



Accommodation and Program Review Policy P068 – Policy Review, Phase 1

To: Governance and Policy Committee

Date: 30 May 2018

Report No.: 05-18-3430

Strategic Directions

- Make every school an effective school.

Recommendation

It is recommended that the Policy Review Work Plan, as presented in this report, be approved.

Context

On 27 April 2018, the Ministry of Education revised an important guideline that impacts all Ontario school boards including the TDSB. The new guideline, the Pupil Accommodation Review Guideline, replaces the previous version dated March 2015.

The release of the new guideline means that all school boards in Ontario must revise their existing policies to be compliant.

TDSB's current Accommodation and Program Review Policy P068, found in Appendix A, will be revised.

The Policy Review Work Plan can be found in Appendix B.

A policy scan of 11 Ontario school boards, included in Appendix C, demonstrates that all school boards have policies that comply with the former Ministry guideline

and will be updating their policies to comply with the recently-revised guideline.

Action Plan and Associated Timeline

Based on the Governance and Policy Committee's input, the policy will be reviewed in accordance with the Policy Review Work Plan and subsequently presented to the Governance and Policy Committee for consideration and recommendation. The document will then be presented to the Board of Trustees for final approval.

Resource Implications

No additional resources will be required for the review of this policy.

Communications Considerations

The policy will be communicated in accordance with the Policy Review Work Plan.

Board Policy and Procedure Reference(s)

Pupil Accommodation Review Procedure PR598

Appendices

- Appendix A: Accommodation and Program Review Policy P068 – current
- Appendix B: Policy Review Work Plan
- Appendix C: Scan of Selected Ontario School Boards

From

Steve Shaw, Executive Officer, Facility Services, Sustainability and Planning at steve.shaw@tdsb.on.ca or at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning at andrew.gowdy@tdsb.on.ca or at 416-394-3917

Toronto District School Board

Appendix A

Policy P068

Title: **ACCOMMODATION AND PROGRAM REVIEW**

Adopted: May 27, 2009
 Effected: July 20, 2009
 Revised: March 22, 2016; **November 22, 2017**
 Reviewed: March 22, 2016
 Authorization: Board of Trustees

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1.0 RATIONALE

This policy is a requirement of the Ministry of Education and is intended to adhere to the Ministry's Pupil Accommodation Review Guideline that may be amended from time to time.

2.0 OBJECTIVE

To provide guidance and to set parameters for processes leading to changes in the location of schools and programs, consolidation of schools, and changes in the configuration of grades and/or programs within specific schools.

3.0 DEFINITIONS

Affected parents and students: In this policy, "affected parents and students" means parents of students and students, where students are enrolled in a program or school that will be affected by a decision concerning configuration or location of the program or school.

Alternative school: A school that is unique in pedagogy, form of governance, and staff involvement; has strong parental and/or student involvement; and provides an educational experience suited to individual learning styles/preferences and/or needs.

Annual Planning Document: A detailed list of program and accommodation studies that will be done during the next year. It reflects the short term work in the form of Local Feasibility Studies that will be done to execute the Long-Term Program and Accommodation Strategy.

Attendance boundary: The geographical limits that define the area served by a school or a program.

Attendance Boundary Change Study: A study of attendance boundaries between two schools may be undertaken to reduce over-crowding, to utilize surplus space, or to designate addresses to a closer school.

Exemption to Pupil Accommodation Review: Circumstance included in the Ministry of Education's Pupil Accommodation Review Guideline where a Pupil Accommodation Review process does not have to be undertaken.

Facility: A building in which a school operates.

Intensive Support Program: A special education program for students with one or more exceptionalities, in which students are enrolled for more than half of the instructional program on a school day.

Local Feasibility Study: A preliminary analysis of an accommodation or program concept to determine its viability that is conducted by a staff team and the affected Trustee(s). The team, called the Local Feasibility Team, is led by the local Superintendent(s) of Education. The study could lead to other formal public processes such as Boundary Reviews, Program Area Reviews and Pupil Accommodation Reviews that include community engagement.

Long-Term Program and Accommodation Strategy: A roadmap for the future that provides an approach to program and accommodation planning with a ten-year timeframe that allows for responsiveness and flexibility in a changing environment by including an annual cycle of review.

Modified Pupil Accommodation Review Process: In certain circumstances, where potential pupil accommodation options are deemed by the Board to be less complex, Trustees may decide to undertake a modified Pupil Accommodation Review process.

Parents: Includes legal guardians.

Program Area Review: A process undertaken for consideration of changes to grade configuration of a school (excluding changes to grade configurations of French Immersion or Extended French programs and programs for students with exceptionalities); the establishment of new schools; or new specialized programs.

Pupil Accommodation Review: A process that involves studying a school that is significantly under-utilized and its adjacent schools. The review will consider ways to reduce surplus space and build viable programs. The review may result in the movement of a large number of students between schools. A school closure is a possible outcome.

School: A body of elementary or secondary students that is organized as a unit for educational purposes by the TDSB, and includes the teachers and other staff members associated with the unit and the lands and premises used in connection with the unit.

Specialized program: A program with a particular curricular focus that has unique admission criteria and specific program requirements. The attendance boundary of specialized programs is the city so that students throughout the city may apply for admission. "Specialized programs" do not include French Immersion or Extended French programs or programs for students with exceptionalities. [Note: a policy to

formally define a specialized program (codifying current practice) will be developed and cross-referenced here.]

