SCHOOL ACCOMMODATION

OBJECTIVE

The Limestone District School Board is committed to providing the best educational opportunities and to enhancing the learning environment in its schools for the children and young people of Frontenac and Lennox and Addington counties.

POLICY

From time to time, changes in curriculum, program demands, student enrolment and other factors may result in the need to consolidate, close or relocate a school.

The Board is committed to the following tenets:
- Student curriculum and program needs will drive facilities planning.
- Rapid upgrades to the condition of facilities will occur where possible.
- The Board will comply with new guidelines for school consolidation and closure decisions.
- The Board will pursue better value for capital grants.
- The Board will exemplify open decision-making, board oversight and public participation in capital planning.

This policy implements the Pupil Accommodation Review Guidelines released by the Ministry of Education on October 31, 2006 and revised in June 2009. A copy of the Pupil Accommodation Review Guideline (Revised June 2009) and the Ministry document entitled "Administrative Review of the Accommodation Review Process" along with this policy will be posted on the Web site and will be made available at the head office of the Board.

The Limestone District School Board agrees with the Ministry of Education's observation in Good Places to Learn (February 17, 2005) that "the education program needs of students must lead decisions concerning buildings and grounds, and that "there is a strong link between the standard of the physical environment and good outcomes, such as better student performance and higher teacher retention".

CONTEXT

The Board's elementary schools are organized in groups linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or relocation.

Any decisions under this policy will take into account the Board's Long-Term Capital Plan.

DEFINITIONS

Ministry Administrative Review - Established by the Ministry of Education to allow for the review of the Board's accommodation review process by the Ministry and is included in Appendix B.

Program and Accommodation Review Committee (PARC) - A committee appointed by the Board with the assigned task to prepare a school valuation report and recommendations.

Pupil Accommodation Review Guideline (PARG) - Established by the Ministry of Education to guide boards in preparation of a pupil accommodation policy and is included in Appendix A.

School Information Profile (SIP) – A set of criteria established by the Board based on Ministry guidelines to determine the value of a school for comparison purposes.

School Enrolment/School Capacity Committee - Established as a committee of all trustees to review school accommodation data and prepare recommendations for formal Board approval.

PARC Terms of Reference – Describes the PARC's mandate and refers to the Board's educational and accommodation objectives.

PROCEDURES

1. **Director of Education's Preliminary Report**

   The Director will present a preliminary report to the School Enrolment / School Capacity Committee of the Whole Board (SE/SCC) (Committee of the Whole Board) identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or program relocation in respect of one or more schools.

   A school or group of schools may be considered for study if one or more of the following conditions apply:
   i.   The school or group of schools is unable to provide a suitable and equitable range of learning opportunities for students;
   ii.   The school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
   iii. Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
   iv.   Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
   v.   Under normal staffing allocation practices, it would be necessary to assign Multiple (more than two) grades to one class in one or more of the schools;
   vi.   One or more of the schools is experiencing higher building maintenance expenses than the average for the system and/or is in need of major capital improvements;
   vii. In respect of one or more of the schools there are safety and/or environmental concerns attached to the building, the school site or its locality;
   viii. The consolidation of schools is in the best interests of the overall school system;
   ix.   It has been no less than five years since the inception of a study of the school by a Program and Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.

2. **Establishing a Program and Accommodation Review Committee**

After reviewing the Director's preliminary report, the Board may direct the formation of a Program and Accommodation Review Committee (PARC) for a group of schools or for a single school.

Parents/guardians, staff and school council members of the affected schools will be informed in writing as soon as possible, through their respective schools, of the Board's decision to form a PARC and the decision will be posted on the Board's Web site.

2.1 The Mandate of the PARC

The PARC will study, report and make recommendations on the accommodation options respecting the group of schools or single school referred to it in the manner set out below, and will express a preference if possible.

2.2 Composition of the PARC

The PARC will consist of the following persons:
- The area Trustee(s), as well as a Trustee from out of area, who will serve as the Chair of the PARC;
- The appropriate school superintendent(s) or supervising principal(s) at the discretion of the Director of Education;
- From each affected school:
    i. The school principal
    ii. One teacher
    iii. One non-teaching staff member
    iv. Three parents, one of whom will be the school council chair or designate

Once the PARC is constituted, it will invite a municipal councillor or delegate and a member of the business community to join the committee from each affected municipality. The committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

2.3 Operation of the PARC

*The Trustee, who does not represent the area under study, will be the Chair of the PARC.

The superintendent(s) or supervising principal(s) will function as resource staff to the committee.

Other resource personnel can be called to provide information to the PARC including third party private and public bodies such as municipalities, post-secondary institutions and coterminous school boards.

2.4 Meetings of the PARC

The PARC will operate within the timelines set forth in this policy.

