

PUPIL ACCOMMODATION REVIEW (PAR)

Statement of Policy

The purpose of this policy is to provide direction to the Board and the community on the review of accommodation that may be consolidated.

This policy is aligned with the Board's Community Planning and Partnership Policy (Policy 77) and supports the principles and expectations of the Board's Human Rights policy (Policy 51) and the Equity and Inclusive Education policy (Policy 54). At all times, this policy should be interpreted to be consistent with the Board's policies and the *Human Rights Code*.

Where a decision is taken by the Peel District School Board regarding the future of a school(s), such decision is made after community involvement and is based on a broad range of criteria relating to the quality of the learning experience for the students involved. The Peel District School Board encourages the sharing of relevant information as well as providing the opportunity for the public and affected school communities to be heard in the process established pursuant to this policy.

The Peel District School Board will make decisions consistent with the Ministry of Education's Pupil Accommodation Review Guidelines, in those areas where declining enrolment or other considerations make the removal from inventory of available pupil places appropriate.

Note: Operating Procedure Planning & Accommodation Support Services 5 (PLAN 5) applies to the review of accommodation pursuant to this policy.

Approved January 1978	February 25, 2003 (<i>attachments currently under review</i>)
Revised February 1978	December 2005 (<i>under review</i>)
Revised March 27, 1979	Revised March 27, 2007
Revised April 22, 1980	Revised February 26, 2008
Revised June 22, 1982	Revised November 10, 2009
Revised June 11, 1985	Revised February 25, 2014
Revised September 27, 1988	Approved November 9, 2015 (<i>replaces former Policy 45 – Consolidation of School Accommodation</i>)
Revised October 8, 1996 (<i>revisions to attachment only</i>)	
Revised January 1, 1998 (<i>to reflect change in Board name</i>)	
Reviewed January 2000	
Revised June 28, 2001	

The operating procedure relating to school consolidation policy will consist of five clearly defined stages, namely:

- I. Identification
- II. Community Consultation, Review and Analysis
- III. Public Delegations
- IV. Presentations to the Board
- V. Implementation

The Controller, Planning and Accommodation Support Services or designate will assist with the co-ordination of the process outlined in this operating procedure and act as an additional resource to the Accommodation Review Committee (ARC), if applicable, which is established pursuant to this operating procedure.

Stage I – Identification

1. a) Each year Planning and Accommodation Support Services presents the Annual Planning Document (APD), which includes enrolments, accommodations, projections, statistical analysis and recommendations (boundaries, capital expenditures, etc.) to the Physical Planning and Building Committee (PP&B Committee).
- b) As part of the Community Planning and Partnership (CPP) Policy 77, Planning and Accommodation Support Services staff will receive input and responses from municipalities and other partners (identified in CPP Policy 77) as part of the APD cycle when the Board is reviewing underutilized space in specific areas of the Board.
- c) After the PP&B Committee considers the APD, it will then be presented to the Board.
2. The APD may identify schools for possible review under this operating procedure if:
 - a) the enrolment of a school is less than 60% of its Ministry Rated Capacity (MRC), where the enrolment projection analysis indicates a continuation of the present level of student population and/or a decrease in the present student population; however, a school need not be identified for review pursuant to this paragraph 2a) if special circumstances apply, including, but not limited to, program needs, school organization or future community development; or
 - b) the circumstances of any particular school (e.g. age, condition, operating costs, program needs, enrolment trends) are such that a review under this operating procedure may be appropriate.

3. The APD may identify Pupil Accommodation Review (PAR) area(s) to be considered for Stage II – Community Consultation, Review and Analysis. The review area(s) will consist of a school or groups of schools based on, but not limited to:
- major physical features (e.g. major roads, rivers, etc.);
 - community relationships;
 - proximity of schools (may include schools from adjacent families of schools); and/or
 - school capacities.

Prior to the establishment of a PAR for school(s) an initial staff report is to be provided to the Board of Trustees. The initial staff report and School Information Profiles (SIPs) (see Stage II-3 of this operating procedure) will be made available to the public and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees. These requirements concerning an initial staff report and SIPs apply to both a Standard or a Modified Pupil Accommodation Review.

The initial staff report 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 include information on actions taken by board staff prior to establishing a PAR 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;
- identification of 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 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.

The recommended option must also include a timeline for implementation.

If the recommendation for Review and Analysis is approved by the Board, the recommended schools will be reviewed and analyzed in accordance with this operating procedure and, if applicable, Stage V will apply. The Board may proceed with the PAR of the recommended schools through the Standard Pupil Accommodation Review or Modified Pupil Accommodation Review method.

In certain circumstances, the Board may proceed with the Modified PAR method if the options available are deemed to be less complex. The conditions for conducting a Modified PAR need to be based on two or more of the following factors:

- Utilization rate of 60% or less of the facility;
- Distance to an alternative facility less than the eligibility distance set out in Transportation Policy 39 for 60% of the students or more;

- Less than 200 students enrolled at elementary school, or less than 500 in a secondary school; or,
- When the Board is planning the relocation (in any school year or over a number of school years) of an instructional 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 out over a number of school years).

