeting is cancelled because a quorum of voting Members is not in place, the work necessary to prepare for a scheduled Public Meeting will be addressed in the remaining scheduled meetings prior to the scheduled Public Meeting.

In the event that this is not possible, the community consultation at the scheduled Public Meeting will center on the ARC's progress and the Recommended Option in the Initial Staff Report.

6.2.2   A Quorum of the ARC Members is not required to conduct a Public Meeting.

6.3   The ARC is encouraged to work on a consensus basis. Where a consensus cannot be reached, a simple majority of those voting Members in attendance at the time of the vote (50 percent of the voting members with the percentage rounded up if necessary plus 1 voting Member) will apply.

6.3.1 A Member of the ARC may request the Committee to conduct voting by secret ballot. If it is the will of the Committee, Page 412 of Section 45 of *Robert's Rules of Order*, *Newly Revised 11th Edition* regarding "Voting by Ballot" would be utilized.

6.4 The use of the voting mechanism is a means of ensuring all voices are recognized in the determination of key points; however, consensus regarding the information provided to the Board of Trustees is not necessary.

7.   Partnership Opportunities

7.1   The Board is required to explore potential partnership opportunities within the Planning Area(s) through discussions with the affected Municipality, the Region of Durham and other community partners.

7.2   The Board is to inform the ARC of the results of these discussions which may include an indication of partnership opportunities to foster Student Achievement while occupying surplus space or a lack of partnership opportunities within the Planning Area (see Section 2.4.1 of the Pupil Accommodation Review Procedure).

8.   Additional Options Developed by ARC

8.1   Similar to the option(s) provided in the Initial Staff Report, any option developed by the ARC for consideration must, at a minimum, address the following:

- 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;
- Identification of any program changes as a result of the proposed option;
- Impact on student transportation if the proposed option occurred;
- Availability of funding to support the Accommodation Review solution;
- The impact or revision to the proposed option if funding is not available;
- Relevant information obtained from the affected municipality and other community partners prior to the commencement of the Pupil Accommodation Review, including any confirmed interest in using the underutilized space;
- Timeline for implementation of the recommended option;
- In the case of the ARC's Recommended Option, the timeline is to include the timing for a transition plan.

9.   Working Meetings and Public Meetings

9.1   The goal of the Working Meetings is to ensure that information is prepared for presentation at each of the minimum two Public Meetings. The materials prepared will support the presentation of the SIP information and the option(s) contained in the Initial Staff Report as well as any options developed by the ARC.

9.1.1   The First Working Meeting will provide an orientation for the ARC involving the Committee's mandate, a review of the Board Initial Staff Report and the recommended option and a review of the purpose of the School Information Profile (SIP) based on a review of one of the SIPs for a school under review.

9.1.2   The second Working Meeting will be a tour of all schools under review.

9.1.3   The ARC, in the Third Working Meeting will provide comments or seek clarification on the contents of the SIPs and on the option(s) including the recommended option in the Initial Staff Report. This is in preparation for the presentation to the community during the first Public Meeting where input will be sought.

In the case on an Accommodation Review involving secondary schools of the Board, the third Working Meeting will include an opportunity for representatives of the Grade 7 and 8 component of the elementary feeder schools to provide their views to the ARC.

The Chair of the ARC will work with the Principals of the secondary schools under review and the Principals of the affected feeder schools to ensure that each feeder school has an opportunity to present to the ARC at the third Working Meeting.

9.1.4   All other working meetings will focus on the option(s) including the recommended option contained in the Board's Initial Staff Report, as well as any community input received regarding the schools identified as part of the Pupil Accommodation Review. The ARC may seek clarification from Board Staff or provide suggested revisions or develop alternative option(s) not considered in the Board Staff Initial Report.

Alternative option(s) developed by the ARC must consider the criteria set out in Section 8.1 of this Terms of Reference Appendix.

9.1.5   The development of the presentation for the first Public Meeting will highlight the SIP data and all option(s) including the recommended option contained in the Board Staff Initial Report, as well as any options that may have been developed by the ARC for consideration and input. As well, this presentation will provide information on the ARC's initial Working Meeting.