The Chair of the PARC will call the first public meeting of the PARC no earlier than thirty days after the date of its appointment, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

The PARC will meet as often as required. The PARC will hold at least four public meetings:

i. At the first public meeting, the PARC will describe its mandate, outline its study process, give the public a briefing on the data and issues to be addressed, present the School Information Profile(s), the PARC Terms of Reference and receive community input.

ii. At the second public meeting, the PARC will present accommodation options to address the PARC Terms of Reference and the accommodation issues within the affected school or group of schools, and will receive community input on the issue.

iii. At the third public meeting, the PARC will present its draft report and recommendations to the public and receive community input.

iv. At the fourth public meeting, the PARC will receive additional community input on the draft report.

Public notice of the public meetings will be provided through school newsletters, letters to parents, the Board's Web site and advertisements in local community newspapers and will include date, time, location, purpose, contact name and number. Notice of the first public meeting will be provided no less than 30 days in advance of the meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. A minimum of two weeks notice will be provided in respect of the other public meetings.

Meetings of the PARC will be open to the public.

Minutes will be kept of the PARC meetings and will be posted on the Board's Web site.

The PARC will provide information to the affected school communities on an ongoing basis.

2.5 The Work of the PARC

As noted above, the Board is committed to providing the best educational opportunities for the children and young people of Limestone. Active curriculum and programming decisions that might require school consolidation, closure or program relocation must take into account the needs of all of the students in all of the schools in a particular group, recognizing that the schools form a community and have a common set of interests. The Board encourages PARCs to work collaboratively and cooperatively in developing their recommendations to the SE/SCC (Committee of the Whole Board). Most of the work of the PARC will be completed at the PARC working committee meetings, which are all open to the public. The main tasks to be completed by the PARC at the working committee meetings are outlined in the Terms of Reference document.

Attention should first be paid to the current educational situation in the school or group of schools and how it is likely to evolve if things are left as they are. Attention should then be paid to the potential for enhancing the learning environment for students. The questions set out below are intended to help the PARC to focus on common issues in order to reach a constructive and positive outcome. It is not possible, however, to avoid some assessment of individual schools.

2.6 PARC Terms of Reference

In respect of the school or group of schools being studied, the PARC will consider the questions set out in the PARC Terms of Reference, and may consider such additional questions as it determines to be relevant.

In answering the questions outlined below, the PARC will consider the School Information Profile(s), both in respect of the existing organization of the schools and any proposed organization, and may add factors to be addressed.

i. Does the school or group of schools currently provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for all the students of the Limestone District School Board who reside in the catchment area?

ii. Does the school or group of schools currently provide the range of optional programs required to ensure an appropriate education and program quality for all the students? What optional programs cannot be offered currently that are available in other Board schools?

iii. Is the option of the schools or size of schools supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the operation?

iv. Do enrolment projections and development plans indicate that the enrolments will be high enough for the next five years to keep the organization viable?

v. Is there a proposed organization of all or some of the existing schools that could result in each remaining school being able to provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for the Board's students who reside in the existing or proposed catchment area?

vi. Is there a proposed organization of all or some of the existing schools that could result in each remaining school being able to provide the range of optional programs required to ensure an appropriate education and equity for al the students? What optional programs could be offered in the proposed organization that are available in other Limestone District School Board schools?

vii. Can the proposed school organization result in an equivalent or improved environment for the students from a health and safety perspective?

viii. What transportation would be required under the proposed organization? If there are increased transportation costs, can these be offset by reduced operating and administrative resource costs?

ix. What are the financial benefits of the proposed organization that would enable the Board to maintain or improve the student learning environment? Would the operation of the proposed school organization be supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the option of this organization?

x. What would the capital requirements of the proposed organization be in terms of renewal, additions, new schools or program enhancements? Would they be supported by the funding guidelines of the Student-Focused Funding Model or are there other sustainable sources of revenue to support the capital requirements, such as the shared use of a building or site?

xi. Do alternative organizations of all or some of the schools offer better long term opportunities to provide quality educational services and accommodation for students within current fiscal realities?

xii. What effects would the proposed organization have on community activities of social, educational, cultural or recreational nature?

xiii. What are the possible alternative uses for any building recommended for consolidation or closure?

2.7 Information and Documentation

An information package necessary to permit the PARC to carry out its mandate will be provided prior to the first Public Meeting.

The package will include the following, which will also be made available to the public via posting on the Board's Web site and in print format:
- The School Information Profile for each school under review.
- Background information regarding the schools located within the area of the accommodation review. This information is to include, but not necessarily be limited to, the following:
    - i. Organization and programming information for each school under study;
    - ii. Maps of the area;
    - iii. Enrolment and capacity information for each school in the review area;
    - iv. Information outlining where students attending each school in the review area reside;
    - v. Demographic projections concerning future enrolments at schools within the review area;
    - vi. Information on transportation;
    - vii. Floor plans of schools under study; (for committee members only)
    - viii. Site plans of schools under study;
    - ix. Data on portables
    - x. Expenditures and revenues for each school in the review area with particular emphasis on school operations (i.e. heating, lighting, cleaning, routine maintenance), school administration;
    - xi. Information regarding renewal needs of each school in the review area; and
    - xii. Information regarding the current community use of each school in the review area
    - xiii. Tenant information/agreements and other relevant information.

