

# Program and Accommodation Review

Board Policy

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<b>Adopted:</b>	<b>February 17, 2016</b>
<b>Revised:</b>	<b>June 2024</b>
<b>Review Date:</b>	<b>As required, or upon receipt of new Ministry Guidelines</b>

## Preface

Ontario's school closure moratorium was announced in June 2017 by the Education Minister after several school boards had undertaken accommodation reviews. The moratorium remains in place, thus preventing the Board from undertaking any new Pupil Accommodation Review processes until the Ministry implements new Pupil Accommodation Review Guidelines and the Policy is updated accordingly to reflect those changes.

The following policy remains in effect, however, as it contains other provisions that are still active and relevant.

## Policy Statement

The Halton District School Board (HDSB) is committed to providing the best educational opportunities and learning environments within the financial resources available for its students.

The Halton District School Board is committed to the following principles:

- Program and accommodation decisions that might require school closures, consolidation, construction, boundary changes or program relocation will endeavor to take into account the needs of all students in all schools in the affected community and the Board as a whole.
- Communities affected by program and accommodation reviews will have an understanding of the process and the level of consultation that will take place.

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- Processes for decision-making including those related to program, accommodation, school boundary reviews, school closures/consolidations will be timely, inclusive, transparent and open.
- In the students', community's or system's best interests, school closures/consolidations, construction, boundary changes, or program relocation may occur as a result of financial constraints, changes in curriculum, program demands, student enrolment, or other unforeseen factors.

Section 171(1), paragraph 7 of the Education Act authorizes the Board of Trustees to close schools in accordance with policies established by the Board from guidelines issued by the Minister of Education.

This Policy aligns with the revised Pupil Accommodation Review Guideline released by the Ministry of Education on March 26, 2015 (2015:B9). A copy of the Pupil Accommodation Review Guidelines, and the Ministry document entitled "Administrative Review of the Accommodation Review Process" along with this Policy will be posted on the Halton District School Board (HDSB) website.

### **Context:**

The Board of Trustees is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. Decisions that are made by the Board of Trustees are in the context of carrying out its primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources. The Board of Trustees may consider undertaking pupil accommodation reviews that may lead to school consolidations and closures in order to address declining and shifting student enrolment.

The final decision regarding the future of a school or a group of schools rests solely with the Board of Trustees. Where the Board of Trustees vote to close a school or a group of schools, in accordance with this policy, Board staff will provide clear timelines and

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rationale regarding the closure(s) and communicate a transition plan to all affected school communities.

Any decisions under this policy will take into account the HDSB's Long Term Accommodation Plan (LTAP). School boards are required to develop and maintain multi-year capital plans as a condition of funding for accommodation needs. The LTAP identifies and monitors the implementation of new school capital projects. The LTAP should be updated at a minimum once every two (2) years. The plan outlines the impact of these new capital projects on existing school communities, and the need to undertake school boundary studies.

The LTAP also identifies review areas and schools where enrolment and/or program pressures will likely occur within the immediate future, and the need to undertake associated boundary studies. The LTAP is designed to assist in identifying opportunities for the effective use of excess space in all schools.

The HDSB is committed to sharing relevant information with the public and affording affected school communities and stakeholders the opportunity for input. The HDSB will invite parents, students and staff from the school(s) under review and the broader community to participate in the pupil accommodation review process.

The Program and Accommodation review process will comprise the following steps:

- Director's Preliminary Report to the Board of Trustees;
- Preparation of the School Information Profile(s);
- Board of Trustee's approval to undertake a Program and Accommodation review process;
- Communication with all stakeholders about the process, opportunities for involvement, and identifying outcomes;
- Establishing the Program and Accommodation Review Committee;
- Consultation with Local Municipal Governments/Community Partners;
- Public Meetings;

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- Final Staff Report, including a Community Consultation section;
  - Public Delegations to the Board of Trustees;
  - Decision by the Board of Trustees; and,
  - Implementation and Transition Planning.

