



**[INSERT NAME OF PUPIL ACCOMMODATION
REVIEW]**

INITIAL STAFF REPORT

[INSERT BOARD NAME]
[INSERT DATE]

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Complete a table of contents, including page numbers. The table below is presented as an example

ITEM	DESCRIPTION
1. Executive Summary <ul style="list-style-type: none"> a. Why is a Pupil Accommodation Review needed and decision sought b. Schools under review and proposed scenarios: <ul style="list-style-type: none"> Scenario 1 Scenario 2 Scenario 3 c. Next steps 	<p>The executive summary provides a concise, high-level overview of the purpose and circumstances surrounding the pupil accommodation review (PAR), along with scenarios under consideration.</p>
2. Background	<p>To identify all relevant facts and issues so the reason for a PAR is clear, scenarios can be evaluated, and the best possible decision reached.</p>
3. Consultation	<p>Summarizes who the school board has communicated with over the past year, what the school board has learned from its communication and how the scenarios under consideration are informed by those discussions.</p>
4. Accommodation Scenarios <ul style="list-style-type: none"> Scenario 1 (recommended) Scenario 2 (alternative) Scenario 3 (status-quo or alternative) 	<p>Identifies a minimum of three possible scenarios, one of which is recommended, and key considerations to structure the commencement of PAR discussions.</p>
5. Impact Assessments <ul style="list-style-type: none"> a. Impact on student programming b. Impact on student well-being c. Impact on school board resources d. Impact on local community e. Impact on local economy 	<p>Assesses each of the scenarios outlined in section 4 from the perspective of students, the school board, the community and where required, the local economy.</p>
6. School Information Profiles (SIPs)	<p>Includes school specific information for all schools involved in the PAR, along with applicable maps and distances between schools.</p>

Ministry of Education Statement:

The purpose of a PAR is to bring forward scenarios that enhance educational opportunities for students while optimizing board resources. It is to be expected that among the various scenarios, those proposed and those that have yet to be identified, there will be a combination of positive and negative impacts. It is for the Board of Trustees to weigh the pros and cons of each scenario and make the best decision for their students and the school board.

While the ISR does identify a recommended scenario, this initial board staff recommendation is not to be construed as the preferred or already approved scenario by the Board of Trustees. It is merely the scenario that staff, at this preliminary stage of the pupil accommodation review, feel is the best scenario upon which to initiate the review process. It is possible that during the pupil accommodation review process new scenarios could be brought forward for consideration. Should this occur, the Board of Trustees is expected to select the best scenario from all the scenarios generated – prior to or following the commencement of the pupil accommodation review.

For further guidance on the pupil accommodation review process please refer to the [Pupil Accommodation Review Guideline](#) and/or the [Parent's Guide to Pupil Accommodation Reviews](#).

School boards to add text here.

This Initial Staff Report (ISR) template is intended to serve as a guide for reports to the Board of Trustees. It provides the minimum information requirements for school boards to include in their ISRs when undertaking a Pupil Accommodation Review (PAR).

This template is intended to promote consistency and standardization of ISRs across the province while providing boards with flexibility.

School boards should ensure their ISRs include an “Executive Summary” with all the components set out in this template. However, school boards have the flexibility to present the additional information requirements in a manner that best meets their local PAR needs, including providing additional information that exceeds the requirements outlined here.

1A. WHY IS A PAR NEEDED AND DECISION BEING SOUGHT

Information to include:

- Decision(s) being sought by Board of Trustees
- Identify schools under review
- What factors have resulted in the PAR (e.g. enrolment trends, changing demographics, programming, facility condition data, transportation, etc.)
- Provide 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. Examples of possible actions are provided below:
 - 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

1B. SCHOOLS UNDER REVIEW & PROPOSED SCENARIOS

Information to include:

- Recommended scenario and at least two alternative scenarios, which could include the status quo.
- What schools are involved in the pupil accommodation review and what action is being proposed for each.
- Key dates.
- Key data from school information profiles (SIPs), such as actual and projected enrolment, capacity and utilization.