Board staff will respond to reasonable requests for additional information from the PARC. Board staff will present the PARC with accommodation options to address the PARC Terms of Reference and the accommodation issues within the affected school or group of schools.

2.8 The PARC Report

The PARC will prepare a report addressing the questions set out earlier in this policy and those that it chooses to add, along with the PARC Terms of Reference, and will provide its recommendations to the Senior Staff and the School Enrolment/School Capacity Committee (Committee of the Whole Board) on the matters to be addressed in the Senior Staff's report to the Board. The PARC will also ensure the following issues are addressed:
- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
    - i. The attendance area defined for the schools;
    - ii. Attendance at other schools;
    - iii. The need and extent of transportation.
- The financial effects of consolidating or not consolidating the school, including any capital implications.
- Savings expected to be achieved as a result of the consolidation, closure or program relocation:
    - i. School operations (heating, lighting, cleaning, routine maintenance);
    - ii. Expenditures to address school renewal issues which will no longer be required.

- Revenue implications as a result of the consolidation, closure or program relocation.
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
  i. School operations (hearing, lighting, cleaning, routine maintenance);
  ii. School administration;
  iii. School renewal;
  iv. Transportation.
- Net savings/costs associated with:
  i. Teaching staff;
  ii. Paraprofessionals;
  iii. Student transportation.
- The possible alternative use or disposition of an empty building.

The PARC will deliver its report to the Director of Education no sooner than 90 days and no longer than 120 days after the PARC's first public meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. The chair of the PARC will present the final report to the Trustees at a meeting of the SE/SCC (Committee of the Whole Board).

3.0 Consideration of the PARC Report

3.1 Senior Staff's Report to the Board

Senior Staff will review the recommendations of PARC and prepare a report to the SE/SCC (Committee of the Whole Board).

Senior Staff's report will include as appendices the PARC's report and recommendations, the information package provided to the PARC, minutes of the PARC meetings and any material received by the PARC from the public.

The recommendation accompanying Senior Staff's report will be one or more of the following:
  i. To maintain the schools and to continue to monitor them;
  ii. To reorganize the schools, their programs or their grade structures;
  iii. To change the boundaries of the schools;
  iv. To consolidate and/or close one or more of the schools.

Senior Staff's report and recommendations will be presented to the **SE/SCC** (Committee of the Whole Board) in public session not less than 30 days after the PARC report was delivered to the Director of Education.

3.2 Board Meeting for Public Input

The *SE/SCC* (Committee of the Whole Board) will hold a meeting for public input no sooner than 30 days after Senior Staff's report and recommendations are presented to the SE/SCC (Committee of the Whole Board) in public session, in order to provide an opportunity for the public to make formal presentations to the Board concerning   Senior Staff's report and the matters that are addressed in it and in the PARC report. The public meeting will be scheduled at one of the affected schools.

A minimum of two weeks notice of the public meeting for Board input will be provided via school newsletters, letters to the school community, the Board's Web site and advertisements in the local community newspapers and will include date, time, location, purpose, contact name and number.

The public may provide written input to the Director of Education at any time.

3.3 Senior Staff's Follow-up Report to the Board

Following the **SE/SCC** (Committee of the Whole Board) meeting for public input, Senior Staff will prepare a report to the Board in which it will report on and respond to the representations made by the public at a future Board meeting. Senior Staff may revise its earlier recommendations to the Board.

Senior Staff's follow-up report will include copies of the presentations made by the public during the SE/SCC (Committee of the Whole Board) meeting for public input and those received directly, and minutes of the SE/SCC (Committee of the Whole Board) meeting for public input.

Senior Staff's follow-up report will be released publicly and posted on the Board's Web site.

3.4   Board Meeting to Consider School Accommodation

The Board will make its decision regarding the school accommodation recommendations in the PARC Report, Senior Staff's report and   Senior Staff's follow-up report to the Board at a future meeting which will not occur sooner than 60 days after the presentation of the Senior Staffs report, 30 days after the Board meeting for public input and 15 days after the Senior Staff's follow-up report is released publicly.

Public notice of the meeting at which the Board will make its decision regarding the school accommodation recommendations in the PARC Report, Senior Staff's report and Senior Staff's follow-up report to the Board will be provided through school newsletters, letters to the school community, the Board's Web site and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number at least 60 days prior to the date of the Board meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and March break.

Parents/guardians, staff and school council members will be informed in writing as soon as possible, through their respective schools, of the Board's decision, which will also be posted on the Board's Web site.

If the Board's decision is consolidation, closure or program relocation, the change(s) will normally occur for the next school year unless specifically noted by the Board.

4.0   The School Integration Process

It is important that the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities. This process of integration should be carried out in consultation with parents and staff. The Director of Education will establish an Integration Committee immediately following the final decision to close a school.