## Guiding Principles

### SECTION 1: The Director's Preliminary Report to the Board:

- a) Prior to establishing a pupil accommodation review, the Director will present to the Board of Trustees a preliminary report that identifies a school or group of schools that may be considered for a Program and Accommodation Review (PAR) if one or more of the following conditions apply:
- a. The school or group of schools has experienced or will experience declining enrolment where the On the Ground (OTG) utilization rate is below 65%;
  - b. Reorganization involving the school or group of schools could enhance program delivery and learning opportunities for students;
  - c. Under normal staffing allocation practices, it would be necessary to assign three or more grades to one class in one or more of the schools;
  - d. The current physical condition of the school(s) negatively impacts the optimum operation of the building(s) and program delivery;
  - e. In respect of one or more of the schools under consideration there are safety, accessibility and/or environmental concerns associated with the building, the school site or its locality.
  - f. The Director's Preliminary Report will identify the accommodation and programming issues/opportunities that the schools under review are

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experiencing and provide one or more options to address such issues. Each option addressed in the report must have a supporting rationale. There must be a recommended option if more than one option is presented. The 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 report must consider the following:

- i. summary of accommodation issue(s) for the school(s) under review;
  - ii. where students would be accommodated;
  - iii. identify any program changes as a result of the proposed option;
  - iv. identify how student transportation would be affected if changes take place;
  - v. 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
  - vi. 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.
- g. Each recommended option presented in the report must also include an estimated timeline for implementation. The report will also include a brief, draft consultation and communications plan so the community will know what to expect.

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- h. The Director's Preliminary Report and School Information Profiles will be made available to the public and posted on the Board's website following the Board of Trustees' decision to proceed with a PAR.
- b) School Information Profiles: School board staff will develop School Information Profile(s) as background documents that are designed to assist the Program and Accommodation Review Committee (PARC) and the community to understand the rationale for including the specific school(s) in a pupil accommodation review.
  - a. The School Information Profile(s) will record information having regard for two principle considerations relating to the school(s) under review:
    - i. value to the student; and
    - ii. value to the Board.
  - b. Board staff will complete a School Information Profile for each of the schools under review. The School Information Profile will be completed at the same point-in-time to facilitate a meaningful comparison.
  - c. The minimum information and details to be included in the School Information Profile(s) are detailed in Schedule "A" to this policy.
  - d. The completed School Information Profile(s) will be posted on the Board's website following the decision to undertake a PAR.
  - e. The School Information Profile(s) will be provided to the PARC prior to its first meeting together with the Director's Preliminary Report. The PARC will review the completed School Information Profile(s) and have the opportunity to discuss and consult thereon. Board staff will respond to reasonable requests from the PARC and the public for additional information concerning the School Information Profile(s).

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While the PARC may request clarification about information provided in the School Information Profile(s), it is not the role of the Committee to approve the School Information Profile(s).

### **SECTION 2: Establishing a Program and Accommodation Review Committee:**

- a) After reviewing the Director's Preliminary Report, the Board of Trustees may approve the undertaking of a PAR and direct the formation of a Program and Accommodation Review Committee (PARC) for a group of schools or for a single school. The PARC will represent the school(s) under review. The PARC will be formed before the first public meeting is held by the Board.
  - a. **Composition of the PARC:** A PARC will be formed following the consideration by the Board of Trustees of the Director's Preliminary Report. The PARC will consist of the following persons:
    - i. A Trustee as an ad hoc member, and Superintendent, both from an area not under study;
    - ii. From each affected school:
      - 1. the school Principal or designate (resource only)
      - 2. two parents/guardians from each school, one of whom will be nominated by the School Council Chair; the other will be selected by the Superintendent(s) through the submission by parents of an expression of interest. The Superintendent will review all parent representation and endeavor to ensure that all affected geographic areas and programs are represented.
  - b. All Trustees are invited to attend PARC working meetings to observe the proceedings.