The development of the presentation for the Second Public Meeting will continue the dialogue from the first Public Meeting regarding the option(s) under consideration.

9.1.6   The purpose of the minimum of two ARC Public Meetings and up to a maximum of three ARC Public Meetings is to provide information on the ARC orientation Working Meeting and to seek input and feedback from the community on:

- The option(s), and in particular the recommended option, contained in the Board's Initial Staff Report; and

- Community input or ARC input may result in revisions to the option(s) or the development of a new option(s) to be included in the Board's Final Staff Report for the Board of Trustees' consideration.

- The SIPs as additional information for the Community at the first Public Meeting.

9.1.7 The Public Meeting format for the minimum two Public Meetings up to the maximum of three Public Meetings involving an Accommodation Review Committee will include a formal presentation of information and a question and answer session; however, the ARC Chair may decide to open any or all Public Meetings with a formal presentation immediately followed by an "Open House" format whereby community members have an opportunity for more informal discussions with Board Staff and ARC Resource Staff in smaller groupings. ARC Members would be assigned specific small groups to observe and consider the comments expressed.

Where Public Meetings are held in an "Open House" format, minutes for these meetings will reflect the formal presentation of the information provided by the ARC Chair and/or Secretary and will include all comments received in writing from those in attendance. Responses to these comments will be provided through the regular communications format utilized by the ARC.

9.2 Community input on any aspect of the ARC's work is not limited to input at the minimum of two ARC Public Meetings. ARC Members may receive community information via e-mail, voicemail, School Community Councils, conversations with individual community members, etc.

The ARC Members are responsible for ensuring that all input is shared with the Chair of the ARC for the Chair to disseminate to all ARC Members.

9.3 The minimum of two ARC Public Meetings are to be held in the school or schools under review or in a nearby facility if physical accessibility cannot be provided at the school(s).

9.4 The ARC Resource staff will:

- Prepare a timeline outlining the work to be accomplished at each ARC Working and ARC Public Meeting.

- Work with the ARC to prepare all Working Meeting and Public Meeting agendas and materials.

   o Meeting agendas and materials are to be reviewed and approved by the ARC prior to being made publicly available. All approved materials are to be posted on the Board's website and available in hard copy upon request.

- o Working Meeting agendas are to be available by e-mail to the ARC Members and posted on the Board's website at least 24 hours in advance of the scheduled meeting.

- Ensure that accurate minutes (not verbatim) are recorded. These minutes are to reflect the key points of the discussions that take place and decisions that are made at Working Meetings and at Public Meetings. ARC Meeting minutes will be posted to the Board's website after the minutes have been approved by the ARC.

  - o Where any or all Public Meetings are held in an "Open House" format, minutes for these meetings will reflect the formal presentation of the information provided by the ARC Chair and Secretary and will include all comments received in writing from those in attendance. Responses to these comments will be provided through the regular communications format utilized by the ARC.

- Respond to requests for information in keeping with the ARC's mandate and in keeping with the schools under review in a timely manner for the ARC's use and if the information is requested from an external party, for the ARC's approval.

- Prepare all written notices regarding the Public Meetings for distribution to the parents of the students and the staff of the affected schools, the Clerk of the area municipality and the Clerk of the Region of Durham.

- Notice of the Public Meetings shall be advertised in the local newspaper(s) and posted on the Board's website.

9.5 The ARC acknowledges that it may not always be possible to obtain responses to requests for information in time for the next scheduled Working Meeting. If this occurs, ARC Resource staff will provide an estimated availability time.

9.6 All final documents provided to the ARC are to be posted on the Board's website and made available in hard copy if requested.

9.7 ARC Members and community members attending ARC Working and/or ARC Public Meetings are required to sign in.

9.8 The Chair of the ARC may utilize the provisions of *Robert's Rules of Order*, *Newly Revised 11th Edition*, Page 648, Section 61, to facilitate Working and Public Meetings, by enacting the steps to avoid disruption in a meeting

Appendix B

The Ministry of Education's Pupil Accommodation Review Guideline, March 2015, requires that the Durham District School Board develop a School Information Profile (SIP) and complete the SIP for each school being reviewed from the perspective of the same point in time.

