

## **Student Accommodation and Boundary Review**

**Date: 1999 12 08/ 2000 01 18/ 2000 12 01/ 2001 11 27/ 2002 05 28/ 2003 10 07/  
2007 06 26 / 2008 05 28 / 2010 02 23 / 2011 09 13 / 2016 01 26**

### **Administrative Procedures**

#### **1. Responsibilities**

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.

In other cases, to address changing student populations and changing program offerings, school boards may be required to consider changing boundaries for some schools in its jurisdiction. The Board establishes the boundaries for all schools within its jurisdiction. Boundaries will be reviewed, and revisions recommended to trustees by administration, as circumstances warrant. The Board may consult with affected parents prior to setting new boundaries. Boundary changes will be communicated to parents/guardians who may be affected.

Annually a Capital Planning update will be presented to the Board of Trustees. The report and all supporting documents will be posted on the Board's website.

#### **2. Expectations and Timelines**

1. The Annual Capital Planning update should include such items as:
  - (a) the current and projected enrolments in each school;
  - (b) the relationship of current and projected enrolments to school capacities;
  - (c) the status of the physical plant and the identification of current and future capital projects required or recommended;
  - (d) other information that the Director of Education may deem to be relevant.
2. Prior to establishing a Pupil Accommodation Review (PAR) an Initial Staff Report will be presented to the Board of Trustees. This report will also include options to address the accommodation issue(s) and supporting rationale. This portion of the report will include the following information:
  - 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;
  - 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;
  - a timeline for implementation for each options
3. After the Board receives an Initial Staff Report, it may establish an Accommodation Review Committee. The Accommodation Review Committee (ARC) will function according to the Terms of Reference (Appendix A).
  4. After the Board establishes a Pupil Accommodation Review Committee(s) there must be no less than thirty business days' notice prior to the first public meeting. Beginning with the first public meeting the consultation period must be no fewer than forty business days. The ARC must hold at least two working meetings which are open to the public. The first 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 School Information Profile(s). School holidays are not considered part of the thirty- or forty-day time period.
  5. Members of the ARC will be provided with School Information Profiles (SIP) (Appendix B) for the school(s) involved in the ARC.
  6. Following the Board's approval to undertake a pupil accommodation review, 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 options(s) in the school Board's Initial Staff Report will be invited.

The invitation for this meeting will be provided through a written notice and will be directed through the Clerk's 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.



7. At the conclusion of the pupil accommodation review process, the Director will submit a Final Staff Report to the Board which must be available to the public and posted on the 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. 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 which contains a timeline for implementation.

The Final Staff Report must be publicly posted no fewer than 10 business days after the final ARC public meeting.

8. Once the Director submits the final Staff Report to the Board, the Board will allow members of the public to provide feedback on the Final Staff Report through public delegations to the Board at a Regular Board Meeting, per Sec. 8.5 of the Procedural By-Laws. From the posting of the Final Staff Report, there must be no fewer than 10 business days before the public delegations. Following the public delegations to Board, SCCDSB staff will compile information presented by the public delegations which will be presented to the Board with the final staff report.
9. The Board has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

10. If the Board passes a motion to close a school, clear details around school closure dates and boundary revisions will be provided on the Board’s website. The Board will establish a Transition Committee to address the transition of students and staff.

11. Pupil Accommodation Review Timelines:

TIMELINE		ACTIVITY
A	Annually at a Board Meeting	<ul style="list-style-type: none"> <li>• Capital Planning Update</li> <li>•</li> </ul>
B	<b>If</b> the Annual Capital Planning Update reveals a need to consider a Student Accommodation Review(s)	<ul style="list-style-type: none"> <li>• Initial Staff Report</li> <li>• Board Establishes ARC (s)</li> </ul>
C	Within 5 business days of establishing ARC	<ul style="list-style-type: none"> <li>• Notify Minister of Education</li> <li>• Notify Director(s) of coterminous boards</li> <li>• Notify Municipal partners and invite them to meet/discuss Initial Staff Report with staff</li> </ul>
D	Not less than 30 business days from ARC approval	First public meeting
E	Not less than 40 business days from first meeting	Final public meeting



F	Not less than 10 business days after final public meeting	Final Staff Report to be presented to Board and posted on Board website (may include information from the municipalities and/or ARC)
G	Not less than 10 business days from posting final staff report	Public delegations to a Board Meeting
H	Not less than 10 business days from the public delegations	Final Staff Report with possible amendments presented to Trustees at a Board Meeting for final decision

### 3. Additional Information

3.1 The school board is not obligated to undertake an accommodation review in accordance with the Ministry of Education’s Pupil Accommodation Review Guidelines in the following circumstances:

- 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, affected school communities will be informed about proposed accommodation plans for students before a decision is made by the Board. The 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.