4.0 RESPONSIBILITY

Associate Director, Finance and Operations

5.0 APPLICATION AND SCOPE

This policy will apply to staff engaged in program and accommodation reviews.

6.0 POLICY STATEMENTS

Part 6A: General

- 6A.1 The Long-Term Program and Accommodation Strategy approved annually by the Board will determine which program and accommodation planning reviews will be completed over a ten-year period.
- 6A.2 The Board is committed to providing excellent educational programs in schools that are as accessible as practicable to students intended to be served by the school.
- 6A.3 To the extent possible, the Board will provide fair and reasonable access to programs, staff, resources, and facilities, taking into consideration student population, program needs, policies established by the Board, the preferences of parents and communities, and available resources.
- 6A.4 The Board will make effective and efficient use of facilities to maximize the effectiveness of programs and to ensure that resources are available for programs and supports for students.
- 6A.5 Whenever the Board considers changes in the location or configuration of programs and schools, staff shall ensure that those who could be most affected have an opportunity to comment on proposed changes.
- (a) The opportunity to comment on proposed changes shall be provided to students, parents, staff, and members of the community who could be most affected by changes under consideration.
 - (b) Public notice shall be provided in advance of decisions to the extent that is necessary and practicable using a variety of means. It is recognized that the requirements of staffing allocation and other operational requirements

may make it difficult to provide a significant period of notice, or make it impracticable in some instances to provide an opportunity for comment in advance of decisions.

- 6A.6 The processes to provide an opportunity to comment shall differ according to the nature of the changes under consideration.
- 6A.7 For consideration of decisions concerning closure of a school, or relocation of a grade, grades, or program where the change would affect more than 50% of the enrolment of a school, a Pupil Accommodation Review Committee shall be established in accordance with Part 6C, Pupil Accommodation Reviews of this policy.
- 6A.8 For consideration of changing the grade configuration of a school¹, or the establishment of new schools and new specialized programs, a Program Area Review Team shall be established in accordance with Part 6D, Program Area Reviews.
- 6A.9 For consideration of changes to attendance boundaries of schools, a public meeting shall be held in accordance with Part 6E, Changes to Attendance Boundaries of this policy.
- 6A.10 For consideration of all other decisions affecting the configuration and location of programs, notice shall be given to parents, students, and school councils in accordance with Part 6F, Other Decisions of this policy.
- 6A.11 Nothing in this policy shall prevent a more extensive engagement of those affected by a change in programs or accommodation, where the Director of Education or the Board determines that a more extensive process of engagement is warranted by the circumstances or the potential impact of changes.
- 6A.12 The Director of Education shall establish operational procedures for Pupil Accommodation Reviews that meet all the requirements of the Pupil Accommodation Review Guidelines of the Ministry of Education and ensure that Pupil Accommodation Review Committees follow these operational procedures.
- 6A.13 The Director of Education shall establish operational procedures for Program Area Reviews and ensure that Program Area Review Teams follow these procedures. Operational procedures for Program Area Reviews shall allow for significant flexibility in processes and time frames to support effective and efficient development of recommendations.

¹ Excluding changes to grade configurations of French Immersion or Extended French programs and programs for students with exceptionalities.

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6A.14 This policy shall not apply to any programs or services operated by external agencies provided in TDSB facilities.

Part 6B: Purpose of Engagement

6B.1 Effective engagement with those affected by decisions is intended to ensure that the decisions of the Director of Education and the Board are fully informed and carefully considered. Effective engagement is also intended to support accountability of staff and the Board, and give confidence to those affected that decisions were made on a sound basis.

6B.2 Staff shall engage affected students, parents, staff, and members of the community to help ensure that:

- (a) The school community has an opportunity to request and contribute information relevant to the decision, and the Board receives information relevant to the decision;
- (b) The school community has an opportunity to contribute to the identification of an appropriate range of options, and the Board has an opportunity to consider an appropriate range of options;
- (c) The school community has an opportunity to contribute to the identification of potential impacts of options under consideration, and the Board has an opportunity to consider the potential impact of options under consideration; and
- (d) Persons affected by decisions have an opportunity to understand the reasons for recommendations and decisions.

Part 6C: Pupil Accommodation Reviews

6C.1 A Pupil Accommodation Review Committee (PARC) shall be established where changes under consideration include closure of a school; or relocation of a grade, grades, or program where the change would affect more than 50% of the enrolment of a school.

6C.2 Exemptions:

The Ministry’s guideline applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. As per the guideline, these include:

- When a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;
- When a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy;
- When a lease for the school is terminated;
- When a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- When a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- Where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. A public meeting may be held if required.

- 6C.3 Where the initiation of a PARC is being considered, an Initial Staff Report with one or more options that address the accommodation issue(s) must be prepared and presented to the Board of Trustees. The Initial Staff Report will identify one staff recommended option with rationale. The Board shall approve the establishment of a PARC for a group of schools or for a single school.
- 6C.4 Parents, school council members, staff, and residents within the attendance boundaries¹ of schools included in a PARC shall be informed in a timely manner in writing of the Board's decision to establish a PARC. Information shall be provided through affected schools and other appropriate service providers (such as public libraries and childcare providers). The Board's decision to establish a

¹ For schools with Board-wide boundaries, staff shall determine an appropriate boundary adjacent to the schools within which to provide information.

PARC shall be posted on the Board's website and disseminated in a variety of ways.