Even if two (2) of these factors are present, the Board of Trustees may, in their discretion, decide to use the Standard PAR method.

If the Modified PAR method is to be used, the initial staff report will explain the rationale for using the Modified PAR method.

4. Whenever possible, school(s) should only be subject to an accommodation review once in a 5 year period, unless there are exceptional circumstances.

If applicable, the initial staff report will identify the exceptional circumstances that necessitate an accommodation review within the 5 year period following the previous accommodation review.

5. This operating procedure applies to all schools offering elementary or secondary programs. In accordance with the Ministry of Education's PAR Guideline, the Board will not be obligated to undertake an accommodation review pursuant to this operating procedure in the following circumstances:
 - a) where a replacement school is to be rebuilt by the Board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the Board's existing policies;
 - b) where a replacement school is to be built by the 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 Board's policy;
 - c) when a lease for a facility is terminated;
 - d) when the Board is planning the relocation (in any school year or over a number of school years) of grades , or instructional 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);
 - e) when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during renovations;
 - f) 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
 - g) where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, the Board will inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees to exempt the school(s) from the accommodation review process. 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 (as per CPP Policy #77) that expressed an interest prior to the exemption, and 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 Trustee's decision to consolidate, close or move a school or students in accordance with an exemption to the pupil accommodation review process.

6. Notwithstanding Stage I-2 and Stage I-3, (re: APD process) administration may bring forward recommendations to the PP&B Committee and the Board, that identify schools for review at other times throughout the year. If the Board approves such recommendations, such school(s) will then be reviewed and analyzed in accordance with this operating procedure and, if applicable, Stage V will apply.

Stage II – Community Consultation, Review and Analysis

After acceptance by the Board of a recommendation that a school(s) be subject to a PAR, Stage II - Community Consultation, Review and Analysis begins. The Board will inform the school community of a designated school(s) in writing:

- a) that the Community Consultation, Review and Analysis is proceeding, and
- b) the process and schedule that will be followed.

The Board will provide written notice no fewer than 5 business days after the decision to conduct a PAR to each of the affected single and upper tier municipalities through the Clerks Department (or equivalent) and to other community partners, as identified by the CPP Policy 77, that expressed an interest prior to the PAR. The Board must also 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.

The notice of Board approval to proceed with a pupil accommodation review shall be posted on the Board's website.

The Standard PAR process requires the establishment of an Accommodation Review Committee (ARC) to represent the school(s) under review and to act as the official conduit for information shared between the Board and the school communities. The ARC shall provide feedback on the option(s) set out in the initial staff report and may, throughout the PAR 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.

Notwithstanding the above, if the Board has elected to proceed with the review through the Modified PAR process, the establishment of the ARC is not required.

1. An ARC will be led by a Superintendent of Education (Chair of the ARC) to be appointed by the Director's Office.

The membership of the ARC shall include, at a minimum, one (1) parent/guardian representative from each of the schools under review, chosen by their respective school communities.

Other members of the ARC may include:

- Superintendent(s) of Education (whose direct responsibilities include a school in the review area)
- Principals of identified schools
- Local Trustee(s) (if they wish to sit on the ARC as *ad hoc* members to monitor the ARC's progress)
- One municipal administrative representative (e.g. from the municipal Planning Department) (if he/she wishes to sit on the ARC).

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

The ARC will be deemed to be properly constituted whether or not all of the members listed above are willing and able to participate. As appropriate, Board staff may act as a resource for the ARC.

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

2. I) Board administration will develop Terms of Reference that will describe the ARC's mandate. The mandate will refer to the Board's educational and accommodation objectives in undertaking this Stage II – Community Consultation, Review and Analysis and reflect the Board's strategy for supporting student achievement and well-being. The Terms of Reference will be provided to the ARC at its first meeting.
 - II) The Terms of Reference will contain reference criteria to frame the parameters of the ARC discussion. The Reference Criteria will include the educational and accommodation criteria for examining the school(s) under review and accommodation options.
 - III) The Terms of Reference will identify ARC membership and the role of members, including Trustees, Board and school administration. The Terms of Reference will also describe the procedures for the ARC, including the conduct of meetings, the provision of materials, support and analysis to be provided by Board administration, and the minimum number of working meetings of the ARC.
 - IV) The Board will inform the ARC at the beginning of the review process about potential partnership opportunities with co-terminous school boards and local entities that are candidates for forming effective sustainable partnership.
3. The Board will develop and provide School Information Profiles (SIPs) for each school being reviewed 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 shall include data in respect of the following considerations about the school(s) being reviewed:

- a) value to the student
- b) value to the Board.

The data requirements and factors that are to be included in the SIP's shall include those set out in the Ministry of Education PAR Guidelines (March 2015). The Board may identify additional factors that could be used to reflect local circumstances and priorities which may help to further understand the value of the school(s).