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## **Implementation of School Closure**

### **Communications**

1. The Director will issue a Media Release following a Board decision to close a school.
2. The Principal will announce the decision to close the school to staff, students and School Council.
3. Director will provide the Principal with information letters to be distributed to all families in the school.
4. The Principal will respond to questions from the public and the local media giving the same message as the Director's Media Release.
5. The Principal will meet with the School Council to discuss the implementation process.
6. A Superintendent will work with the Principal and School Council to facilitate a smooth transition process.

### **Boundary Revisions Following an ARC**

1. The Superintendent and Principal will receive information from parents who wish to give input for boundary decisions.
2. Executive Council will review all community and parental input received in the month following the Board decision to close.
3. The Trustees will make a decision on boundaries based on recommendation of Executive Council.
4. The Director will communicate boundary revisions to affected parents.
5. The Principal will explain the new boundaries to parents, students and staff, using information provided by the Director's office.

### **Distribution of Capital Equipment and Supplies and Student Records**

1. The Principal of the closing school, assisted by staff, will make an inventory of capital equipment and supplies.
2. Superintendents and managers of pertinent departments will determine the redistribution of computers, office and classroom furniture, playground equipment, software, and learning materials, giving priority to the needs in the receiving schools.
3. Staff in the closing school will box and label inventory with grade level, subject and school location, prior to the end of June.
4. The Principals may discuss support for teachers with inventory, labelling, packing and unpacking responsibilities in consultation with the appropriate Superintendent.



5. Board staff will transport capital equipment and learning materials to the designated schools.
6. The Principal will work with Corporate Services to complete record keeping requirements i.e. student, administrative and archival records.

### **Closure Activities**

1. The Principal will ensure that student learning remains the focus of the staff in the months following the decision to close.
2. The Principal will arrange visits and orientation activities with the Principals of the receiving schools in May and June.
3. Staff will limit visible packing and closure activities to June. There will be a commitment to student learning throughout the entire process.
4. The Principal will complete a Change of Address form with the local Post Office to ensure that mail is re-directed to the Board Office for a period of six months following closure of the school. This will ensure that outstanding invoices, bank statements, etc. are received and processed accordingly.
5. School closure information will be recorded in the Administration section of OnSIS, and the Inventory Data section of SFIS (School Facilities Inventory System).

## **Community Planning Partnerships Guideline**

The Ministry of Education introduced Community Planning and Partnerships (CPP) Requirements (March 2015) to encourage boards and communities to build and maintain successful partnerships.

The intent of this Guideline is to:

- Reduce facility operating costs for school boards and government;
- Improve services and supports available to students;
- Strengthen relationships between school boards and community partners and the public;
- Maximize the use of public infrastructure through increased flexibility and utilization; and
- Provide a foundation for improved service delivery for communities.

### **Notification Process**

1. The Board will post information on the Board website regarding its intention to build new schools and to undertake significant renovations, and information regarding unused space in open and operating schools and administrative buildings, that is available for facility partnerships.
2. The Board will notify the following entities regarding community planning and/or facility partnerships:
  - Conseil Scolaire Viamonde (116 Cornelius Parkway, Toronto, ON. M6L 2K5)
  - Lambton Kent DSB (200 Wellington Street, Box 2019, Sarnia, ON. N7L 7L2)
  - Conseil Scolaire Catholique Providence (7515, promenade Forest Glade, Windsor, ON. N8T 3P5)
  - St. Clair College
  - Lambton College
  - College Boreal (21, boulevard Lasalle, Sudbury, ON. P3A 6B1)
  - University of Guelph (Ridgetown Campus)
  - University of Western (Research Branch, Sarnia)
  - Crown Right of Ontario - Infrastructure Ontario (One Dundas Street West, Suite 2000, Toronto, ON. M5G2L5)
  - Public Works and Government Services, Real Estate Services (The Crown in right of Canada) (4900 Yonge Street, 10th Floor, Toronto, ON. M2N 6A6)
    - Municipality of Chatham-Kent
    - City of Sarnia
    - Brooke-Alvinston Township
    - Dawn-Euphemia Township
    - Enniskillen Township
    - Municipality of Lambton Shores
    - The Township of St. Clair
    - Village of Oil Springs
    - Town of Petrolia
    - Town of Plympton-Wyoming
    - Village of Point Edward
    - Township of Warwick
    - Warden of Lambton County



- Sarnia Lambton Children's Aid Society
  - Erie St. Clair Local Health Integration Network (LHIN)
  - Chatham-Kent Public Health Unit
  - Lambton Public Health
  - Chatham Kent Children's Services
  - St. Clair Child and Youth
  - Aamjiwnaang First Nation
  - Walpole Island First Nation
  - Delaware Nation (Moravian of the Thames)
  - Kettle and Stony Point First Nation
3. The list of available surplus space for community partnerships will be updated annually and posted on the Board website.
  4. The Board will also post on their website the name and contact information of the staff member who will respond to questions regarding facility partnerships.