- 6C.5 PARC members shall be informed about their advisory role that serves as an information conduit between the public and the Board. They will be supported by staff in their role.
- 6C.6 Staff shall ensure that those most affected by possible decisions have access to information which is being used to develop options and recommendations.
- 6C.7 Staff shall provide information to the school communities of schools included in the PARC in a timely and ongoing manner.
- 6C.8 Staff recommendations shall be provided to the members of the PARC and to the public in accordance with the Board's procedures.
- 6C.9 The Board recognizes that an equity issue may arise for PARC members who do not have experience in committee decision-making processes. To ensure all PARC members are able to fully participate, staff shall facilitate a democratic decision making process that will include members presenting motions, and the PARC considering them through a process that includes an attempt at consensus or majority vote where necessary.
- 6C.10 A member of the PARC may submit a dissenting report to the superintendent of education leading the review if he or she disagrees with staff's recommendations. The dissenting report will be included in staff's report to the Board.
- 6C.11 At the conclusion of the PARC process, staff will create a Final Staff Report with a staff recommended option. The Director of Education shall provide staff recommendations to the Board.
- 6C.12 If a trustee has provided written comments to staff concerning the review, and if the trustee so requests, staff shall include the trustee's comments to the Board as part of the report with staff recommendations.
- 6C.13 The PARC, and members of the public who wish to comment on the recommendations, shall be permitted to submit written statements or request to make delegations to an appropriate committee of the Board, or (at the Board's discretion) to the Board through another process determined by the Board, before the Board makes its decision.
- 6C.14 The Board shall approve decisions concerning matters addressed by a PARC.
- 6C.15 The Board may make a decision concerning schools under review by a PARC that differs from staff recommendations.
- 6C.16 Current information and relevant documents about a review such as staff's initial and final recommendation; the PARC's meetings, and the Board's decision shall be posted on the Board's website.

6C.17 A copy of the current guideline of the Ministry of Education that governs pupil accommodation reviews shall be attached to this policy and be posted on the Board's website as part of this policy.

6C.18 Modified Pupil Accommodation Review Process:

As per the Ministry's Pupil Accommodation Review Guideline, a modified, shortened review process can be approved by the Board in situations that are less complex. The Initial Staff Report shall explain the rationale for exempting a school(s) from the standard Pupil Accommodation Review process. The rationale for conducting a modified Pupil Accommodation Review process shall be based on one or more of the following factors.

(a) Enrolment

(i) Where current and projected enrolment have reached a level where programming is non-viable and programming options for students are limited, such as:

(A) An elementary school with an enrolment equal to or less than 150 students for the current school year and projected to remain so for the next five years.

(B) A secondary school with an enrolment equal to or less than 350 students for the current school year and projected to remain so for the next five years.

(b) Utilization Rate

(i) Where a school has a current utilization rate of 65% or lower and is projected to remain so for the next five years. Utilization shall be determined by dividing the school's enrolment by the capacity of the school building.

(c) Facility Condition

(i) Where a school facility is not physically suitable to serve the school community, such as:

(A) Where retrofitting or repair may involve major capital investment; or

(B) Where the Facility Condition Index deems the school Prohibitive to Repair.

(d) Distance

(i) The distance to the nearest available accommodation is within walking distance (as per TDSB's Transportation of Students policy P020) of the addresses served by the school proposed for closure.

Part 6D: Program Area Reviews

- 6D.1 The Director of Education shall approve the establishment of a Program Area Review Team (PART). PARTs shall be established where changes under consideration include:
- (a) Establishment of a new school;
 - (b) Establishment of a new alternative school;
 - (c) Establishment of a single-track French Immersion/Extended French school;
 - (d) Relocation of a grade or grades¹ where the change would affect less than 50% of the enrolment of a school;
 - (e) Establishment of a new specialized program;
 - (f) Any other program or accommodation change where the Director decides that a PART is required, or
 - (g) Any other program or accommodation change where the Board decides that a PART is required.
- 6D.2 The PART shall have opportunity to explore and develop reasonable alternatives.
- 6D.3 The PART shall ensure that those most affected by possible decisions have access to information which is being used to develop options and recommendations.
- 6D.4 Trustees of wards in which schools are affected by decisions set out in Part 6D.1 shall be invited to participate on the PART.
- 6D.5 A superintendent of education responsible for schools included in the PART shall chair the PART and lead the development of recommendations.
- 6D.6 In addition to the local trustee(s), PART members will include parent and school council representatives and principals. Other members could include community and child care centre representatives.
- 6D.7 A member of a PART may submit a dissenting report to the superintendent of education leading the review if he or she disagrees with the PART's recommendations.
- 6D.8 If a trustee has provided written comments to staff concerning the PART's recommendations, and if the trustee so requests, staff shall include the trustee's comments to the Board as part of the report with staff recommendations.

¹ Excluding French Immersion or Extended French programs and programs for students with exceptionalities.

- 6D.9 Staff shall review the recommendations made by the PART and provide staff recommendations to the Board. A dissenting report, if submitted, shall be provided to Board with the staff's recommendations.
- 6D.10 The PART, and members of the public who wish to comment on the recommendations of the PART report, shall be permitted to make a delegation to an appropriate committee of the Board before the Board considers recommendations arising from the PART.
- 6D.11 Approval of the Board is required for decisions arising from a PART that is established under Part 6D.1.
- 6D.12 Current information about the PART's meetings, its report and recommendations, and the Board's decision shall be posted on the Board's website.

