

<b>FACILITIES AND EQUIPMENT</b>	<b>9000</b>
<b>PUPIL ACCOMMODATION REVIEW PROCEDURES</b>	<b>9010</b>

1. Policy

It is the policy of Lakehead District School Board to study schools where opportunities exist to deliver learning to our students in a effective and efficient manner.

2. Initial Staff Report

2.1 Prior to establishing a pupil accommodation review, an initial staff report will be presented to the Board identifying a school or group of schools in which accommodation issues have been identified.

A school or group of schools may be considered for study if one or more of the following conditions apply:

- the school or group of schools is unable to provide a suitable and equitable range of learning opportunities for students;
- the school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- reorganization involving the school or group of schools could enhance programs and learning opportunities for students;
- teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- under normal staffing allocation practices, it would be necessary to assign three grades to one class in one or more of the schools;
- 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.
- there are safety and/or environmental concerns attached to the building, the school site or its locality;
- the consolidation of schools is in the best interests of the overall school system; or
- it has been no less than five years since the inception of a study of the school by an 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.

2.2 The initial staff report to the Board will contain one or more options to address the accommodation issue(s). Each option will include a supporting rationale and timeline for implementation. If more than one option is presented, a recommended option will be identified. The initial staff report will also include information on actions taken by school board staff prior to establishing the pupil accommodation review process and supporting rationale as to any actions taken or not taken.

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2.3 The options to address the accommodation issue(s) in the initial staff report must include 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 the change takes 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.

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

### 3. School Information Profile

3.1 School board staff will develop School Information Profiles (SIPs) which will include data for each of the following two considerations about the school(s) under review:

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

3.2 A SIP will be completed by school board staff for each of the schools under review to help provide an understanding of and familiarity with the facilities under review. The SIP will be completed prior to the commencement of a pupil accommodation review. Each school under review will have a SIP completed at the same point-in-time for comparison purposes. Each SIP will include:

#### 3.2.1 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.

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- Context map (or aerial 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 schools site (acres or hectares).
- Building area (square feet or square meters).
- 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 the bus ride to 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 the 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 spaces.

### 3.2.2 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.
- Number of out-of-area students.

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- Number of self-identified Aboriginal students.
- Percentage of students accessing special education services.
- Utilization factor/classroom usage.
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extra-curricular activities.

### 3.2.3 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 a 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 it is at full cost recovery.
- Availability of before and after school programs or services (e.g., child care) as well any revenue from the before and after school programs and whether or not it is at full cost recovery.
- Description of the school's suitability for facility partnerships.

## 4. Notification of Stakeholders

4.1 All stakeholders of the schools under review will be informed within five (5) business days of the Board's decision to undertake a pupil accommodation review and form an Accommodation Review Committee (ARC). The decision will be posted on the Board's website. Stakeholders will include:

- parents and guardians of the school(s) under review;
- staff of the school(s) under review;
- community partners that expressed an interest prior to the pupil accommodation review;
- affected First Nations;
- affected single- and upper-tier municipalities, through the Clerk's department (or equivalent).

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- 4.2 Individuals from the school(s) under review and the broader community will be invited to participate in the pupil accommodation review consultation. The pupil accommodation review process will consist of the following methods of consultation:
- Accommodation Review Committee;
  - consultation with municipal governments local to the affected school(s);
  - public meetings; and
  - public delegations.
- 4.3 Administration will meet with representatives of the affected federations and unions and issue a statement before the process begins, clarifying the roles of staff during the accommodation review and after the Board has made a final decision.
- 4.4 The Director(s) of Education of the coterminous school board(s) will be notified of the decision to conduct a pupil accommodation review within five (5) business days.
- 4.5 The Ministry of Education, through the office of the Assistant Deputy Minister of the Financial Policy and Business Division, will be notified of the decision to conduct a pupil accommodation review within five (5) business days.

5. Establishment of the Accommodation Review Committee

After reviewing the initial staff report, the Board may direct the formation of, and provide the terms of reference for, an Accommodation Review Committee (ARC) for a group of schools or for a single school.