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- c. Once the PARC is constituted, it will invite a municipal councillor or delegate to join the Committee. The Committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.
- d. The Board will invite PARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the PARC.

### **SECTION 3: Terms of Reference and Role of the PARC:**

- a) Board staff shall provide the PARC with a copy of the Program and Accommodation Review policy, which incorporates the terms of reference, and describes the mandate of the PARC. Board staff shall also provide the PARC with the Director's Preliminary Report. For greater certainty, the Program and Accommodation Review policy together with the Director's Preliminary Report will constitute the terms of reference and guide the PARC.
- b) The PARC will assume an advisory role only. The PARC acts as the official conduit for information shared between the Board of Trustees and school communities. The PARC does not make any decisions as that responsibility lies with the Board of Trustees. The PARC will provide feedback to the Board of Trustees and the community on the options considered in the Director's Preliminary Report and may, throughout the PAR process, seek clarification of the Director's Preliminary Report. The PARC may provide accommodation options other than those in the Report; however, it must include supporting rationale for any such option.

#### **a. Operation of the PARC**

- i. The Director will appoint a Superintendent who does not represent the area under study as Chair of the PARC. The Chair



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will convene and chair meetings, and will provide direction to the PARC to carry out its obligations under this Policy.

- ii. The Superintendent will also function as secretary and resource person.
- iii. Other Board staff can be called on to provide information and resources to the PARC including, but not limited to, the Superintendent of Business Services, Superintendent of Facilities, Senior Manager of Planning, Superintendent of Program, and the Superintendent of Student Services.
- iv. Board staff assigned to the PARC will compile feedback from the PARC as well as the broader community and present such information in the Community Consultation section of the final staff report to be presented to the Board of Trustees.
- v. The PARC does not need to achieve consensus regarding the information provided to the Board of Trustees and the Director
- vi. The PARC will operate within the timelines in the Program and Accommodation Review Policy.
- vii. The PARC will meet to review materials provided by Board staff including the Director's Preliminary Report and the School Information Profile(s). A minimum of four (4) working meetings will be held by the PARC, which will be open to the public. A quorum is not required to properly constitute a working meeting of the PARC.

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- viii. Members of the PARC will solicit input from the community they represent. The format and process of the input will be discussed once the PARC is formed.
- ix. It is important to inform all stakeholders in the affected communities of the PARC meetings. The community includes stakeholders who will be directly affected (e.g. families with children in affected schools) as well as the Special Education Advisory Committee, which represents students with special education needs. The community also includes stakeholders who are not directly affected but may be interested (e.g. neighbours, day-care providers and families, local businesses).
- x. Any information requested or additional options generated by the PARC will be shared through a combination of methods including community meetings, letters to the community, website postings, school newsletters, and media releases. Board staff will maintain a question and answer record related to the PAR on the Board's web site.
- xi. The secretary of the PARC will be responsible for preparing detailed minutes of all meetings. Once approved by the PARC, the minutes will be posted on the Board's website.

### **b. The Work of the PARC**

- c. The HDSB is committed to providing the best educational opportunities and learning environment within the financial resources available for its students. Curriculum and programming decisions that might require school consolidation, closure or program relocation will endeavour to take into account the needs of all of the students in all of the schools in

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a particular group, recognizing that the schools may form a community of interest and shared values. The Board of Trustees encourages PARCs to be clear about the challenges and opportunities being addressed and work actively to identify and promote shared values and interests.