Part 6E: Changes to Attendance Boundaries of Schools (Regular Day School Programs)

- 6E.1 Staff shall provide public notice and conduct at least one public meeting where changes to a school's attendance boundaries are under consideration.
- (a) The public notice shall be provided to parents, students, and the school councils of the schools that could be affected by the decision. Notice shall be provided through affected schools. At the discretion of staff, notice may also be provided to residents within the attendance boundaries that could be affected by a change. The public notice shall include information about the time and location of a public meeting to address the proposed change.
 - (b) Notice may be provided in a variety of ways, including but not limited to letters, notices posted in schools or on the schools' websites. Notice shall also be posted on the Board's website.
 - (c) Notice shall be provided in advance of decisions related to changes to attendance boundaries to the extent that is practicable. It is recognized that the requirements of staffing allocation and other operational requirements may make it difficult to provide a significant period of notice.
- 6E.2 Staff shall provide notice to trustees of wards in which affected schools are located of the intent to consider changes to attendance boundaries and provide an opportunity to comment on proposed changes in advance of the public meeting. Staff shall invite trustees of wards in which affected schools are located to participate in the public meeting.
- 6E.3 Staff shall provide the relevant information which was used to develop the proposed change at the public meeting, and address the options that were

considered. The public meeting shall provide an opportunity for those present to ask questions and suggest alternatives.

- 6E.4 The trustees of wards in which affected schools are located shall have an opportunity to comment on draft recommendations. If a trustee has provided written comments to staff, and if the trustee so requests, staff shall include the trustee's comments to the Board as part of the report with staff recommendations.
- 6E.5 Staff shall provide recommendations to the Board following the public meeting.
- 6E.6 The Board shall approve a change in an attendance boundary of a school.

Part 6F: Other Decisions

- 6F.1 The Director may make decisions concerning the location, configuration or attendance boundary of programs in specific schools other than those decisions addressed in the above sections of this policy.
- 6F.2 Decisions referred to in Part 6F.1 include but are not limited to:
- (a) Relocation of a specialized program or replication of a specialized program in an additional site;
 - (b) Establishment of a new site or relocation of a site for a French Immersion or Extended French program;¹
 - (c) Expansion or contraction of classes in a site of a French Immersion or Extended French program;
 - (d) Establishment, relocation, expansion, or contraction of sites for Intensive Support Programs for students with exceptionalities; and
 - (e) Establishment, relocation, expansion, or contraction of sites for Literacy Enrichment Academic Programs (LEAP), self-contained English as a Second Language classes, Caring and Safe Schools alternative programs, Supervised Alternative Learning (SAL) programs, and programs provided through the Continuing Education and Business Development and Community Services departments.
 - (f) Changes to the attendance boundary of programs mentioned in this section.
- 6F.3 Staff shall provide trustees of wards in which schools are affected with timely information regarding the changes under consideration.

¹ Establishment and relocation of French Immersion and Extended French programs are addressed operational procedures (PR557, PR577 and PR597).

- 6F.4 With respect to decisions referred to in Part 6F.2 staff shall provide notice to affected parents, students and school councils.
- 6F.5 Notice may be provided in a variety of ways, including but not limited to letters, notices posted in schools, or notices on the schools' websites.
- 6F.6 Notice shall be provided in advance of decisions referred to in Part 6F.2 to the extent that is practicable. It is recognized that the requirements of staffing allocation and other operational requirements may make it difficult to provide a significant period of notice.

Part 6G: Summary Chart

- 6G.1 The following table is a summary of the directions established by this policy, organized by type of decision.
- 6G.2 This table is provided only to facilitate reference to the policy. If there is any conflict between the table and the sections set out above, the sections above prevail.

<u>Changes Under Consideration</u>	<u>Process to be Followed</u>	<u>Policy Section</u>
Affecting elementary or secondary regular day-school programs		
<ul style="list-style-type: none"> • Closure of a school; or • Relocation of a grade, grades, or program where the change would affect more than 50% of the enrolment of a school. 	Approval of Long-Term Program and Accommodation Strategy Local Feasibility Team Pupil Accommodation Review Committee Comment by affected trustee(s) Notice to statutory and community advisory committees where appropriate Approval by Board	Part 6C, Pupil Accommodation Reviews

<u>Changes Under Consideration</u>	<u>Process to be Followed</u>	<u>Policy Section</u>
<ul style="list-style-type: none"> • Establishment of a new school; or • Establishment of a new alternative school. • Relocation of a grade or grades where the change would affect less than 50% of the enrolment of a school; or • Establishment of a new specialized program. 	<p>Approval of Long-Term Program and Accommodation Strategy</p> <p>Local Feasibility Team</p> <p>Program Area Review Team</p> <p>Comment by affected trustee(s)</p> <p>Notice to statutory and community advisory committees where appropriate</p> <p>Approval by Board</p>	<p>Part 6D, Program Area Reviews</p>
<ul style="list-style-type: none"> • Relocation of a specialized program; or • Replication of an existing specialized program in another site. 	<p>Approval of Long-Term Program and Accommodation Strategy</p> <p>Local Feasibility Team</p> <p>Notice to affected parents, students, and school council</p> <p>Comment by affected trustee(s)</p> <p>Notice to statutory and community advisory committees where appropriate</p> <p>Approval by Director or designate</p>	<p>Part 6F, Other Decisions</p>
<ul style="list-style-type: none"> • Attendance boundaries of a school (regular school day program) 	<p>Approval of Long-Term Program and Accommodation Strategy</p>	<p>Part 6E, Changes to Attendance Boundaries</p>