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Complete the following table for the recommended accommodation scenario. Add more tables for all other scenarios being considered. The initial staff report must contain a recommended scenario and at least two alternative scenarios, which could include the status quo.

1. RECOMMENDED SCENARIO	
Description:	
School	Summary of Proposed Action
School A	For example, close and consolidate with school B, contingent on ministry funding.
School B	For example, remain open and receive students from school A.
School C	For example, remain open and receive students from school A. Apply for ministry funding for renovations and additions to accommodate new students.
Impact Summary: <u>Student programming</u> <u>Student well-being</u> <u>School board resources</u> <u>Local community</u> <u>Local economy (if required)</u>	

Include a map of schools included in each scenario and distances between schools.

Provide data from School Information Profiles (SIPs) on actual and projected enrolment, capacity and utilization for each scenario. The table below is presented as an example.

		Recommended Scenario							
		School A		School B		School C		Total	
		Capacity		200		300		600	
		Enrolment	UTZ	Enrolment	UTZ	Enrolment	UTZ	Enrolment	UTZ
Actual	2012-13	25	25%	100	50%	100	33%	225	38%
	2013-14								
	2014-15								
	2015-16								
	2016-17								
Projected	2017-18								
	2018-19								
	2019-20								
	2020-21								
	2021-22								
	2022-23								
	2023-24								
	2024-25								
	2025-26								
	2026-27								

1C. NEXT STEPS

If the Board of Trustees approves the pupil accommodation review, this section should outline the next steps. This should include dates and other relevant information for the following required milestones:

- Establishing the Accommodation Review Committee (ARC).
- Meeting with municipalities and community partners.
- Public meetings.
- Public posting of final staff report.
- Public delegations.
- Final decision of the Board of Trustees

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2. BACKGROUND

Information to include:

- Steps taken by board staff prior to initiating any accommodation review and supporting rationale as to any actions taken or not taken; for example:
 - 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.
 - Grade relocations
- Reasons for undertaking the PAR.
- Summary of the pupil accommodation review area and the school board's accommodation needs, including programming and enrolment projection information pertaining to the areas under review.
- Summary of how the pupil accommodation review fits into the school board's long-term accommodation plan.
- Transportation considerations.

3. CONSULTATION

Information to include:

- 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. For example:
 - Who has been consulted in the process of developing accommodation scenarios and what input was provided?
 - What partnership proposals from coterminous school boards, municipalities and other community groups have been received in the past year, if any, and what has come of those proposals?

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4. ACCOMMODATION SCENARIOS

For the recommended and alternative accommodation scenarios under consideration, information should include:

- 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 recommended and alternative scenarios;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;
- any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space; and
- implementation timelines.

5. IMPACT ASSESSMENTS

Provide an overall assessment of the following impacts for the recommended accommodation scenario and all alternative accommodation scenarios:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources;
- Impact on the local community; and
- Impact on the local economy (**where required**)

Impacts should be assessed on school communities where closures may occur and communities where new school openings and/or consolidations may occur. Where possible, consideration should be given to differentiated impacts among students (for example, students with special needs) and the local community (for example, indigenous communities).

Information from school information profiles could be used as a basis to assess the impacts of each accommodation scenario. Furthermore, the same item from school information profiles could be used as a basis to assess the impact of more than one element of an accommodation scenario. For example:

- Specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.) could apply to both student programming and student well-being impacts.
- 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 could apply to both school board resources and local community impacts.

Additional items may also be used to reflect local circumstances and priorities, which may help to assess the impact of each accommodation scenario on student programming, student well-being, school board resources and the local community.

5A. STUDENT PROGRAMMING

Assess how each accommodation scenario could affect student programming.

The following are examples of information from school information profiles that could be used as a basis to assess the impact of each accommodation scenario on student programming:

- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
- Number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
- Course and program offerings at the school.
- 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.).