- d. Attention will first be paid to the current educational situation in the school or group of schools. Attention will then be paid to the potential for enhancing the learning environment for students. The questions set out below are intended to help the PARC to focus on common issues in order to reach a constructive and positive outcome; however, a focus and assessment of individual schools may also be required.
- e. PARC Framework: In respect of the school or group of schools being studied, the PARC will consider, but not be limited to the following:
  - i. Range of mandatory programs;
  - ii. Range of optional programs;
  - iii. Viability of Program – number of students required to offer and maintain program in an educationally sound and fiscally responsible way;
  - iv. Physical and environmental state of existing schools;
  - v. Proximity to other schools (non-bus distances, natural boundaries, walking routes);
  - vi. Accommodation of students in permanent school facilities and minimal use of portable classrooms;
  - vii. Balance of overall enrolment in each school in the area to maximize student access to programs, resources, and

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- extra-curricular opportunities and avoid over and underutilization of buildings;
  - viii. Expansion and placement of new ministry or board programs;
  - ix. Stable, long-term boundaries to avoid frequent boundary changes;
  - x. Cost effectiveness of transportation;
  - xi. Fiscal responsibilities;
  - xii. Existing and potential community uses and facility partnerships;
  - xiii. Goals and focus of the current multi-year plan.
- f. Consultation with Local Municipal Governments and Community Partners
- i. Within five (5) business days following the Board of Trustees approval to form a PARC, written notice will be provided to the local municipality where the PAR is to occur, the Region of Halton, as well as other community partners that expressed an interest prior to the pupil accommodation review. The notice will also include an invitation to the aforementioned parties to discuss and comment on the recommended option(s) in the Director's Preliminary Report. The invitation for this meeting will be provided through a written notice from Board staff, and will be directed through the Clerk's Department (or equivalent) for the local municipality and the Region of Halton. Board staff will also provide written invitation to the other community partners to allow them to provide comments.

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- ii. Board staff will notify the Director(s) of Education of its coterminous school boards and the Ministry of Education through the Office of the Assistant Deputy Minister of the Financial Policy and Business Division, that a PARC has been established.
  - iii. The affected local municipality, the Region of Halton, as well as other community partners that expressed an interest prior to the pupil accommodation review will be encouraged to provide their responses on the recommended option(s) in the Director's Preliminary Report before the final public meeting. The HDSB will provide ten (10) business days advance notice of when the final public meeting is scheduled to take place.
  - iv. Board staff will document its efforts to meet with and obtain information from the affected local municipality and the Region of Halton, as well as other community partners that expressed an interest in the pupil accommodation review; and will provide any relevant information from these meetings as part of the final report to the Board of Trustees.
- g. Public Meetings and Input
- i. Board staff will hold two public meetings within the affected municipality to secure broader community consultation on the recommended option(s) contained in the Director's Preliminary Report. If considered appropriate, Board staff may hold additional public meetings. Board staff will organize and facilitate the public meetings. The public meetings will not be meetings of the Board of Trustees.

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- ii. Members of the PARC may attend the public meetings held by Board staff in accordance with this policy. If the members of the PARC do not attend such public meetings, the meetings will proceed nonetheless.
- iii. Notice of the public meetings will be provided through school newsletters, letters to the school community, the home notification system, the HDSBs website, media releases and advertisements in local community newspapers, and will include date, time, location, purpose, contact information.
- iv. Notice of the first public meeting will be provided no less than twenty (20) business days in advance of the meeting. Excluded from the calculation will be school holidays such as summer vacation, winter break and spring break, including adjacent weekends.
- v. The first public meeting will be held no fewer than thirty (30) business days after the Board of Trustees decides to conduct a PAR.
- vi. At a minimum, the first public meeting will address the following:
  - a. an overview of the PARC orientation session;
  - b. the Director's Preliminary Report with recommended option(s); and
  - c. a presentation of the School Information Profile(s)
- vii. The final public meeting will be held at least forty (40) business days after the date of the first public meeting. Notice of the final

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public meeting will be provided no less than twenty (20) business days in advance of the meeting. Excluded from the calculation will be school holidays such as summer vacation, winter break and spring break, including adjacent weekends.

