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1.0 OVERVIEW OF PROCEDURE:

1.1 The Windsor-Essex Catholic District School Board’s Pupil Accommodation Review Procedure shall involve the following five stages:

- a) Stage One – Planning Prior to an Accommodation Review
- b) Stage Two – Identification
- c) Stage Three – Review and Analysis through Standard Accommodation Review Process OR
Stage Three – Review and Analysis through Modified Process
- d) Stage Four - Decision by the Board
- e) Stage Five - Implementation

1.2 Timelines for a Standard Pupil Accommodation Review Process

- a) Following the date of the Board of Trustees’ approval to conduct a pupil accommodation review, Board administration 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 Board’s initial staff report. Administration shall also notify 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.
- b) 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.
- c) There must be a minimum period of 40 business days between the first and final public meetings.
- d) 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 consultation meeting.

- e) The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- f) From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- g) There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

1.3 Timelines for a Modified Accommodation Review Process

- a) Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, Board administration 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 Board's initial staff report. Administration shall also notify 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.
- b) The 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 prior to the meeting.
- c) 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 consultation meeting.
- d) The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- e) From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- f) There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

2.0 STAGE ONE – PLANNING PRIOR TO AN ACCOMMODATION REVIEW:

- 2.1 As detailed within the Ministry of Education's *Community Planning and Partnerships Guidelines*, prior to engaging in a pupil accommodation review, Board administration shall undertake long-term capital and accommodation planning, informed by any relevant

information obtained from local municipal governments, local parishes, 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.

3.0 STAGE TWO - IDENTIFICATION:

- 3.1 The Director of Education 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), which would include the sharing of information and seeking feedback from local municipalities, local parishes, and other community partners as prescribed within the Ministry of Education's *Community Planning and Partnerships Guidelines*.
- 3.2 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.
- 3.3 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.
- 3.4 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;
 - 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; and
 - a timeline for implementation.

4.0 STAGE THREE – REVIEW AND ANALYSIS – STANDARD ACCOMMODATION REVIEW PROCESS

Establishing an Accommodation Review Committee

Role

- 4.1 As part of the Board's standard accommodation review process, an Accommodation Review Committee (ARC) must be established to represent the school(s) under review and act 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.

- 4.2 The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.
- 4.3 School Board 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.

Membership

- 4.4 Members of the ARC shall include:
- School Superintendent(s) as designated by the Director of Education, functioning in a resource capacity.
 - Three parents from each school community, as chosen by their respective communities.
 - A student representative from each secondary school under review.
 - The Director of Education may appoint a third party facilitator as a resource to serve as Chair of the ARC.
- 4.5 The ARC may invite individuals, including members of Board administration, to act as resources to the Committee.

Formation

- 4.6 The ARC is to be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting.

Terms of Reference

- 4.7 Board Administration will provide each ARC member a copy of the Committee's Terms of Reference (Appendix A) and will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, minimum number of meetings and procedures of the ARC.

School Information Profile (SIP)

- 4.8 Board administration is 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.
- 4.9 The SIP is 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.
- 4.10 A SIP will be completed by Board administration for each of the schools under review. Each school under review will have a SIP completed at the same point-in-time for

comparison purposes and shall be completed prior to the commencement of a pupil accommodation review.

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

4.12 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.
- 4.13 Administration 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.

Consultation with Local Municipal Governments

- 4.14 Following the Board of Trustees' approval to undertake a pupil accommodation review, Board administration 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.
- 4.15 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.
- 4.16 The Board will provide affected single and upper-tier municipalities, as well as community partners that expressed an interest prior to the pupil accommodation review, with advance notice of the date of the final public meeting for community consultation. The municipalities and community partners must provide their response on the recommended option(s) in the school board's initial staff report before the meeting.
- 4.17 Board administration is to 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.

Public Meetings

- 4.18 The Board shall conduct a minimum of two public meetings for broader community consultation on the initial staff report, and Board administration is to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.
- 4.19 The public meetings are to be announced and advertised publicly through an appropriate range of media as determined by Board administration.
- 4.20 The first public meeting must include the following:
- an overview of the ARC orientation session;
 - presentation of the initial staff report with recommended option(s); and
 - a presentation of the SIPs.