4.1   Mandate of the Integration Committee

The Integration Committee will plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment.

4.2 Composition of the Integration Committee

The Integration Committee will consist of the following persons:
- The appropriate school superintendent or supervising principal
- From each affected school:
    i. The school principal
    ii. The school council chairperson or designate

The Integration Committee has the authority to co-opt additional members.

4.3 Operation of the Integration Committee

The Chair of the Board will appoint one trustee as the Chair of the Integration Committee. The Superintendent/Supervising Principal will function as secretary and resource person. Other resource personnel can be called upon to assist the Integration Committee.

4.4 Meetings of the Integration Committee

The Integration Committee will operate within the timelines in this policy and will meet as often as required.

4.5 School closure ceremony and funding

The Integration Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Integration Committee will design the format and program.

The Principal will contact the Superintendent of Business Services to make the necessary financial arrangements and obtain a budget allocation. The Board will provide funds to schools on a case by case basis.

4.6 Timelines

The Integration Committee will report to the Director of Education and through the Director to the Board of Trustees no later than February of the final year of a school on the progress of integration planning, and again no later than after six months after the implementation of the consolidation decision.

Legal References: *Education Act, Section 8(1)26 School Closings; Section 171(1)7 Power of Boards to Close Schools; Sections 194-196 Disposal or Purchase of a School Site; Ontario Regulations 444/98 Disposition of Surplus Real Property; Ministry Guidelines: Loading Capacity*

Revised October 2009

Table of Timelines			
Action	**By whom**	**When**	**Provision**
Presentation of the preliminary report to the Board	Director of Education	Discretion	1
Board decision to establish a PARC	Board	Discretion	2
Notice of Board decision to establish a PARC	Director of Education	Within one week of the decision	2
Notice of the first PARC public meeting	PARC	At least 60 days prior to the meeting*	2.4
Delivery of an information package to PARC	Staff	No later than PARC's first public meeting	2.7
First PARC public meeting	PARC	As scheduled by PARC	2.4
Notice of second PARC public meeting	PARC	At least two weeks prior to the meeting	2.4
Second PARC public meeting	PARC	As scheduled by PARC	2.4
Notice of third PARC public meeting	PARC	At least two weeks prior to the meeting	2.4
Third PARC public meeting	PARC	As scheduled by PARC	2.4
Notice of fourth PARC public meeting	PARC	At least two weeks prior to the meeting	2.4
Fourth PARC public meeting	PARC	As scheduled by PARC	2.4
Delivery of PARC's report	PARC	Not earlier than 90 days after and not later than 120 days after the PARC's first public meeting*	2.8
Senior Staff's report and recommendations	Senior Staff	Not less than 30 days after the PARC report was delivered to the Director of Education	3.1
Board sets dates for Board meeting for public input, and for the Board meeting to decide accommodation	Board of Trustees	As scheduled by the Board	3.2
Notice of Board meeting for public input	Board of Trustees	A minimum of two weeks notice of the public meeting	3.2
Board meeting for public input	Board of Trustees	As scheduled by the Board but not sooner than 30 days after Senior Staff's report and recommendations are presented to the Board in public session	3.2
Senior Staff's follow-up report on accommodation	Senior Staff	At a future Board Meeting	3.3
Notice of Board meeting for Board decision regarding consolidation, closure or program relocation	Senior Staff	At least 60 days prior to the meeting. The meeting must occur no sooner than 60 days after the presentation of the Senior Staff report, 30 days after the SE/SCC Committee of the Whole Board meeting for public input and 15 days after the Senior Staff follow up report.	3.4
Board decision is consolidation, closure or program relocation	Senior Staff	Change will normally occur for the next school year unless specifically noted by the Board	3.4

* Excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

Revision dates:

October 2009

Limestone District School Board
Board Policy Handbook

Appendix A

Ministry Accommodation Review Guideline (PARG)

MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINE

(Revised June 2009)

PURPOSE

The purpose of the *Pupil Accommodation Review Guideline* (previously referred to as school closure guidelines) is to provide direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools.

The *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the full involvement of an informed local community and it is based on a broad range of criteria regarding the quality of the learning experience for students.

In recognition of the important role schools play in strengthening rural and urban communities and the importance of healthy communities for student success, it is also expected that decisions consider the value of the school to the community, taking into account other government initiatives aimed at strengthening communities.

School boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.

Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies. The *Guideline* is effective upon release.

SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for establishing and following their own accommodation review policies. At a minimum, boards' accommodation review policies are to reflect the requirements of the *Pupil Accommodation Review Guideline* set out below.

A copy of the school board's accommodation review policy, the government's *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be available at the school board's office and posted on the school board's website.

School boards are expected to undertake long-term enrolment and capital planning that will provide the context for accommodation review processes and decisions. This planning should take into account opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the school board.