- viii. Information presented at the public information meetings will be posted on the HDSB website. The public will have the opportunity to provide input on the information provided at the public meetings. At a minimum, public input will be obtained through the HDSB website. As well, a question and answer section will also be established to respond to queries and input received.

### **SECTION 4: Final Director's Report (including Community Consultation)**

- a) At the conclusion of the pupil accommodation review process, a Director's Final Report will be submitted to the Board of Trustees. The public will be advised of the availability of the Report by means of community meetings, letters to the community, web site postings, school newsletters, and media releases.
- b) The Director's Final Report will include a community consultation section that contains feedback from the PARC 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, and for transparency, identifies key considerations in formulating the final recommendations to the Board of Trustees.
  - a. The recommendation(s) accompanying the Director's Final Report may be one or more of the following:
  - b. To maintain the schools and to continue to monitor them (status quo);

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- c. To reorganize the schools, their programs and/or their grade structures;
  - d. To change the boundaries of the schools;
  - e. To consolidate and/or close one or more of the schools;
  - f. To locate or relocate special education placements and programs.
- c) The Director will consider all input received in developing recommendations. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which details a timeline and process for implementation.
- d) The Director's Final Report will be publicly posted on the Board's website no fewer than ten (10) business days after the final public meeting.

### **SECTION 5: Public Delegations to the Board of Trustees**

- a) Members of the public will be given the opportunity to provide feedback on the Director's Final Report through public delegations to the Board of Trustees at a properly constituted Board meeting.
- b) Notice of the opportunities for public delegations will be provided in accordance with the Board's procedure for public delegations.
- c) Feedback from the public delegations will be compiled and included as information to the Board of Trustees together with the Director's Final Report.
- d) From the posting of the Director's Final Report, there must be no fewer than ten (10) business days before the public delegations.



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- e) The Director will present the Final Report, including the compiled feedback from the public delegations, to the Board of Trustees. The Trustees will make the final decision regarding the PAR.
- f) The Board of Trustees has the discretion to approve the recommendation(s) of the Director's Final Report as presented, modify the recommendation(s) of the Director's Final Report, or to approve a different outcome or solution.
- g) There must be no fewer than ten (10) business days between the date of the public delegations and the final decision of the Board of Trustees.
- h) The Board of Trustees will not make its final decision during school holidays such as summer vacation, winter break and spring break, as outlined in the HDSB school year calendar.
- i) If the Board of Trustees decision is consolidation, closure or program relocation, the following school year will be used to plan for and implement the Board of Trustees decision, except where the Board of Trustees and the affected community believe that earlier action is required.

### **SECTION 6: Modified Accommodation Review Process**

- a) In certain circumstances, the Board of Trustees may find it appropriate to undertake a modified pupil accommodation review process.
- b) A modified pupil accommodation review process may be initiated where two (2) or more of the following factors are present:
  - a. distance to the nearest available accommodation; five (5) kilometers or less;  
or
  - b. utilization rate of the facility; equal to or below 50% utilization; or

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- c. number of students enrolled at the school; 126 or fewer for elementary schools; or
  - d. when the 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); or,
  - e. there are no more than three (3) schools subject to the pupil accommodation review process; or
  - f. the entire student population of a school, that is subject to a pupil accommodation review process, can be accommodated in another school without a boundary change.
- c) Even though two of these factors are present, the Board of Trustees may, in their discretion, decide to use the standard pupil accommodation review process detailed above.

### **d) Implementing the Modified Accommodation Review Process**

#### ***a. Initial Staff Report and School Information Profiles***

- i. The Director will prepare a Preliminary Report. The Director's Preliminary Report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process and will specify the factors that are present, based on the list above. The Director's Preliminary Report will be presented to the Board of Trustees.

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- ii. A School Information Profile will be prepared for each of the schools that may be subject to the modified pupil accommodation review. The School Information Profile(s) will be provided to the Board of Trustees. The School Information Profile(s) must meet the criteria set out in this policy under the standard pupil accommodation review process.
- iii. The Board of Trustees will decide whether a modified pupil accommodation review will proceed.
- iv. A PARC will not be established if the Board of Trustees decide that a modified pupil accommodation review is warranted.