5.0 STAGE 3 – REVIEW AND ANALYSIS - MODIFIED ACCOMMOATION REVIEW PROCESS

- 5.1 The Board may elect to proceed with a modified accommodation review process where two or more of the following conditions exist:
- The utilization rate of at least one school of the group of schools being considered for study is below seventy-five per cent;
 - The enrolment falls below 250 students (elementary) or 500 students (secondary) in at least one of the schools in the group of schools being considered for study;
 - At least two of the schools in the group of schools being considered for study are within 10 kilometres of each other; or
 - 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 (the enrolment calculation being based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).
- 5.2 The initial staff report is to include an explanation of the rationale for exempting the school(s) from the standard pupil accommodation review process, and shall include the information as set out in provisions 3.3 and 3.4 (above).
- 5.3 An Accommodation Review Committee will not be required to support the modified accommodation review process.
- 5.4 School Information Profiles shall be developed by Board administration in accordance with provisions 4.7 through 4.12 (above).
- 5.5 Following the Board of Trustees' approval to undertake a pupil accommodation review, Board administration is to consult with local municipalities and community partners as provided within provisions 4.13 through 4.16 (above).
- 5.6 The Board is to conduct a minimum of one public meeting for broader community consultation on the initial staff report, and Board administration is to facilitate the public meeting to solicit broader community feedback on the recommended option(s) contained in

the initial staff report.

- 5.7 The public meetings are to be announced and advertised publicly through an appropriate range of media as determined by Board administration.
- 5.8 The public meeting shall include presentation of the following:
- the initial staff report with recommended option(s); and
 - the Student Information Profiles.

6.0 STAGE FOUR – DECISION OF THE BOARD

Final Staff Report

- 6.1 At the conclusion of the pupil accommodation review process (both standard and modified), Board administration will submit a final staff report to the Board of Trustees. The report must include a community consultation section that contains feedback from the ARC (in the standard process) 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.
- 6.2 Board Administration 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

- 6.3 Once School Board staff submits the final staff report to the Board of Trustees, 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 of Trustees.
- 6.4 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

- 6.5 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.
- 6.6 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.

7.0 STAGE FIVE – IMPLEMENTATION

Transition Planning

- 7.1 Following the decision to consolidate and/or close a school, administration is to establish a separate committee to address the transition for students and staff, and the transition of students is to be carried out in consultation with parents/guardians and school staff.

ACCOMMODATION REVIEW COMMITTEE - TERMS OF REFERENCE

MANDATE:

The Accommodation Review Committee (ARC) is established to support meaningful community consultation in a pupil accommodation review process that focuses on the following education and pupil accommodation objectives:

- Student well-being, academic achievement, and Board financial viability/sustainability;
- The achievement of the greatest good for the greatest number of students and their families, with all planning decisions being implemented in keeping with the Board’s mission and being mindful of the best and most prudent use of all of the resources available to the Board;
- The operation of schools that are educationally advantageous and economically efficient

The Accommodation Review Committee (ARC) shall act as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report initiating the accommodation review process and may, throughout the 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.

An ARC must follow the requirements set out in the Ministry’s Pupil Accommodation Review Guidelines, Board policy/procedure, and fulfill its mandate in the manner set out in the ARC’s Terms of Reference.

MEMBERSHIP:

Members of the ARC shall include:

- School Superintendent(s) as designated by the Director of Education, functioning in a resource capacity;
- Three parents from each school community, as chosen by their respective communities;
- A student representative from each secondary school under review;

The Director of Education may appoint a third party facilitator, as a resource, to serve as Chair of the ARC.

The ARC may invite individuals, including members of Board administration to act as resources as necessary.

ACCOMMODATION REVIEW COMMITTEE - TERMS OF REFERENCE

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

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

PROCEDURES:

- The ARC will conduct working meetings, as may be required, within the timelines established in the Board's pupil accommodation review policy/procedure, in order to discuss the accommodation process, and to present feedback from the affected school communities. At a minimum the ARC will conduct four such working meetings, at least two of which shall be public meetings to solicit community feedback. During the first meeting, Board administration will provide an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.
- As part of the orientation session, administration will present the ARC with School Information Profiles (SIPs), to assist the ARC and the community in understanding the context surrounding the decision to include specific school (s) in the 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.
- The ARC Chair will convene and chair meetings, and will, in cooperation with the Superintendent(s), ensure that the ARC successfully carries out its obligations under the pupil accommodation review policy and procedure.
- 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.