### **Annual Community Planning and Partnerships Meeting**

1. The Board will annually schedule a Special Board Meeting to discuss potential planning and partnership opportunities.
2. The Board will notify both the entities on its notification list and the general public about the annual meeting.
3. The Board will request that invited entities on the notification list provide, two weeks in advance of the meeting, relevant planning information, including but not limited to: population projections, growth plans, community needs, land-use and green space/park requirements.
4. During the annual CPP meeting, the school board will provide/present the Board's capital plan and details of any schools deemed eligible for facility partnerships. This information will be shared during the public meeting.
5. Relevant information shared at the public meeting will be formally documented by the Board staff.

### **Planning Prior to a Pupil Accommodation Review**

In addition to the annual CPP meeting, the Board will continue discussions with affected municipalities and other community organizations as they explore options to address underutilized space issues in schools. The Board may request technical information including population and future development projections from the local municipality or municipalities where a planned pupil accommodation review will occur.

### **Co-Building with Community Partners**

1. When considering the construction of new schools, additions and renovations, the Board will look for opportunities to leverage other infrastructure investments by co-building with entities that provide services and programs for children, their families and the broader community.



2. As part of the planning process, when considering building a new school or undertaking a significant addition or renovation, the Board will strive to notify the entities on their notification list 1 to 3 years prior to the potential construction start date. The Board will provide as much information as possible about the plans and the site to support potential partners in determining the project's suitability for their purposes.
3. The plan shall be supported by a Board Motion. The Board need not have an identified source of funding or Ministry approval when it notifies its partners of the plan or intention to build. Similarly, plans to build may be contingent on Board decisions that have not yet been made.
4. In co-building, partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or shared space. The Board will build within Ministry space and funding benchmarks for the board portion of the facility.
5. Partnership agreements cannot be finalized until both the board and the partner(s) have an approved source of funding.

## Appendix A

### **Accommodation Review Committee Terms of Reference**

#### **Mandate:**

The Accommodation Review Committee (ARC) 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 included in the Initial Staff Report; however, it must include supporting rationale for any such option. The final decision regarding the future of a school or group of schools rests solely with the Board of Trustees.

#### **Membership:**

The Accommodation Review Committee (ARC) membership includes the following from each school under review: a parent/guardian (chosen by their respective school community), a school administrator, and a community representative. The Director will designate a supervisory officer to facilitate and chair ARC meetings. Trustees are encouraged to attend as observers. The ARC should be formed following the Board of Trustees' consideration of the Initial Staff Report but prior to the first public meeting. The Board will invite ARC members to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

#### **Process:**

1. After the Board announces its intention to conduct an accommodation review of a school or schools, there must be no less than thirty business days' notice prior to the first public ARC meeting. Beginning with the first public meeting the consultation period must be no fewer than forty business days. The ARC must hold at least two working meetings which are open to the public. The first 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 School Information Profile(s) (SIP). School holidays are not considered part of the thirty or forty day time periods.
2. Administrative staff completes a SIP for each school under review and provides it to the ARC for review. The ARC may request clarification about information provided in the SIP; however, it is not the role of the ARC to approve the SIP.
3. Each agenda will be posted on the Board's website.
4. A secretary is provided to keep minutes of the meetings that reflect the full range of opinions expressed. Minutes are posted on the Board's website.
5. The ARC members do not need to achieve consensus regarding the information provided to the board of trustees.

#### **School Information Profile (SIP)**



Each school under review will have a SIP (Appendix B) completed at the same point-in-time for comparison purposes. The SIP's will be provided 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 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

## Appendix B

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### **School Information Profile (SIP)**

Name of School

Address

Date

<b>Facility Profile</b>
○ 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.

## Appendix B

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### **School Information Profile (SIP)**

Name of School

Address

Date

<b>Instructional Profile</b>
○ 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 counselling, 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.

<b>Other School Use Profile</b>
○ 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.