The *Guideline* recognizes that, wherever possible, accommodation reviews should focus on a group of schools within a school board's planning area rather than examine a single school. These schools would be reviewed together because they are located close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.

ACCOMMODATION REVIEW TERMS OF REFERENCE

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

Each ARC must include membership drawn from the community. It is recommended that the committee include parents, educators, board officials, and community members. Trustees are not required to serve on ARCs.

School boards will provide the ARC with a Terms of Reference that describes the ARC's mandate. The mandate will refer to the board's educational and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement. The Terms of Reference will contain Reference Criteria that frame the parameters of ARC discussion. The Reference Criteria include the educational and accommodation criteria for examining schools under review and accommodation options. Examples may include grade configuration, school utilization, and program offerings.

The Terms of Reference will identify ARC membership and the role of voting and non-voting members, including board and school administration. The Terms of Reference will also describe the procedures for the ARC, including meetings; material, support, and analysis to be provided by board administration; and the material to be produced by the ARC.

School boards will inform the ARC at the beginning of the process about partnership opportunities, or lack thereof, as identified as part of boards' longterm planning process.

SCHOOL INFORMATION PROFILE

School boards are required to develop a School Information Profile to help the ARC and the community understand how well school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School Information Profile includes data for each of the following four considerations about the school(s):

- Value to the student
- Value to the school board
- Value to the community
- Value to the local economy

It is recognized that the school's value to the student takes priority over other considerations about the school. A School Information Profile will be completed by board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.

The following are examples of factors that may be considered under each of the four considerations. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s).

Value to the Student

- the learning environment at the school;
- student outcomes at the school;
- course and program offerings;
- extracurricular activities and extent of student participation;
- the ability of the school's physical space to support student learning;
- the ability of the school's grounds to support healthy physical activity and
- extracurricular activities;
- accessibility of the school for students with disabilities;
- safety of the school;
- proximity of the school to students/length of bus ride to school.

Value to the School Board

- student outcomes at the school;
- course and program offerings;
- availability of specialized teaching spaces;
- condition and location of school;
- value of the school if it is the only school within the community;
- fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

Value to the Community

- facility for community use;
- program offerings at the school that serve both students and community members (e.g., adult ESL);
- school grounds as green space and/or available for recreational use;
- school as a partner in other government initiatives in the community;
- value of the school if it is the only school within the community.

Value to the Local Economy

- school as a local employer;
- availability of cooperative education;
- availability of training opportunities or partnerships with business;
- attracts or retains families in the community;
- value of the school if it is the only school within the community.

ACCOMMODATION REVIEW PROCESS

As indicated above, the public review of each school or group of schools is to be led by a local Accommodation Review Committee appointed by the board.

School boards must present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students

would be accommodated if funding does not become available.

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five-year period, unless there are exceptional circumstances.

School Information Profile

The ARC will discuss and consult about the School Information Profile(s) prepared by board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

Public Information and Access

School boards and ARCs are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the school board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.

Accommodation Options

The ARC may also create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report to the board.

ARCs may recommend accommodation options that include new capital investment. In such a case, board administration will advise on the availability of funding. Where no funding exists, the ARC with the support of board administration will propose how students would be accommodated if funding does not become available.

As the ARC considers the accommodation options, the needs of all students in schools of the ARC are to be considered objectively and fairly, based on the School Information Profile and the objectives and Reference Criteria outlined in the Terms of Reference.

Community Consultation and Public Meetings

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.

As indicated above, the ARC will consult about the customized School Information Profile prepared by board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback about the accommodation options and the ARC's Accommodation Report to the board. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference.

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. All relevant information developed to support the discussions at the consultation is to be made available in advance.

At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available. ARCs and board administration are to respond to questions they consider relevant to the ARC and its analysis, at meetings or in writing appended to the minutes of the meeting and made available on the board's website.

ARC Accommodation Report to the Board

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the board's Director of Education, who will have the Accommodation Report posted on the board's website. The ARC will present its Accommodation Report to the Board of Trustees. Board administration will examine the ARC Accommodation Report and present the administration analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the board must outline clear

timelines around when the school(s) will close.

TIMELINES FOR AN ACCOMMODATION REVIEW PROCESS

After the intention to conduct an accommodation review of a school or schools has been announced by the school board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings. Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

After the ARC completes its Accommodation Report it is to make the document publicly available and submit the document to the school board administration. After the submission of the Accommodation Report, there must be no less than 60 calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations.

Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods. For schools with a year-round calendar, any holiday that is nine calendar days or longer, including weekends, should not be considered part of the 30, 60 or 90 calendar day periods.

APPLICATION OF ACCOMMODATION REVIEW GUIDELINES

The *Guideline* applies to schools offering elementary or secondary regular dayschool programs. The following outlines circumstances where school boards are not obligated to undertake an accommodation review in accordance with this *Pupil Accommodation Review Guideline*. In these circumstances, a board is expected to consult with local communities about proposed accommodation options for students in advance of any decision by the board.