- 5.1 The ARC will be formed following the Board's consideration of the initial staff report but prior to the first public meeting. The decision to form an ARC will be posted on the Board's website within five (5) days.
- 5.2 The school board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

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6. Composition of the ARC

The ARC will consist of the following members:

- the appropriate school superintendent; and
- from each school under review:
  - school principal or designate;
  - one teacher chosen by the principal;
  - one non-teaching staff member chosen by the principal;
  - the school council chair or another member of school council chosen by the council;
  - a student representative in the case of a secondary school chosen by the principal;
- a representative from the Special Education Advisory Committee;
- a representative from the Aboriginal Education Advisory Committee;
- a school board trustee who will monitor the process as an ad hoc member.

6.1 Alternate members may be designated for members of the ARC. Alternate members will attend ARC meetings in the event that the regular member is unavailable.

6.2 Resource appointments to the ARC may consist of the following:

- Superintendent of Business;
- staff from Corporate Services; and/or
- other administrative staff as necessary.

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

7. Mandate of the ARC

Lakehead District School Board is committed to the success and well-being of every student. Curriculum and programming decisions that may require school consolidation, closure or program relocation must take into account the needs of all of the students in all of the affected schools. The focus of the ARC should be on the potential for enhancing the learning environment and providing the best educational opportunities for students when considering the recommended options in order to reach a constructive and positive outcome.

8. Role and Responsibilities of the ARC

8.1 The role of the ARC is to act as the official conduit of information shared between the Board and the school community. The ARC will provide information to the affected school communities on an on-going basis.

8.2 The ARC shall review, provide feedback, and may seek clarification on the initial staff report throughout the pupil accommodation review process.

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- 8.3 The ARC may provide other accommodation options than those in the initial staff report, and must provide supporting rationale for any such option.
- 8.4 The ARC may request clarification about information presented in the SIP. It is not the role of the ARC to approve the SIP.
- 8.5 ARC members are not required to vote or reach a consensus regarding information provided to the Board.
- 8.6 School board staff will respond to reasonable requests for information or clarification regarding the initial staff report or SIP. Board staff will also respond to questions raised in the minutes of ARC meetings and public meetings. Responses to questions raised in public meetings will be posted on the Board's website.
- 8.7 School board staff will be assigned to the ARC to compile feedback from the ARC as well as from the broader community in the Community Consultation section of the final staff report which will be presented to the Board.
- 8.8 The final decision of the pupil accommodation review rests solely with the Board.

9. Terms of Reference of the ARC

The school superintendent will be the ARC Chair. The Chair will convene and chair meetings and will ensure that the ARC successfully carries out its obligations under this Policy.

9.1 Meetings of the ARC

- 9.1.1 The ARC will complete its work within the timelines in this policy.
- 9.1.2 The ARC will meet to review materials presented by school board staff.
- 9.1.3 The ARC will hold as many working meetings as deemed necessary within the timelines in this policy.
- 9.1.4 Minutes of ARC meetings will be recorded.

9.2 Public Meetings

- 9.2.1 The ARC Chair will call the first public meeting no fewer than thirty (30) business days after the Board's intention to conduct a pupil accommodation review has been announced.
- 9.2.2 Public meetings will be moderated by an outside individual selected by administration.

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- 9.2.3 The ARC will hold at least two public meetings in the school(s) under review, or if not accessible, in the nearest accessible facility:
  - 9.2.3.1 School board staff will facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.
  - 9.2.3.2 The first public meeting must include an overview of the ARC orientation session, a presentation of the initial staff report with recommended option(s), and a presentation of the SIP(s).The ARC will receive community input on the recommended option(s) in the initial staff report.
  - 9.2.3.3 At the second public meeting, the ARC will receive further community input on the recommended option(s) in the initial staff report. The second public meeting will be held no fewer than forty (40) business days after the first public meeting.
  - 9.2.3.4 Advance notice of the public meetings will be provided on the Board's website and will include date, time, location, purpose, contact name and information. A minimum notification period of two (2) weeks will be provided for each public meeting.
  - 9.2.3.5 Minutes of the public meetings and will be recorded and posted on the Board's website.

10. Consultation with Local Municipal Governments and Community Partners

Affected single- and upper-tier municipalities, First Nations, as well as community partners that expressed an interest prior to the pupil accommodation review, will be notified of the Board's decision to conduct a pupil accommodation review within five (5) days of the decision, and will be invited to a meeting with school board staff to provide feedback on the recommended option(s) in the initial staff report.