<u>Changes Under Consideration</u>	<u>Process to be Followed</u>	<u>Policy Section</u>
	Local Feasibility Team Comment by affected trustee(s) Notice to statutory and community advisory committees where appropriate Public notice and at least one public meeting Approval by Board	
Affecting French Immersion and Extended French programs		
<ul style="list-style-type: none"> • Relocation of a grade, grades, or program where the change would affect more than 50% of the enrolment of a school. • Closure of a single track French Immersion/Extended French school. 	Approval of Long-Term Program and Accommodation Strategy Local Feasibility Team Pupil Accommodation Review Committee Comment by affected trustee(s) Notice to statutory and community advisory committees where appropriate Approval by Board	Part 6C, Pupil Accommodation Reviews
<ul style="list-style-type: none"> • Establishment of a single-track French Immersion/Extended French school. 	Approval of Long-Term Program and Accommodation Strategy Local Feasibility Team Program Area Review	Part 6D, Program Area Reviews

<u>Changes Under Consideration</u>	<u>Process to be Followed</u>	<u>Policy Section</u>
	<p>Team</p> <p>Comment by affected trustee(s)</p> <p>Notice to statutory and community advisory committees where appropriate</p> <p>Approval by Board</p>	
<ul style="list-style-type: none"> • Establishment of a new site for a French Immersion or Extended French program. • Relocation of a site for a French Immersion or Extended French program. • Expansion or contraction of classes in a site for a French Immersion or Extended French program. 	<p>Notice to affected parents, students, and school council</p> <p>Comment by affected trustee(s)</p> <p>Notice to statutory and community advisory committees where appropriate</p> <p>Approval by Director or designate</p>	<p>Part 6F, Other Decisions</p>
Affecting Intensive Support Programs for students with exceptionalities		
<ul style="list-style-type: none"> • Relocation of a grade, grades, or program where the change would affect more than 50% of the enrolment of a school. 	<p>Approval of Long-Term Program and Accommodation Strategy</p> <p>Local Feasibility Team</p> <p>Pupil Accommodation Review Committee</p> <p>Comment by affected trustee(s)</p> <p>Notice to statutory and community advisory committees where appropriate</p>	<p>Part 6C, Pupil Accommodation Reviews</p>

<u>Changes Under Consideration</u>	<u>Process to be Followed</u>	<u>Policy Section</u>
	Approval by Board	
<ul style="list-style-type: none"> • Establishment of a new site for an Intensive Support Program. • Relocation of site for an Intensive Support Program. • Expansion or contraction of the number of classes in a site of an Intensive Support Program. 	Notice to affected parents, students, and school council Notice to statutory and community advisory committees where appropriate Information to affected trustee(s); comment by affected trustee(s) Approval by Director or designate	Part 6F, Other Decisions
Affecting all other programs		
<ul style="list-style-type: none"> • Establishment, relocation, expansion, or contraction of sites for Literacy Enrichment Academic Programs (LEAP), self-contained English as a Second Language classes, Caring and Safe Schools alternative programs, Supervised Alternative Learning (SAL) programs, and programs provided through the Continuing Education and Business Development and Community Services departments. • Any other decisions affecting the configuration or location of programs and schools not addressed in this policy. 	Notice to parents, students, and school council Notice to statutory and community advisory committees where appropriate Information to affected trustee(s); comment by local trustee(s) Approval by Director or designate	Part 6F, Other Decisions

7.0 SPECIFIC DIRECTIVES

The Director is authorized to issue operational procedures to implement this policy.

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8.0 EVALUATION

This policy shall be reviewed every four (4) years after the effective date or sooner if revisions to the guidelines associated with the policies are instituted by the Ministry of Education.

9.0 APPENDICES

Appendix A: Ministry of Education's Pupil Accommodation Review Guideline - March 2015

Appendix B: Ministry of Education's Administrative Review of the Accommodation Review Process

10.0 REFERENCE DOCUMENTS

Board Policies

Alternative Schools, (P062)
Continuing Education, (P019)

Operational Procedures

Alternative Schools (PR584)
Program Review of Dual Track Schools (PR577)
Space Accommodation for Child Care (PR662)

Appendix A



MINISTRY OF EDUCATION
PUPIL ACCOMMODATION REVIEW GUIDELINE

March 2015

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PREAMBLE

School boards are responsible for managing their school capital assets in an effective manner. They must respond to changing demographics and program needs while ensuring continued student achievement and well-being, and the financial viability/sustainability of the school board.

One aspect of a school board's capital and accommodation planning is reviewing schools that have underutilized space. These are schools where the student capacity of the school is greater than the number of students enrolled. When a school board identifies a school that is projected to have long-term excess space, a school board would typically look at a number of options such as:

- moving attendance boundaries and programs to balance enrolment between over and underutilized schools;
- offering to lease underutilized space within a school to a coterminous school board;
- finding community partners who can pay the full cost of operating the underutilized space; and/or
- decommissioning or demolishing a section of the school that is not required for student use to reduce operating costs.

If none of these options are deemed viable by a school board, the board may determine that a pupil accommodation review process take place which could lead to possible school consolidations and closures. These decisions are made within the context of supporting the school board's student achievement and well-being strategy and to make the most effective use of its school buildings and funding.