### ***b. Notice Requirements***

- i. Following the decision of the Board of Trustees to proceed with a modified pupil accommodation review, the Director's Preliminary Report and School Information Profile(s) will be made available to the public and posted on the Board's website.
- ii. Within five (5) business days of the decision of the Board of Trustees, the Director will provide written notice of the decision and include an invitation for a meeting to discuss and comment on the option(s) in the Director's Preliminary Report to the following:
  - 1. affected single and upper-tier municipalities through the Clerks' Departments (or equivalent); and
  - 2. community partners that expressed an interest prior to the modified pupil accommodation review.
- iii. Within five (5) business days of the decision of the Board of Trustees, the Director will provide written notice of the decision to:

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1. the Director(s) of Education of the coterminous school boards;  
and
  2. the Ministry of Education through the office of the Assistant  
Deputy Minister of the Financial Policy and Business Division.
- iv. Municipalities and community partners who were provided with notice must provide their responses, if any, to the recommended options before the public meeting (or, if more than one public meeting is convened, prior to the final public meeting).

### ***c. Public Meeting***

- i. Board staff will convene and facilitate a public meeting within the affected municipality. Board staff, at their discretion, may convene more than one public meeting.
- ii. The public meeting is not a meeting of the Board of Trustees.
- iii. The public meeting shall be convened no fewer than thirty (30) business days after the date on which the Board of Trustees decides to conduct a modified pupil accommodation review.
- iv. Notice of the public meeting will be provided through school newsletters, letters to the school community, the home notification system, the Board's website, media releases and advertisements in local community newspapers, and will include date, time, location, purpose, and contact information.
- v. Board staff will record feedback and comments received from the community at the public meeting.

### ***d. Director's Final Report and Public Delegations***

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- i. The Director's Final Report will be posted on the Board's website for the public to view no fewer than ten (10) business days after the final public meeting (if more than one).
- ii. The Director's Final 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.
- iii. Members of the public will be given the opportunity to provide feedback on the Director's Final Report by way of public delegations to the Board of Trustees.
- iv. Public delegations will be scheduled no fewer than ten (10) days after the Director's Final Report is publicly posted.
- v. Notice of the opportunity for public delegation will be given in accordance with the Board's policy on public delegations. Public delegations to the Board of Trustees must comply with the Board's policy on such delegations.
- vi. Board staff will compile feedback from the public delegations.

### ***e. Board of Trustees' Decision***

- i. The Director will present the Final Report, including the compiled feedback from the public delegations, to the Board of Trustees.
- ii. There must be no fewer than ten (10) business days between the public delegations and the final decision of the Board of Trustees.

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- iii. The Board of Trustees will make the final decision regarding the modified pupil accommodation review.
- iv. A transition plan will be developed and implemented following the decision to consolidate and/or close a school.

### **SECTION 7: The School Integration Process**

- a. It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities and neighbourhoods. This process of integration will be carried out in consultation with parents and staff. The Director will establish an Integration Committee immediately following the final decision to close or open a school.
- b. Mandate of the Integration Committee: The Integration Committee will plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment(s).
- c. Composition of the Integration Committee: The Integration Committee will consist of the following persons from each affected school:
  - i. the Superintendent of the school
  - ii. the school Principal
  - iii. the Trustee for the school
  - iv. the School council Chair or designate

The Committee has the authority to invite additional members.