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board's existing policies;

- When a lease is terminated;

- When a board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; 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.

Appendix B

Ministry Accommodation Review Process

MINISTRY OF EDUCATION
ADMINISTRATIVE REVIEW OF ACCOMMODATION REVIEW PROCESS

A review of a school board's accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

- Submit a copy of the board's accommodation review policy highlighting how the accommodation review process was not compliant with the school board's accommodation review policy.

- Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). Parents/guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition[1]

  o The petition should clearly provide a space for individuals to print and sign their name; address (street name and postal code); and to indicate whether they are a parent/guardian of a student attending the school subject to the accommodation review, or an individual who has participated in the review process.

- Submit the petition and justification to the school board and the Minister of Education within thirty (30) days of the board's closure resolution.

The school board would be required to:

- Confirm to the Minister of Education that the names on the petition are parents/ guardians of students enrolled at the affected school and/or individuals who participated in the review process.

- Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education within thirty (30) days of receiving the petition.

If the conditions set out above have been met, the Ministry would be required to:

- Undertake a review by appointing a facilitator to determine whether the school board accommodation review process was undertaken in a manner consistent with the board's accommodation review policy within thirty (30) days of receiving the school board's response.

_____

1   Information contained in the petition is subject to the *Freedom of Information and Protection of Privacy Act, 1990*

Appendix C

School Information Profile

Introduction

On October 31, 2006, the Ministry of Education released the *Pupil Accommodation Guidelines* (previously referred to as school closure guidelines). The guidelines direct Ontario school boards on the pupil accommodation review process to be undertaken to determine the future of a particular school or group of schools. On June 26, 2009, the Ministry of Education released the Revised *Pupil Accommodation Guideline*. As part of this revision, the School Valuation Framework was removed and replaced with the School Information Profile.

As part of the review process, a School Information Profile is required to assess each of the following considerations for each school or group of schools being reviewed:

- Value to the student
- Value to the community
- Value to the school board
- Value to the local economy

The review process will be led by the Program Accommodation Review Committee (PARC), appointed by the School Board of Trustees. The PARC must also include members from the school community and the broader community. The PARC will customize the School Valuation Framework to consider additional factors appropriate to the group of schools (the Accommodation Review Area) under review.

Program Accommodation Review Committee

The Program Accommodation Review Committee will ensure that a School Profile and the appropriate valuation data are compiled for each school in the Accommodation Review Area. Separate frameworks have been developed for elementary schools and secondary schools.

The data for the School Profile and the School Valuation Framework will have to be compiled by the School Principals and staff, the Superintendents of Schools, and corporate departments such as the Board's Planning, Plant, Operations, Finance and Transportation Departments.

School Information Profile

The School Information Profile is intended to provide the Program Accommodation Review Committee with an objective tool to assess the schools under review. At the conclusion of the data compilation and analyses of the data collected, it is anticipated that the Program Accommodation Review Committee will have the necessary information to prepare a final report with recommendations regarding the review of the schools. The report should summarize the findings of the data collected with the School Information Profile and must address the issues identified in the PARC Terms of Reference. Furthermore, in determining the final recommendations in the PARC Report, it must be noted that the primary consideration must be the value to the students.

Value to the Student
- What is the impact on the student of the proposed consolidation/closing of the school?
- What is the quality of the learning environment at the school?

• What are the student outcomes at the school?
• Are there a wide range of courses and programs offered at the school?
• Are there a wide range of extracurricular activities offered at the school?
• Is there adequate interior and exterior space to support a good student learning environment?
• Is there adequate space to support healthy physical activity and extracurricular activities?
• Is the school universally accessible for students with disabilities?
• Is the school plant safe?
• Is the location of the school within close proximity to the majority of students?
• Would the quality of the learning environment improve in a consolidated facility?

Value to the System
• What is the impact on student learning across the system if this school closes?
• Is there a wide range of courses and programs offered to students at the school?
• Based on the enrolment projections, is there a sustainable student population at the school during the next five years?
• Is the enrolment under or over the capacity of the school facility?
• Are there other courses, programs, or activities that could exist at the school if there were a larger number of students?
• Would programs be improved at another school?
• Are there specialized teaching spaces at the school?
• Is the school site in good condition?
• Is the school in a suitable location?
• What is the value of the school if it is the only school within the community?
• What are the fiscal and operational implications of closing the school?

Value to the Community
• What is the school's value to the community?
• Can this value be relocated to a receiving school?
• Are there a wide range of programs at the school offered to both students and members of the community?
• Are the school/grounds available for use by the community?
• Is the school a partner in other government initiatives in the community?

Value to the Local Economy
• How does the school impact the local economy?
• Are there partnerships or training opportunities between the school and the local business community?
• Does the school attract or retain families to the area?

