

Pupil Accommodation Review

The Director of Education provides this administrative procedure to support staff members and the Pupil Accommodation Review Committees in effectively facilitating *Policy #15: Pupil Accommodation Review* established by the Limestone District School Board.

1. Initial Staff Report

The *Initial Staff Report* (ISR) will be developed under the direction of the Director of Education and include consultation with any staff member and member of the public that the Director deems appropriate.

The initial staff report will include information on actions taken by school board staff prior to proposing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

The Initial Staff Report will include the specific mandate for the proposed accommodation review. The identified accommodation issues will form the basis of the mandate.

The ISR will contain one or more options to address the accommodation objectives in undertaking the proposed PARC. Each option must have a supporting rationale. There must be a recommended option if more than one option is presented.

The option(s) included in the Initial Staff Report must address the following:

- summary of accommodation issue(s) for the school(s) *under review* and the accommodation review objectives;
- where students would be accommodated (*other impacted schools*);
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must include a timeline for implementation.

The Initial Staff Report will include a School Information Profile for each of the schools in the review.

2. School Information Profile (SIP)

Staff will develop School Information Profiles (SIPs) as a part of the Initial Staff Report and as an orientation documents to help the PARC 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.

A SIP will be completed by Board Staff for each of the schools in the review. The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- value to the student; and
- value to the school board.

The following are the minimum data requirements and factors that are to be included in the SIP:

2.1 Facility Profile:

- 2.1.1. School name and address;
- 2.1.2. Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions;
- 2.1.3. School attendance area (boundary) map;
- 2.1.4. Context map (or air photo) of the school indicating the existing land uses surrounding the school;
- 2.1.5. Planning map of the school with zoning, Official Plan or secondary plan land use designations;
- 2.1.6. Size of the school site (acres or hectares);
- 2.1.7. Building area (square feet or square metres);
- 2.1.8. Number of portable classrooms;
- 2.1.9. Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.);
- 2.1.10. 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.);
- 2.1.11. Ten-year history of major facility improvements (item and cost);
- 2.1.12. Projected five-year facility renewal needs of school (item and cost);
- 2.1.13. Current Facility Condition Index (FCI) with a definition of what the index represents;
- 2.1.14. A measure of proximity of the students to their existing school, and the average distance to the school for students;

- 2.1.15. 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);
- 2.1.16. School utility costs (totals, per square foot, and per student);
- 2.1.17. Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress;
- 2.1.18. 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);
- 2.1.19. On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

2.2 Instructional Profile:

- 2.2.1. Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school;
- 2.2.2. Describe the course and program offerings at the school;
- 2.2.3. Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.);
- 2.2.4. Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.);
- 2.2.5. Current grade organization of the school (e.g., number of combined grades, etc.);
- 2.2.6. Number of out of area students;
- 2.2.7. Utilization factor/classroom usage;
- 2.2.8. Summary of five previous years' enrolment and 10-year enrolment projection by grade and program;
- 2.2.9. Current extracurricular activities.

2.3 Other School Use Profile:

- 2.3.1. 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;
- 2.3.2. Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery;
- 2.3.3. 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;
- 2.3.4. 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;
- 2.3.5. Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery;

2.3.6. Description of the school's suitability for facility partnerships.

The Staff may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The SIPs will be complete and accurate, to the best of the school board's ability, prior to the commencement of a pupil accommodation review.

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

3. Roles and Responsibilities

3.1. Pupil Accommodation Review Committee (PARC)

The PARC is the official conduit for information shared between the school board and the school communities. It may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The PARC may provide other accommodation options than those in the Initial Staff Report; however, it must include supporting rationale that addresses the PARC Mandate for any such option.

PARC members may make requests for relevant additional information from Staff, through the PARC Facilitator. Requests for relevant additional information that is not readily available, will be referred to a Working Committee Meeting for consideration and must be agreed to by a majority of the members attending the meeting. Any additional information provided will be delivered to all PARC members and posted on the Board's website.

The PARC will consider feedback received from the two public meetings.

3.2 Trustees

The area Trustee(s), appointed by the Board, will serve as non-voting ad hoc members of a Pupil Accommodation Review Committee (PARC). As members of a PARC the Trustees represent the corporate board.

Their role, assisted by Staff, is to ensure that;

- the PARC follows Board Policy 15 – Pupil Accommodation Review;
- the process is as transparent as possible;
- the community is provided with opportunities to provide input as per Board Policy;
- the Final Staff Report accurately reflects the work and feedback of the PARC as well as the public feedback from the two public meetings.

Working Committee Meetings and the Public Meetings are open to the public and as such any Trustee may choose to attend.

3.3 School Principals

The Principal of each of the schools under review and affected schools will serve as members of the Pupil Accommodation Review Committee. As a member of the PARC, the school Principal represent the students and community of the school and the board.