- d. Operation of the Integration Committee:

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- i. The affected school Superintendent of Education will act as the Chair of the Integration Committee.
  - ii. Other resource personnel can be called to assist the Integration Committee.
- e. Meetings of the Integration Committee: The Integration Committee will operate within the timelines in this policy and will meet as often as required.
- f. School Closing Ceremony & Funding:
  - i. The Integration Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Committee will design the format and program.
  - ii. The Principal will contact the Superintendent of Business Services to make the necessary financial arrangements and obtain a budget allocation. The Board will provide funds up to \$500.
- g. Timelines: The Integration Committee will report to the Director and through the Director to the Board of Trustees no later than February of the final year of a school(s) on the progress of integration planning, and again no later than six (6) months after the implementation of the consolidation decision.

### **SECTION 8: Exemptions**

- a) The Board is not obligated to undertake a pupil accommodation review in any of the following circumstances:
  - a. where a replacement school is to be built by the Board on the existing site, or built, acquired, or provided within the existing school attendance boundary, as identified through the Board's School Boundary Review(s) Administrative Procedure;

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- b. where a replacement school is to be built by the Board on the existing site, or built, acquired, or provided 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 Board's policy;
  - c. when a lease for the school is terminated;
  - d. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
  - e. 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;
  - f. where there are no students enrolled at the school at any time throughout the school year.
- b) In the above circumstances, Board staff will inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students pursuant to an exemption to the pupil accommodation review process. The communities will be informed through a combination of methods including community meetings, letters to the community, web site postings, school newsletters, and media releases.
- c) Board staff will prepare a report to the Board of Trustees which details the circumstances that give rise to an exemption in regard to the school(s) under consideration.



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- a. Board staff will, no fewer than five (5) business days after the Board of Trustees decision to proceed with an exemption, provide written notice to the following:
  - b. each of the affected single and upper-tier municipalities through the Clerks' Departments;
  - c. other community partners that expressed an interest prior to the exemption;
  - d. the coterminous school boards in the areas of the affected school(s) through the Directors of Education; and
  - e. the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division.
- d) Board staff will implement a transition plan following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with an exemption to the standard pupil accommodation review process.

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## Terminology

### SCHEDULE "A": School Information Profiles

#### (INFORMATION TO BE PROVIDED IN THE SCHOOL INFORMATION PROFILES)

##### Facility Profile:

1. School name and address.
2. Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
3. School attendance area (boundary) map.
4. Context map (or air photo) of the school indicating the existing land uses surrounding the school.
5. Planning map of the school with zoning, Official Plan or secondary plan land use designations.
6. Size of the school site (acres or hectares).
7. Building area (square feet or square metres).
8. Number of portable classrooms.
9. Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.).
10. Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
11. Ten-year history of major facility improvements (item and cost).
12. Projected five-year facility renewal needs of school (item and cost).
13. Current Facility Condition Index (FCI) with a definition of what the index represents.
14. A measure of proximity of the students to their existing school, and the average distance to the school for students.

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15. Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
16. School utility costs (totals, per square foot, and per student).
17. Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
18. Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free).
19. On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

## **Instructional Profile:**

1. Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
2. Describe the course and program offerings at the school.
3. Describe specialized service offerings at the school (e.g. cooperative placements, guidance counseling, SHSMs, etc.).
4. Current grade configuration of the school (e.g. junior kindergarten to Grade 6, JK to Grade 12, etc.).
5. Current grade organization of the school (e.g. number of combined grades, etc.).
6. Number of out of area students.
7. Utilization factor/classroom usage.
8. Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
9. Current extracurricular activities.

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## Other School Use Profile

1. Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
2. Current facility partnerships as well as any revenue from facility partnerships and whether or not it is at full cost recovery.
3. Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
4. Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
5. Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
6. Description of the school's suitability for facility partnerships.

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

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## Related Board Policies

[Community Partnership and Planning Policies](#)

## Related Board Administrative Procedures

[School Boundary Review\(s\)](#)

## Related Ministry Documents

[Ministry of Education Pupil Accommodation Review Guideline](#)

[Ministry of Education Community Planning and Partnerships Guideline](#)

[Ontario Regulation 374/23](#)

## Revision History

- June 2024
- September 2021