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5B. STUDENT WELL-BEING

Based on feedback from parents, students, educators, community members and stakeholders, the Ministry has heard that the following six elements contribute to well-being and overall success at school:

- Sense of self and spirit
- Physical and emotional safety
- Sense of belonging
- Meaningful learning experiences
- Supportive relationships
- Healthy minds and bodies

These elements could be considered when assessing the impact of each accommodation scenario on student well-being. The full report can be accessed here: http://www.edu.gov.on.ca/eng/about/wb_what_we_heard_en.pdf

While formal outcomes and indicators have not been identified, the following could also be considered for inclusion:

- observational and anecdotal input from students, parents and staff;
- the number of students participating in extracurriculars;
- the number of extra-curricular opportunities;
- student transportation; and
- student, staff and parent responses to school climate surveys.

School Information Profiles (SIP) and Well-being

Some information from SIPs could be used to assess the impact of each accommodation scenario on student well-being.

The examples below are organized according to the elements that we heard contribute to well-being. However, each example could connect to more than one category. For example, specialized programs (such as cooperative education and experiential learning) could fall under “Meaningful Learning Experience” and/or “Sense of Self and Spirit” and/or “Sense of Belonging”.

Sense of self and spirit

- Current extracurricular activities (range and number of opportunities, student participation).

Physical and emotional safety

- 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).

Sense of belonging

- 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).

Meaningful learning experiences

- Specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
- Broadband availability

Supportive relationships

- Community use of schools

Healthy minds and bodies

- 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, gardens, trails, etc.).

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5C. SCHOOL BOARD RESOURCES

Assess how each accommodation scenario could affect school board resources.

The following are examples of information from school information profiles that could be used as a basis to assess the impact of each accommodation scenario on school board resources:

- 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.
- School utility costs (totals, per square foot, and per student).
- On-the-ground (OTG) capacity, and surplus/shortage of pupil places. **
- 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.
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.

* As identified through the Ministry's School Condition Assessment Program. If the existing FCI assessment, undertaken by the Ministry, is over three years old, the assessment **shall** be re-done by the Ministry's assessment firm.

** "*Capacity*" determined using the Ministry's rating for classrooms and other instructional spaces. If a classroom is leased out to or occupied by a third party and not available for student use, it should no longer be included in the calculation of available capacity.

** "*Utilization*", in contrast to capacity, is determined by dividing elementary or secondary enrolment by the school's rated student capacity.

5D. LOCAL COMMUNITY

Assess how each accommodation scenario could affect the local communities of the schools involved in the PAR.

The following are examples of information from school information profiles that could be used as a basis to assess the impact of each accommodation scenario on the local community:

- Current facility partnerships as well as any revenue from the facility partnerships and whether 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 as any revenue from the before and after school programs and whether it is at full cost recovery.
- School's suitability for facility partnerships.

In addition, each accommodation scenario should be assessed for any possible impacts upon First Nation, Métis, and Inuit students.

Recommended actions include:

- Identifying number of current self-identified Indigenous students and First Nation students on Education Service Agreements.
- Engaging with the regional Education Officer from the Indigenous Education Office (MEDU)
- Discussing impact on Indigenous families and communities with Indigenous Education Leads in each school board.
- Considering the following items: availability of alternative school for First Nation students on Education Service Agreements, cultural programming and support, Indigenous education programs, transportation, etc.

5E. ECONOMIC IMPACT ASSESSMENTS

If at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time then an assessment of how each accommodation scenario could affect the local economy must be undertaken, using the ministry-approved economic impact assessment template.

School boards will have discretion to undertake economic impact assessments in other communities, if needed.

Delete this section if not applicable.

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6. SCHOOL INFORMATION PROFILES (SIPS)

School Information Profiles (SIPs) for all schools involved in a PAR can either be provided in an appendix to the initial staff report or separately. Boards should clearly identify where SIPs can be found.

This section should either contain the SIPs or instructions detailing where the SIPs can be found.

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