Each school under review will have a SIP completed at the same point-in-time for comparison purposes.

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

4. Once a PAR process has been initiated, the Board must ensure that a wide range of school and community groups are invited to participate in the consultation. These groups may include legislated committees of the Board, school councils, parents, guardians, students, school staff, the local community, and other interested parties.

If either the Standard or the Modified PAR method is being followed, single tier and upper tier municipalities, as well as other community partners (as per Policy #77) that expressed an interest prior to the PAR must be invited to a meeting to discuss and comment on the recommended option(s) as identified in the 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 Board will document efforts to meet with the identified parties and provide them with advance notice of the final public meeting so that their comments, if any, can be received before such meeting.

5. At a minimum, under the Standard PAR, it is required that two (2) public meetings be held to consult with the community about the initial staff report, the School Information Profile(s), and the accommodation options. The requirement under the Modified PAR is to hold one public meeting.
6. Public meeting(s) will be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s).
7. The public meeting(s) will be structured to encourage an open and informed exchange of views. Board staff will facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.
8. The first public meeting must include the following:
 - an overview of the orientation session for the ARC (if applicable),
 - the initial staff report with recommended option(s), and
 - a presentation of the SIPs.
9. Minutes reflecting the full range of opinions expressed at the meetings will be made available on the Board's website.

10. Board administration are to ensure that all information relevant to the accommodation review is to be made public by posting it in a prominent location on the Board's website or making it available in print upon request. Where relevant information is technical in nature, it will be explained in plain language. The information will also be available for perusal in the school(s) reviewed, at the office of the Superintendent(s) of Education involved and the Board office.
11. Beginning with the date of the Board of Trustees' approval to conduct a review of a school(s), there must be no less than 30 business days before the first public meeting is held. A business day is a calendar day that is not a weekend or statutory holiday. It does not include a calendar day that falls within the Boards' Christmas, spring, and summer breaks. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.
12. Where a Standard PAR is being conducted, there must be a minimum period of forty (40) business days between the first and final public meeting.
13. At the conclusion of the PAR process, Board staff will submit a final staff report to the Board of Trustees through the Director of Education which will be made available to the public and posted on the Board's website no fewer than 10 business days after the final public meeting.

The final staff report must include a community consultation section that contains feedback from the ARC (if applicable) 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.

In the final staff report, Board staff may 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.

The ARC (if applicable) will be dissolved once the final staff report has been submitted to the Trustees.

From the posting of the final staff report, there must be no fewer than 10 business days before public delegations.

The timelines for the PAR process shall be in accordance with those set out in the Ministry of Education's PAR Guideline and shall be incorporated by reference and form part of this Board operating procedure. In the event that any timeline in this operating procedure is inconsistent with a timeline set out in the Ministry of Education's PAR Guideline, the latter shall apply.

Stage III – Public Delegations

1. After Board staff submits the final staff report to the Board of Trustees through the Director of Education, the Board will allow an opportunity for members of the public to provide feedback on the final staff report through public delegations to the Board of Trustees.
2. After the public delegations, Board staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Stage IV – Presentations to the Board

1. Upon completion of Stage II (Community Consultation, Review and Analysis) and Stage III (Public Delegations), Board staff will submit the final staff report, including the compiled feedback from the public delegations, to the Board of Trustees through the Director of Education.
2. The final staff report will go to a Regular Meeting of the Board, with a presentation by staff, where the recommendation(s) will be debated, accepted, defeated, adjusted or changed. The Trustees will make a final decision regarding the future of the subject school(s). If the Board resolves to close a school or schools, the Board must provide clear timelines for school closure(s).
3. There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.
4. Upon completion of Stage IV-3, the procedure will move to Stage V, if applicable.

Stage V – Implementation

1. If the resolution is passed to consolidate and/or close a school, a transition plan must be put in place along with a timeline for implementation as described in the final staff report approved by the Board. The Board is also to establish a separate committee to address the transition for students and staff.
2. If the resolution passed involves the closure of a school:
 - a) the Superintendent(s) of Education will notify in writing the staff and the parents of the students in the school(s) that the Board has passed the specific resolution to close; and,
 - b) the Superintendent(s) of Education may convene a public meeting to present the Implementation Plan for the closure of the school(s), including clear timelines regarding the closure. In any event, the Implementation Plan shall be communicated to all affected school communities within the Board.

Note: Recommendations relating to the renovation of facilities will come forward as administrative recommendations from the Controller, Planning and Accommodation Support Services (or designate) and be addressed through the appropriate budget.

Acronyms

1. Accommodation Review Committee (ARC)
2. Annual Planning Document (APD)
3. Community Planning and Partnership (CPP)
4. Ministry Rated Capacity (MRC)
5. Physical Planning and Building Committee (PP&B)
6. Pupil Accommodation Review (PAR)
7. School Information Profile (SIP)

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