SCHOOL INFORMATION PROFILE		
School:		
Address:		
Grade Configuration		
School Capacity (Ministry Rated)		
Utilization (% Accommodation)		
Enrolment past five years:	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
Enrolment Projection next five years:	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
	Year:	Enrolment:
Year Built		
Original Building Size (Square Metres)		
Last Addition Built		
Additional Square Metres		
Total Building Size		
Site Size (Acres/Ha)		
Additional Uses (Tenants / Etc.)		

SCHOOL INFORMATION PROFILE		
District Programs:		
Adequate Playground Space	Yes ☐	No ☐
Nearest Adjacent School (s):		Km
Student Achievement Data (Include School Profile)		
# of out of boundary students		
% of out of boundary students		%
# of split grades		
% of split grades		%

Value to the Student (Elementary)		
All schools within the Limestone District School Board are expected to provide programs that meet the requirements of both the school board and the Ministry of Education. In addition to these programs, what other programs does the school offer that add value for students? Include % of students taking each program.		
Does the school offer:		
English-as-a-Second-Language programming? %	Yes ☐	No ☐
Other specialized programs? (Not offered by most other schools in the Board)		
What is the nearest access to District programs if not available within this school?		
What is the time required to travel to nearest access to District program?		
Additional Comments:		

Value to the Student (Secondary)

Does the school have a full composite program in Grades 9-12?	Yes	☐	No	☐
How many students are there attending Year 5?				
Does the school have sufficient numbers of students to run courses necessary in each subject area for all three student pathways (university, college, and workplace)?	Yes	☐	No	☐
How many courses were cancelled due to insufficient enrolment?				
How many courses were cancelled this year? Why?				
What types of courses were cancelled:				
Essential Courses?	Yes	☐	No	☐
Applied Courses?	Yes	☐	No	☐
Academic Courses?	Yes	☐	No	☐
Workplace Courses?	Yes	☐	No	☐
College Courses?	Yes	☐	No	☐
University Courses?	Yes	☐	No	☐
How many classes have less than 60% of maximum class enrolment?				
How many multi-grade / multi-level stacked courses does the school offer?				
Average Class Size (From October OnSIS Submission)				
Does the school offer:				
Clusters of special programs that enhance curriculum?	Yes	☐	No	☐
Commercial programming?	Yes	☐	No	☐
Broad-based Technology programming?	Yes	☐	No	☐
Guidance and career education programs?	Yes	☐	No	☐
Culturally inclusive programs?	Yes	☐	No	☐
English-as-a-Second-Language programming?	Yes	☐	No	☐
District Special Education programs?	Yes	☐	No	☐
Advanced Placement Courses?	Yes	☐	No	☐

Value to the Student (Secondary)

International Baccalaureate Programs?	Yes	☐	No	☐
Language Programs (French, Latin, German, etc.) Specify:	Yes	☐	No	☐
Other specialized programs? (Please specify)	Yes	☐	No	☐
Partnerships to enhance and support students? (Please specify)	Yes	☐	No	☐

Additional Comments:

Supports

Does the school have the capacity and numbers (according to the Board or Ministry formula) to support:				
A full time principal assigned to this school?	Yes	☐	No	☐
A twinned principal?	Yes	☐	No	☐
A full time vice principal?	Yes	☐	No	☐
A part-time Vice Principal or Assistant VP?	Yes	☐	No	☐
Total number of Vice Principals / Assistant VPs				
Secretarial Complement (Full Time Equivalent)				
Custodial Staff FTE				
Is your staffing being supported by other schools? Provide Details	Yes	☐	No	☐

Transportation

Does the school currently accommodate adequate:				
Staff / Visitor / Student parking?	Yes	☐	No	☐
A separate Student drop-off / pick-up area for Parents?	Yes	☐	No	☐
Bus Loading Zone?	Yes	☐	No	☐
Are there time constraints due to Rail Crossings?	Yes	☐	No	☐
Are there time constraints due to Ferry Crossings?	Yes	☐	No	☐
Is there access to Late busing for the students?	Yes	☐	No	☐
Number of students transported to school:				
Number of students transported to school from out of boundary:				
Percentage of students transported to school:				%
Longest bus ride to school (minutes):				
Shortest bus ride to school (minutes):				
Average bus ride to school (minutes) – from first pick up to last pick up how long students are on the bus?				
How many transported students attending this school are from out of boundary?				
Aggregate cost to transport students to school:	$			
Average Cost per student transported to school:	$			
Additional Comments:				

Safety and Security

Is the Central Office location conducive to adequate supervision?	Yes	☐	No	☐
Do the student drop-off and pick-up areas for parents and bus drop-off and pick-up areas pose any safety issues for students?	Yes	☐	No	☐
Does the school have Security Cameras?	Yes	☐	No	☐
Does the school have adequate outdoor lighting?	Yes	☐	No	☐

How many separate entrances into the school?	

What is the age and condition of play structures/equipment?   Age:_____
   Excellent ☐   Very Good ☐   Good ☐   Satisfactory ☐   Unsatisfactory ☐

Does the physical layout of the school contribute to adequate supervision of students? Explain.