The SIP template is intended to be applicable to both elementary and secondary schools of the Board and may be reviewed and revised prior to any Accommodation Review.

If a secondary school Accommodation Review is contemplated, the Board Staff may review the SIP Template and revise as necessary to include information specific to secondary schools.

The completed SIPs are to be included as part of the Initial Board Staff Report; however, the contents of the SIPs may be updated by School Board Staff within 5 business days of an Accommodation Review being approved by the Board of Trustees.

All SIPs completed for an Accommodation Review will draw from information available to the Board as at the last complete school year. Information may be updated to reflect the ongoing school year if it is recognized as being relevant to support the ARC's mandate.

The SIP is intended as an orientation document to help the ARC and the community understand the context surrounding the decision to include the identified schools in a Pupil Accommodation Review. This results in an understanding of the facilities under review.

The ARC is to review the SIPs and request clarification where needed prior to the SIPs being presented at the first Public Meeting as an information tool. Approval of the SIPs by the ARC is not a requirement of the Pupil Accommodation Review Process.

Planning Area(s): _____

School Name: _____

Address: _____

Program Offering	
Regular Track	
French Immersion	
Specialized (please provide type), i.e., Gifted	
Grade configuration	
Grade organization (i.e., combined grades – splits, etc.)	
Other (please specify)	

Instructional Profile	
Staffing	
Current teaching staff	
Current non-teaching staff	
Current support staff	
Current itinerant staff	
Current administrative staff	
Total current staff	
Overall impact over next 5 years	
List of course offering available in addition to the Core Curriculum requirements	
What programs if any, does the school have to support student success	
Student achievement data: Provision of EQAO report for current year and other measures Board may have in use	
What pathways/programs (planned route leading to direct entry into e.g., independent living, work, apprenticeship, college, university) does the school offer?	
What specialist high-skills majors does the school offer?	
What is the expectation of expansion on the specialist high-skills major given the enrolment projections for the school?	
List of extra-curricular activities available (volleyball, basketball, etc.)	
List of co-curricular activities available (band, choir, etc.)	
List of before and/or after school programs (e.g., Breakfast Club)	

School Information	
Year(s) constructed (original building and additions if applicable)	
Distance to the next closest DDSB school, offering a similar program	
The school attendance area (boundary) map and an air photo indicating the land use surrounding the area of the school is available at ARC Binder Tab XX	
A Planning map of the school with zoning, OP or secondary plan land use designations is available at ARC Binder Tab XX	
Size of permanent structure in m^2	
Site size in hectares	
Green space and/or hard surfaced outdoor play area (size in hectares)	
School Ministry Rated Capacity	

School Information	
Space template setting out the configuration of the school based on room type and use as well as identifying any additions is available at ARC Binder Tab XX	
# of Portables on site	
# of Portables in use on site	
Availability of parking – number of parking spaces	
Comment on adequacy of parking	
Designated student drop-off and pick-up area on site (Y/N)	
Bus-loop (Y/N)	
Comment on ease of car/bus access to the parking areas and to the street from the parking area/bus loop/drop-off/pick-up area	
Number of classrooms (excl. Portables)	
List specialized spaces (e.g., gym, science room, etc.)	
Accessibility (provide information indicating areas of accessibility, e.g., ramp, washroom, etc.)	
List available outdoor play areas (e.g., soccer field, track, playground)	

Financial Analysis of School	Cost
Current per pupil cost to operate the school (administration, operating, utilities and maintenance)	
5-year projected per pupil cost to operate the school (administration, operating, utilities and maintenance)	
Current transportation cost	
5-year projected transportation cost	
Board average per pupil cost to operate a school (administration, operating, utilities and maintenance)	
Board average transportation cost	
Replacement value of the school building	
Current cost of needed repairs (VFA data)	
Current Facilities Condition Index (FCI) (current unmet renewal needs as a % of replacement value)	

Ten-year history of major facility improvements (item and cost)

Year	Facility Repair	Cost
TOTAL ACTUAL EXPENDITURES OVER 10-YEAR PERIOD		
CURRENT FCI BASED ON CURRENT COST OF NEEDED REPAIRS AS A % OF REPLACEMENT VALUE		