Their role is to ensure that:

- to the extent possible the school is represented by teaching staff, support staff, parents, and students, as per Board Policy 15;
- school representatives are aware of upcoming PARC meetings;
- all staff and parents of the school receive updates concerning the work of the PARC and notices of meetings through school newsletters and special flyers, as appropriate;
- all information presented to the PARC related to the school is accurate;
- all staff and school community members are encouraged to provide input to the PARC and receive information about how to communicate with the Committee.

3.4 Teaching Staff Members

One teacher from each of the schools under review and affected schools will serve as a member of the Pupil Accommodation Review Committee. As a member of the PARC the teacher represents the school's teaching staff.

Their role is to ensure that

- all of the teaching staff of the school receive updates concerning the work of the PARC and notices of meetings;
- information and issues raised by the teaching staff are brought to the attention of the PARC;
- all teaching staff members are encouraged to provide input to the PARC and receive information about how to communicate with the Committee.

3.5 Support Staff Members

One support staff member from each of the schools under review and affected schools will serve as a member of a Pupil Accommodation Review Committee. As a member of the PARC the support staff member represents the support staff of the school.

Their role is to ensure that

- all of the support staff of the school receive updates concerning the work of the PARC and notices of meetings;

- information and issues raised by the support staff are brought to the attention of the PARC;
- all support teaching staff members are encouraged to provide input to the PARC and receive information about how to communicate with the Committee.

3.6 Parents

Up to three parents from each school in a review will serve as members on the PARC. One of the parents will be the school council chair or designate. The parents represent the students and parents of the school and the public of the broader school community.

Their role is to ensure that

- all of the parents of the school receive updates concerning the work of the PARC through school council meetings, school newsletters and notices of meetings;
- information and issues raised by the parents and community are brought to the attention of the PARC;
- all parents and community members are encouraged to provide input to the PARC and receive information about how to communicate with the Committee.

3.7 Superintendent of Education/Supervising Principal or Designate

One Superintendent of Education/Supervising Principal or designate as appointed by the Director will serve as the Chair of the Pupil Accommodation Review Committee. He/she represents the Board and is a resource to the PARC.

If a designate is appointed as Chair, the Director will also appoint a current Superintendent of Education/Supervising Principal as a resource person to a Pupil Accommodation Review Committee.

3.8 Chair of the PARC

The Chair of the PARC will perform the duties as outlined in *Board Policy 7: Role of the Board Chair* as appropriate to the work of the PARC.

3.9 Superintendent of Business

The Superintendent of Business represents the Board and serves as a resource person to a Pupil Accommodation Review Committee.

3.10 Business Services Staff

The Business Services Staff will represent the Board and serve as resource personnel to a Pupil Accommodation Review Committee.

3.11 Recording Secretary

The Recording Secretary is a resource to a Committee to record, as accurately as possible, summary notes for all PARC working and public meetings. The notes will include key points and decisions related to agenda items and any additional topics raised at the meetings.

3.12 Pupil Accommodation Review Committee Facilitator

The Board may name a staff member or employ a consultant to perform the duties of PARC Facilitator. The PARC Facilitator is a resource to the Committee and Staff. He/she is responsible for:

- communication (agendas, meeting notes, notices, website, e-mail, PARC input);
- working with the Chair, Trustees on the PARC and other Board resource personnel to ensure that the Board Policy is followed;
- working with School and Board personnel to ensure that the PARC receives the information needed to carry out its mandate;
- working with the Chair of the PARC and other Board resource personnel to ensure that all PARC meetings move forward efficiently and effectively;
- on behalf of a PARC, writing and delivering to the Director of Education, the input from the PARC to be included in the Staff 's Final Report;
- on behalf of a PARC, collating and delivering to the Director of Education, the input from the public meetings and the written input to be included in the Staff 's Final Report;
- if requested, support the Director and other staff in developing the Staff's Initial and/or Final Report.

4. Meetings

4.1. PARC Working Committee Meetings

All PARC Working Committee Meetings are open to the public to attend as observers. The dates, time and location of the meetings will be posted on the Board's website. Agendas will also be posted on or before the date of each meeting and meeting notes will be posted as soon as possible following each meeting.

The PARC will meet as often as is deemed necessary by the majority members of the PARC, however the work of the PARC will usually be completed within a 6 month period commencing with Working Meeting #1. There will be a minimum of 4 Working Committee Meetings.

4.2. Local Municipal Governments and Partners Consultation Meetings

Following the Board of Trustees' approval to undertake a pupil accommodation review, the Senior Staff's Initial Report will be forwarded electronically and in writing, if requested, to community partners.

The affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review will be invited to a meeting with Staff to discuss and comment on the recommended option(s) in the Initial Staff Report (ISR).