Are all exterior sight lines unobstructed? If not, please indicate location and type of obstruction

Additional Comments:

Accessibility						
Is the school universally accessible? (Use Annual Accessiblity Plan)	Partially	☐	Yes	☐	No	☐
Does the school have an operating elevator/lift?			Yes	☐	No	☐
Do students have access to Barrier Free Washrooms?			Yes	☐	No	☐
Are student washrooms accessible on each level of the building?			Yes	☐	No	☐
Are there designated change rooms accessible to the gym?			Yes	☐	No	☐

Additional Comments:

Attach current map of school grounds.

Attach school floor plan.

Activities for Students

Identify all current school year co-curricular programs and activities in:

Athletics:
Arts:
Computers:
Clubs:
Leadership/Student Council:
Other:

Other Values to Student

Is the student and / or staff population of the school sufficient to support:

	Yes		No	
School plays?	Yes	☐	No	☐
Dance/Socials?	Yes	☐	No	☐
Graduation celebrations?	Yes	☐	No	☐
School Athletic Teams?	Yes	☐	No	☐
Intramural Athletic Programs?	Yes	☐	No	☐

Other value to students:

Facilities			
Does the school have adequate existing space for:	**Yes**	**No**	**Exists (Not Adequate)**
Special Education?			
Teacher Resource Centre?			
Science Lab(s)?			
Technology Lab(s)?			
Total number of dedicated rooms:			
Computer Lab(s)?			
Arts facilities?			
Total number of dedicated rooms:			
Playground?			
Playing field?			
Gymnasium?			
Library?			
Music room?			
Staff / department work rooms?			
Staff washrooms?			
Conference / meeting rooms?			
Staff room?			
Storage spaces?			
Assembly/Auditorium?			
A General Purpose Room			
A stage?			
Kitchen?			
Does the school have change rooms?			
Does the school have public use washrooms?			
Does the school have a dedicated French Room?			
Cafeteria?			
Childcare?			

Facilities			
Does the school have adequate existing space for:	**Yes**	**No**	**Exists (Not Adequate)**
Does the school have property to accommodate development or additions?			
Total number of classrooms in the school:			
Total number of portable units on school site:			

Prohibitive to Repair	Ministry Designated ☐	Board Designated ☐
Facilities Condition Index (FCI)		%

Additional Comments:

Financial		
The current cost to address the current backlog of renewal projects for the school:	$ *	
The estimated cost to address additional capital renewal projects needed at the school over the next ten years:	$ *	
Estimated cost to upgrade school to current Board standards:	$ *	
Estimated cost to demolish and rebuild existing school on same site to Boards standards	$ *	
Expenditures on school staff: School Administration	$	
Expenditures on school staff: Teaching	$	
Expenditures on school staff: Non-Teaching	$	
Grant revenues for school administration (identify any loss of revenues)	$	
Grant revenues for school operations (identify any loss of revenues)	$	
Other Special Grant Revenues	$	
Expenditures for school operations - utilities - all other	$	
Does the school generate enough funding to sustain itself without drawing funding from other budget lines in the following areas:		
Administration?	Yes ☐	No ☐
Student Service Guidance Staff?	Yes ☐	No ☐
Library Technicians?	Yes ☐	No ☐
Secretarial Staff?	Yes ☐	No ☐
Custodial Staff?	Yes ☐	No ☐
Teachers?	Yes ☐	No ☐
How much revenue does this school generate from community use?	$	
What is the impact of this school remaining open on facility operating and capital budgets?		
Other value to the school system:		

Value to the Community				
Does this school host programs and services in the following areas:				
Childcare (Best Start, etc)?	Yes	☐	No	☐
Youth Activities?	Yes	☐	No	☐
Cultural Events and Observances?	Yes	☐	No	☐
Social and Recreational?	Yes	☐	No	☐
Adult Learning?	Yes	☐	No	☐
Other?	Yes	☐	No	☐
Are there plans for local partnerships for delivering daycare and other community and social services?	Yes	☐	No	☐
Have there been significant upgrades to the school in the past five years completed in partnership with the community?	Yes	☐	No	☐
If the school were closed, is there local capacity to accommodate those currently using the school for community purposes?	Yes	☐	No	☐
How many hours per week is this school used for other community activity (e.g. sports, recreation and fitness; non-profit and community groups for youths and adults; community meetings):	Fall			
	Winter			
	Spring			
	Summer			
Identify alternative locations being used for community purposes:				
Other value to the community?				

Value to the Community

How does this school reflect and support the values of the community for which it serves?
Is this building a Heritage Building? (Municipal / Provincial / Federal)
Is the building located in a Heritage District?
Additional Comments:

Value to the Local Economy
Are there any impacts on the local economy?
What are the impacts to the socio-economic elements of the community?
List Focus Programs that support local businesses:
Co-operative Education Impact on the community:
Is the School the focal point of the community? Explain:

General Comments Summary