Five-year projected major facility improvements (item and cost) beginning (INSERT YEAR)

Year	Facility Repair	Cost
TOTAL ESTIMATED EXPENDITURES OVER 5-YEAR PERIOD		
PROJECTED FCI AT THE END OF THE 5-YEAR PERIOD		

5-Year Historic Enrolment by Program and by-grade, totalled to the school level

Program	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total Enrolment:					
Utilization:					

Actual enrolment for current year and projected enrolment (10 years) **by program and by-grade**, totalled to the school level

Program	Current Year	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total:						
Utilization:						

Program	Insert Yr. 6	Insert Yr. 7	Insert Yr. 8	Insert Yr. 9	Insert Yr. 10
Total:					
Utilization:					

Other School Use Profile:

ARC Binder Tab XX provides a list of current non-school programs and/or services resident at or co-located with the school as well as annual revenues to the Board for these programs and/or services. This analysis also indicates whether the program and/or service is offered at full cost recovery.

This Binder Tab also provides a list of current facility partnerships and a list of groups utilizing the facility for community use of schools.

 Before and after school programs and/or services are also listed (e.g., child care).

If space is leased out at the school, this section also indicates the tenant and the service the tenant provides to the school and/or the community at large.

In all instances listed under this section, the ARC Binder Tab XX provides the annual revenues to the Board for each individual program/service/partnership/tenancy and indicates whether the revenues are at full cost recovery.

ARC Binder Tab XX provides a description of the school's suitability for facility partnerships if any were to become available in the immediate future (within one year).

General Information:

ARC Binder Tab XX provides a scattergram of the location of students to their existing school, as well as an analysis of the average distance by road to school for students currently attending the school.

ARC Binder Tab XX provides information regarding the number of students who walk to school and the number of students bussed, based on the DDSB's existing Transportation Policy and Regulation 3545. This analysis also provides an analysis of bus ride times highlighting the longest, shortest and average ride time for a student.

This analysis also highlights the number of out of area students, who, based on policy, are not eligible for bussing and are required to find alternative means of transportation to the school.

Using the information provided above, consider the following:

1.   Value to the Student

1.1   How are programs affected by the enrolment trend at the school? – consider the past 5 years, the current year, and the projected 10 years.

1.2   How are extracurricular and/or co-curricular activities affected by the enrolment trend at the school? -- consider the past 5 years, the current year, and the projected 10 years.

1.3   What type of classroom/school organization is possible with the eligible staffing allocation?

1.4   What safety measures are in place at the school (e.g., security cameras)?

1.5   How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

1.6   How does student achievement at the school compare to the Board average, the Provincial average?

EQAO RESULTS FOR (insert school year, i.e., 2013-14 and redesign depending on School Type)

EQAO	Type of Test (Primary, Junior, Grade 9, OSSLT) Results as a %	Insert Subject (Reading, Writing, Math (type of Math) Results as a %	Insert Subject (Reading, Writing, Math (type of Math) Results as a %	Insert Subject (Reading, Writing, Math (type of Math) Results as a %
School				
Board				
Province				

1.7   Are there components of the building that are in need of repair and if so, how does this hamper program delivery?

2.   Value to the Board

2.1   How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

2.2   Describe the condition of the school grounds – if repairs are required, please list and provide estimated costs and timing of proposed repairs.

2.3   Is there room on the site for a permanent addition or for portables?

2.4   How does the cost to operate the school today compare to the Board average?

2.5   How does the current transportation cost compare to the Board average?

2.6   How are programs impacted by the enrolment trend at the school? – consider the past 5 years, the current year, and the projected 10 years.

2.7   What would the impact be to the Board if this school were to close – assess the response based on the location of the school (e.g., only school in the community, rural school, operating and transportation costs, savings etc.)

2.8   How does student achievement at the school compare to the Board average, the Provincial average?

Document Links:

Effective Date	Legislative References	Regulation
07/05/2007		

Amended/Reviewed
22/03/2010
20/06/2011
04/12/2014
14/01/2015
16/02/2016
17/10/2016