The Ministry of Education expects school boards to work with their community partners when undertaking capital planning, including when a school board is beginning to develop options to address underutilized space in schools. The Ministry of Education's *Community Planning and Partnerships Guideline* (CPPG) outlines requirements for school boards to reach out to their local municipalities and other community partners to share planning related information and to explore potential partnership opportunities. This version of the *Pupil Accommodation Review Guideline* (the "*Guideline*") builds upon the CPPG by providing requirements for school boards to share information with and seek feedback from their local municipalities and other community partners related to any pupil accommodation reviews a school board initiates.

If a pupil accommodation review results in a school closure decision, a school board will then need to decide whether to declare that school as surplus, potentially leading to the future sale of the property. These sales are governed by provincial regulation. Alternately, a school board may decide to use a closed school for other school board purposes, or hold the property as a strategic long-term asset of the school board due to a projected need for the facility in the

future. Each school board decides when it is appropriate to review its strategic property holdings to determine if these properties are still required to be held or should be considered surplus to the school board's needs and considered for a future sale.

This document provides direction to school boards on one component of their capital planning - the pupil accommodation review process. It provides the minimum standards the province requires school boards to follow when undertaking a pupil accommodation review. It is important to note that school boards have flexibility to modify their pupil accommodation review policies to meet their local needs, and can develop policies that exceed the provincial minimum standards outlined in this document.

I. PURPOSE

The purpose of the *Guideline* is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews to determine the future of a school or group of schools. This *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, that decision is made with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

This *Guideline* is effective upon release and replaces the previous *Guideline* of June 2009.

II. INTRODUCTION

Ontario's school boards are responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of their elementary and secondary programs. These decisions are made by school board trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. In some cases, to address changing student populations, this requires school boards to consider undertaking pupil accommodation reviews that may lead to school consolidations and closures.

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.

III. GUIDING PRINCIPLES

The *Guideline* has been established to align with the Ministry of Education's vision and as such, focuses on student well-being; academic achievement; and school board financial viability/sustainability.

All school board pupil accommodation review policies should be designed to align with these guiding principles.

IV. SCHOOL BOARD ACCOMMODATION REVIEW POLICIES

School boards are responsible for creating and implementing a policy to address pupil accommodation reviews to serve their local needs. The Ministry of Education expects school boards to consult with local communities prior to adopting or subsequently amending their pupil accommodation review policies.

All pupil accommodation review policies must be clear in stipulating that the final decision regarding the future of a school or group of schools rests solely with the Board of Trustees. If the Board of Trustees votes to close a school or schools in accordance with their policy, the school board must provide clear timelines regarding the closure(s) and ensure that a transition plan is communicated to all affected school communities within the school board.

It is important to note that this *Guideline* is intended as a **minimum** requirement for school boards in developing their policies. School boards are responsible for establishing and complying with their pupil accommodation review policies to serve their local needs.

A copy of the school board's pupil accommodation review policy, the government's *Pupil Accommodation Review Guideline* and the *Administrative Review of Accommodation Review Process* documents are to be made available to the public as determined in the school board's policy, and posted on the school board's website.

The *Guideline* recognizes that pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

School board pupil accommodation review policies will include statements that encourage the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard.

The Ministry of Education recommends that, wherever possible, schools should only be subject to a pupil accommodation review once in a five-year period, unless there are circumstances determined by the school board, such as a significant change in enrolment.

V. SCHOOL BOARD PLANNING PRIOR TO AN ACCOMMODATION REVIEW

As described in the *Community Planning and Partnerships Guideline*, school boards must undertake long-term capital and accommodation planning, informed by any relevant information obtained from local municipal governments and other community partners,

which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

School boards must document their efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report (see Section VI).

VI. ESTABLISHING AN ACCOMMODATION REVIEW

School boards may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain one or more options to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option if more than one option is presented. The initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

The option(s) included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; 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 also include a timeline for implementation. The initial staff report and School Information Profiles (SIPs) (see Section VIII) will be made available to the public, as determined in the school board's policy,

and posted on the school board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

School boards must ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:

- Accommodation Review Committee (ARC) (see Section VII);
- consultation with municipal governments local to the affected school(s) (see Section IX);
- public meetings (see Section X); and
- public delegations (see Section XI).

VII. THE ACCOMMODATION REVIEW COMMITTEE

Role

School boards must establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the school board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

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

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report (see Section XI) to be presented to the Board of Trustees.

Membership

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by a school board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board's policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC progress.

Formation

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

Terms of Reference

School boards will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the school board's education and accommodation objectives in undertaking the ARC and reflect the school board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the school board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

The Terms of Reference will outline the minimum number of working meetings of the ARC.

Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by school board staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in their school board's pupil accommodation review policy.

VIII. SCHOOL INFORMATION PROFILE

School board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

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.

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

- Facility Profile:
 - School name and address.
 - Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
 - School attendance area (boundary) map.
 - Context map (or air photo) of the school indicating the existing land uses surrounding the school.
 - Planning map of the school with zoning, Official Plan or secondary plan land use designations.
 - Size of the school site (acres or hectares).
 - Building area (square feet or square metres).
 - Number of portable classrooms.
 - Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
 - Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
 - Ten-year history of major facility improvements (item and cost).
 - Projected five-year facility renewal needs of school (item and cost).
 - Current Facility Condition Index (FCI) with a definition of what the index represents.
 - A measure of proximity of the students to their existing school, and the average distance to the school for students.
 - Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
 - School utility costs (totals, per square foot, and per student).
 - Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
 - Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
 - On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

- Instructional Profile:
 - Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
 - Describe the course and program offerings at the school.
 - Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
 - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
 - Current grade organization of the school (e.g., number of combined grades, etc.).
 - Number of out of area students.
 - Utilization factor/classroom usage.
 - Summary of five previous years' enrolment and 10-year enrolment

- projection by grade and program.
- Current extracurricular activities.
- Other School Use Profile:
 - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
 - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
 - Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
 - Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
 - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
 - Description of the school's suitability for facility partnerships.