At the meeting the Staff will review the key points from the ISR, answer questions, as appropriate, and record feedback from the participants.

Following the meeting Partners may also contribute feedback through the Board's website and in writing.

4.3. Public Meetings

There will be a minimum of two public meetings. The public meetings will be facilitated by School Board Staff and/or personnel on contract to the Board and chaired by the Chair of the PARC.

The Public Meetings are intended to foster the two way communication of information. Staff will present the information about the accommodation review as outlined in Policy 15: Pupil Accommodation Review section 2.2.4. The public will be invited to share their feedback on the Initial Staff Report and the PARC's proposed feedback to the Board.

To facilitate the public feedback the following protocol will be followed:

Prior to a Public Meeting:

- All written communication used to notify the public of the meeting will include information about the registration process for members of the public, the objectives of the meeting and where the public can find information needed for effective participation in the meeting.
- An opportunity to provide feedback on the Initial Staff Report and other pertinent information will be provided through the Board's website.

At the Public Meeting

- The Chair will welcome the public, review the objectives for the meeting and introduce Staff personnel who will provide a brief overview of information pertinent to the meeting.
- Following the brief overview of the Initial Staff Report and other information pertinent to the objectives of the meeting, the PARC Chair will recognize the Facilitator for the meeting.

- The Facilitator for the meeting will work with the public to gather feedback on the recommendation(s) from the Initial Staff Report and/or the proposed PARC feedback to the Board as appropriate.
- The Chair of the PARC will thank the public for attendance and participation and confirm what will be done with the feedback and where and when members of the public may access the feedback collected at the meeting. The Chair will also remind the public of other electronic and written communication opportunities.

Following the Public Meeting

- The feedback collected will be reviewed and posted on the Board's website normally within 5 business days of the meeting.

4.4 Special Board Meeting for Public Delegations

The Board will follow *Policy 9: Board Operations* to receive input from delegations. It is the practice of the Board to allow five minutes for the presentation and to request a written copy of the presentation in advance of the meeting. Trustees may ask questions for clarification.

5. Final Staff Report (FSR)

Following receipt of the feedback from the *Pupil Accommodation Review Committee (PARC)*, Senior Staff will submit a Final Staff Report to the Board of Trustees at a Committee of the Whole Board meeting.

The contents and presentation of the Final Staff Report are outlined in Board Policy 15: Pupil Accommodation Review Section 4.1.

6. Consultations

When less than 50% of a school's enrolment is affected by a proposed boundary realignment or the movement of a program, the Board is not required to conduct a Pupil Accommodation Review but will consult with affected school communities and partners.

6.1 Senior Staff Administrative Report

Senior Staff will present to the Board, through a Committee of the Whole Board, an Administrative Report outlining the following:

- the proposed boundary and/or program change;

- a summary of issue(s) for the school(s) included in the proposed change;
- where students would be attending;
- if proposed changes to existing facility or facilities are required as a result of the proposal;
- identify any program changes;
- how student transportation would be impacted if changes take place;
- if capital investment is required as a result of the proposal, how the school board intends to fund this;
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation proposal
- Staff recommendation and
- a draft consultation plan.

6.2 Consultation Plan

The draft consultation plan will include at least one public meeting to inform the community about the proposed change and receive feedback from members of the public. The meeting will be chaired by a Superintendent/Supervising Principal responsible for the school area or the program at the centre of the proposed change, at the discretion of the Director. Staff will present the information about the proposed change. The feedback from the public will be recorded in the notes of the meeting.

The consultation plan will also include use of the Board's website to provide information about the proposed accommodation change and receive feedback from members of the public.

6.3 Notification of the Planned Consultation

Normally within 5 business days following the decision by the Board concerning the consultation, notification of the decision along with a copy of the Administrative Report will be placed on the Board's website and forwarded to appropriate Community Partners, School Staffs and School Councils. If the Board approves the consultation a written notice about the proposed change and the information concerning the consultation will be sent home with students in the affected schools.

Other communication strategies will be employed as deemed appropriate by the Director of Education.

6.4 Senior Staff Follow-up Report

Following the implementation of the Consultation Plan, Senior Staff will submit an Administrative Report to the Board through a Committee of the Whole Board,

summarizing the results of the consultation and including any revisions to the recommendation and a draft implementation plan.

6.5 Following the Board Decision on the Proposed Accommodation Change

Normally within 5 business days following the decision by the Board concerning the proposed change notification of the decision along with a copy of the Follow-up Administrative Report will be placed on the Board's website and forwarded to appropriate Community Partners, School Staffs and School Councils. If the Board approves the proposed change a written notice about the change and the information concerning the implementation plan will be sent home with students in the affected schools.

Other communication strategies may be utilized, as deemed appropriate by the Director of Education.