- 10.1 The invitation for this meeting will be provided through written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities.
  - 10.1.1 The meeting invitation will request that municipalities provide technical information from the area where the pupil accommodation review will occur. This technical information will include, but is not limited to, population and future development projects in the area.



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10.2 Feedback from local municipal governments and interested community partners must be provided to board staff before the final public meeting. A minimum notification period of two weeks will be provided of when the final meeting is to take place.

11. Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board.

11.1 School board staff may choose to amend the proposed option(s) included in the initial staff report.

11.2 The recommended option(s) will include a proposed accommodation plan which contains a timeline for implementation.

11.3 The final staff report will include a Community Consultation section that contains feedback from the ARC 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.

11.4 The final staff report will be posted on the Board's website no fewer than ten (10) business days after the final public meeting.

12. Public Delegations

Once the final staff report is submitted to the Board, there will be an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board.

12.1 Notice of public delegation opportunities will be posted on the Board's website.

12.2 Public delegations will be held in accordance with the current Procedural By-Law Section 8.

12.3 School board staff will compile feedback from the public delegations which will be presented to the Board with the final staff report.

13. Decision of the Board of Trustees

The Board will be provided with the final staff report, including the compiled feedback from public delegations, when making its final decision regarding the pupil accommodation review.

13.1 The Board 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.

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13.2 Final pupil accommodation review decisions should not be made during the summer holiday period, except in exceptional circumstances as deemed by the Board.

14. Transition Process

14.1 Where there is a decision to consolidate or close a school, a Transition Committee will be established.

14.2 The mandate of the Transition Committee will be to organize an action plan for the smooth transition for all concerned.

14.3 The Transition Committee will include:

- one trustee appointed by the Board;
- the superintendent responsible;
- the principal(s) of the school(s) involved;
- one staff member, appointed by the principal, from each school involved;
- equal number of parent representatives reflecting the profile of the school(s) involved;
- at least one School Council parent member; and
- one Student Council representative in the case of a secondary school.

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

14.4 The Chair of the Transition Committee will be responsible to ensure the impacted communities are informed of the integration process.

14.5 An information report on the activities of the Transition Committee will be presented to the Board no later than June 30 of the school year in which the school(s) will be closed.

15. Assets Management Plan

An assets management plan, including an inventory, asset relocation, security, and alternative use or disposal of the facility will be developed. Any disposal or alternate use will be consistent with Ministry of Education regulations.

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16. Implementing the Modified Accommodation Review Process

When the criteria for modified pupil accommodation review are met, the Board may choose to follow this review process. The modified pupil accommodation review differs from the standard pupil accommodation review only as follows:

- 16.1 The initial staff report will contain rationale for exempting the affected school(s) from the standard pupil accommodation review process.
- 16.2 One (1) public meeting will be held not sooner than 30 days from the date of the Board's decision to undertake the modified pupil accommodation review.
- 16.3 The formation of an Accommodation Review Committee is not required.
- 16.4 Feedback from local municipal governments and interested community partners must be provided to board staff before the public meeting.

In all other respects, the modified accommodation review process follows the procedures outlined in this policy.

17. Timeline Flow Charts

Timeline flow charts for the School Accommodation Policy process and Modified School Accommodation Policy process are attached as Appendix A.

18. Appeal Process

An individual or group may seek a review of the Board's accommodation process in accordance with the Ministry of Education's document entitled "Administrative Review of the Accommodation Review Process" posted on the Board website and available at the Jim McCuaig Education Centre.

19. Extenuating Circumstances

Notwithstanding the provisions of this policy and the accompanying procedures, where circumstances arise which, in the opinion of the Board, require action in the best interest of the overall management of the school system, the Board may, with the support of the majority of Trustees, alter the details of the Policy and Procedures.

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20. Review

These procedures shall be reviewed in accordance with Policy Development and Review Policy 2010.

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<u>Cross Reference</u>	<u>Date Recieved</u>	<u>Legal Reference</u>
<b>9015 Facility Partnership Policy</b>	<b>November 24, 1993</b>  <b><u>Date Revised</u></b> <b>April 27, 2004</b> <b>June 26, 2007</b> <b>April 27, 2010</b> <b>October 27, 2015</b>	

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