School boards 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 Ministry of Education expects school boards to prepare SIPs that are complete and accurate, to the best of the school board's ability, prior to the commencement of a pupil accommodation review.

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

IX. CONSULTATION WITH LOCAL MUNICIPAL GOVERNMENTS

Following the Board of Trustees' approval to undertake a pupil accommodation review, school boards must invite affected single and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the school board's initial staff report.

The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities.

The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting. School boards must provide them with advance notice of when the final public meeting is scheduled to take place.

School boards must document their efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees (see Section XI).

X. PUBLIC MEETINGS

Once a school board has received an initial staff report and has approved the initiation of a pupil accommodation review, the school board must arrange to hold a minimum of two public meetings for broader community consultation on the initial staff report. School board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.

The public meetings are to be announced and advertised publicly by the school board through an appropriate range of media as determined by the school board.

At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended option(s); and
- a presentation of the SIPs.

XI. COMPLETING THE ACCOMMODATION REVIEW

Final Staff Report

At the conclusion of the pupil accommodation review process, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website.

The final staff report must 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.

School board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

Delegations to the Board of Trustees Meeting

Once school board staff submits the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

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

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

XII. TRANSITION PLANNING

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

XIII. TIMELINES FOR THE ACCOMMODATION REVIEW PROCESS

The pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in

the school board's initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 30 business days before the first public meeting is held.
- There must be a minimum period of 40 business days between the first and final public meetings.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XIV. MODIFIED ACCOMMODATION REVIEW PROCESS

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex, school boards may find it appropriate to undertake a modified pupil accommodation review process. The *Guideline* permits a school board to include an optional modified pupil accommodation review process in its pupil accommodation review policy.

A school board's pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the school board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process need to be based on two or more of the following factors:

- distance to the nearest available accommodation;
- utilization rate of the facility;
- number of students enrolled at the school; or
- when a school board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (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).

School boards may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple factors may be developed by the school board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of their school board's pupil accommodation review policy.

The guiding principles of this *Guideline* apply to the modified pupil accommodation review process.

Even when the criteria for a modified pupil accommodation review are met, a school board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the school board's pupil accommodation review policy.

The initial staff report and SIPs must be made available to the public, as determined in the school board's policy, and posted on the school board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the school board.

Following the public meeting, school board staff will submit a final staff report to the Board of Trustees which must be available to the public as determined in the school board's policy, and posted on the school board's website. The final staff report must include a Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.

Once school board staff submit the final staff report to the Board of Trustees, the school board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on school board policy.

After the public delegations, school board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

The Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).

A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the school board's initial staff report. School boards must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting.
- The school board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 30 business days before this public meeting is held.
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

XV. EXEMPTIONS

This *Guideline* applies to schools offering elementary or secondary programs. However, there are specific circumstances where school boards are not obligated to undertake a pupil accommodation review. These include:

- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the school board's policy;
- where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy;
- when a lease for the school is terminated;
- when a school board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- when a school board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The school board will also provide written notice to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division no fewer than 5 business days after the decision to proceed with an exemption.

A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

XVI. DEFINITIONS

Accommodation review: A process, as defined in a school board pupil accommodation review policy, undertaken by a school board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC): A committee, established by a school board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the school board and the affected school communities.

ARC working meeting: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a pupil accommodation review.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring, and summer break. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public delegation: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the school board trustees.

Public meeting: An open meeting held by the school board to solicit broader community feedback on a pupil accommodation review.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the

community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

Space template: A Ministry of Education template used by a school board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.



**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 petition¹
 - 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 B

**POLICY DEVELOPMENT WORK PLAN
TEMPLATE**

Date: May 30, 2018

All policies will be developed to ensure consistency with the TDSB's *Mission and Value (P002)* policy, including the principles within the TDSB's Integrated Equity Framework that promote equity and inclusion.

POLICY INFORMATION

Policy Title: Accommodation and Program Review Policy P068

Executive Council member responsible for development of the new Policy:
Steve Shaw

Phase I. APPROVAL OF POLICY RATIONALE

The rationale for the revised policy: The policy must be updated to be consistent with the Ministry of Education's revised Pupil Accommodation Review Guideline that was released in April 2018.

This Policy Development Work Plan has been discussed with the Policy Coordinator:

- Yes
 No

Phase II. OBTAINING TRUSTEES' DIRECTIONS AND DRAFTING POLICY

This Policy Development Work Plan will be discussed at the Governance and Policy Committee meeting held on: May 30, 2018

Creating the Draft Policy

The draft Policy will be created and aligned with the current Policy Template (see Operational Procedure PR501, Policy Development and Management, Appendix A):

- Yes
 No

- A review of leading practices for similar policies across jurisdictions will be undertaken for this policy.

Phase III. INTERNAL REVIEWS AND SIGN-OFFS

The draft Policy will include input from TDSB departments affected by the Policy:

- Equity
- Teaching and Learning
- Facilities, Sustainability and Planning
- Finance and Operations

In addition, the following three departments will be required to sign-off on the proposed draft Policy:

- Governance and Board Services
- Government, Public and Community Relations
- Legal Services

Following internal reviews and TDSB departments' sign-offs, the draft Policy will be submitted to Executive Council on: September 4, 2018

A sign-off from the Director of Education will be obtained before proceeding with external consultations and/or Committee/Board approval.

- Director of Education

Phase IV. EXTERNAL CONSULTATIONS

Are external consultations applicable to this Policy?

- Yes
- No (*Ministry of Education mandated policy or corporate policy without external stakeholders*)

Mandatory external consultations will include, at minimum:

1. Posting of the working draft Policy on the TDSB website for public feedback (30 days minimum)
2. Extending invitations for consultation to all Advisory Committees of the Board and conducting consultations with the Advisory Committees that expressed interest (either individually with each interested committee or collectively with representatives of all interested committees: September or

October 2018

- Aboriginal Community Advisory Committee
- Alternative Schools Advisory Committee
- Black Student Achievement Community Advisory Committee
- Community Use of Schools Advisory Committee
- Early Years Advisory Committee
- Environmental Sustainability Community Advisory Committee
- Equity Policy Advisory Committee
- French as a Second Language Advisory Committee
- Inner City Advisory Committee
- Parent Involvement Advisory Committee (PIAC)
- Special Education Advisory Committee (SEAC)
- Student Nutrition Advisory Committee

3. In addition to mandatory consultations, other external participants and projected dates of consultation(s) include: September or October 2018

- Student Senate
- School Councils
- Other: [provide details]

The following methods will be applied in the external consultations: [at least two or more methods must be selected]

- Public meeting
- Facilitated focus group
- Call for public delegations
- Expert panel discussion
- Survey
- Posting on the TDSB website
- Other: [provide details]

Phase V. COMMITTEE/BOARD APPROVALS

Following external consultations and revisions, the working draft Policy will be presented to the Governance and Policy Committee on the following date:
November 7, 2018

Following recommendation by the Governance and Policy Committee, the new Policy will be presented to the Board on the following date: November 28, 2018

Once approved, the new Policy will be added to the TDSB website.

Phase VI. IMPLEMENTATION

Following Board approval, the new Policy will be communicated through:

- Posting of the new Policy on the TDSB website through the Policy Coordinator
- Sharing with staff through the System Leaders' Bulletin
- Informing departments at staff meetings and channeling information to the school principals through respective superintendents
- Implementation of a broad communication plan for internal and external audiences

Policy implementation will include:

- Conducting information/training sessions to TDSB staff affected by the Policy

The projected time period for conducting information/training sessions to staff will be: [provide date(s)]

- Initiate development of new procedures or review of associated procedures

Once Policy P068 has been revised and approved, the Pupil Accommodation Review Procedure PR598 will be finalized to be consistent with P068 and the Ministry of Education's revised Pupil Accommodation Review Guideline.

Appendix C

Scan of Selected Ontario School Boards: Accommodation and Program Review Policy (P068)

The TDSB's Accommodation and Program Review Policy (P068) was adopted in May 2009 and revised in March 2016 to reflect changes to the Ministry's Pupil Accommodation Review Guideline (PARG).

The legislative environment which governs pupil accommodation and program review includes the *Education Act*, the Ministry of Education's Pupil Accommodation Review Guideline (PARG) and the Community Planning and Partnerships Guideline (CPPG). In particular, the PARG sets out minimum standards on how school boards conduct Pupil Accommodation Reviews and must be followed to ensure that Board policies and procedures are compliant.

Guided by the PARG, school boards across Ontario are responsible for managing capital assets and responding to change in demographics and program needs. Careful consideration is given to how these decisions may impact student programming and well-being, board resources and the larger community. As a result, the TDSB has developed a ten-year Long-Term Program and Accommodation Strategy which allows for responsiveness and flexibility in a changing environment. The strategy is presented to the Board of Trustees on an annual basis and incorporates specific directives from the PARG. The TDSB facilitates a number of school and program planning tools, including Pupil Accommodation Reviews (PARC), Program Area Reviews (PART), Boundary Change Reviews and Property Reviews throughout the school year.

This scan covers eleven (11) school boards (see the list below), all of which have policies and procedures related to pupil accommodation review that have last been updated between 2015 to 2017 to reflect earlier revisions to the PARG. It is important to note that all policies are consistent with legislatively mandated requirements, and any differences are minimal and generally relate to local planning needs of that particular community.

Revised Pupil Accommodation Review Guideline (PARG)

The Ministry's revised PARG was released in April 2018 and will take effect in fall 2018. It focuses on more integrated local planning at the community level and local planning conversations among school boards, municipalities and other stakeholders.

School boards are currently reviewing the PARG and in the process of revising their Pupil Accommodation Review policies to reflect the Ministry's new Guideline. Some of the key changes include:

- New information requirements for the initial staff recommendation report;
- Increased number of public meetings and extended timeframes;
- Limits on the use of shorter or modified pupil accommodation processes; and
- Promotion of student voice and community input into the student accommodation review process.

The TDSB's revised Accommodation and Program Review Policy (P068) will incorporate these changes to ensure compliance with the mandated requirements, along with any revisions to the CPPG, which the Ministry expects to release later this year.

School Boards Scanned

The following (11) school boards were included in this scan: Durham Catholic DSB, Halton DSB, Halton Catholic DSB, Hamilton Wentworth DSB, Niagara DSB, Ottawa Carleton DSB, Thames Valley DSB, Toronto DSB, Toronto Catholic DSB, Waterloo Region DSB, and York Region DSB.

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