

Caramat Accommodation Review

- Final Report -

Submitted by: Caramat Accommodation Review Members

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Background

At the August 22, 2011 regular board meeting, Trustees approved a resolution that Superior-Greenstone District School Board (SGDSB) proceed with an Accommodation Review for Caramat District School under policy 905.

Status

On February 13, 2013 the first Accommodation Review Committee (ARC) meeting was held at the Caramat District School. The Board's resource panel presented an agenda to explain the process. Upon review of requirements an Accommodation Review Committee was struck and consists of the following people:

Accommodation Review Committee – Members (Voting members)	Board Resource Personnel (Non-voting members)
Donna Laatu	Cathy Tsubouchi – Superintendent of Business
Ingrid Lafortune	Nancy Petrick – Superintendent of Education
Gloria McCraw – Chairperson	Wayne Chuipka – Plant Manager
Janice Bower	Barbara Willcocks – Student Success Lead
Armand Giguere (attended 1 st meeting only)	Diane Malashewski – Principal (at time of this review)

Note: Although the Ministry guidelines require input from certain representatives within the community, it was not possible to do so in this circumstance. Therefore the above committee members, being from and active in, their community, are thanked, for their interest.

Meeting #1

February 13, 2013: At this meeting the newly appointed Accommodation Review Committee decided that the 3 meetings to follow would be both Public and working meetings. The first meeting was adjourned after a question and answer period and the information package with the Board policy, Terms of Reference (TOR) and School information profile was given to the committee to review and help them deliver the mandate.

Meeting # 2

April 11, 2013: With an understanding of purpose, the ARC proceeded and agreed their function to be a formality needed, to create the final recommendation.

Meeting #3

May 27, 2013: The ARC after review of provided information decides that a recommendation be created and approved at the 4th and final meeting on June 24, 2013. A Community BBQ will be held at this meeting.

Note: The public's interest was about future facility availability. The School has been vacant since February 2011.

Meeting #4

June 24, 2013: The fourth and final ARC meeting/BBQ social held at the Caramat District School went well with 22 people in attendance. After a great meal and several stories the ARC Chairwoman Mrs. Gloria McCraw, reviewed the process and purpose for the public. A brief question/answer period took place then Mrs. McCraw presented the final recommendation to the committee which was passed unanimously. This concludes the ARC purpose and it is our hope the SGDSB is satisfied. We would like to take this opportunity to thank the Board for their compassion completing this process and historical event in our community.

Overview

Historically, Caramat School provided the highest standards for facility, students, staff and Community. Presented with an ongoing decline in student enrollment, the ability to promote an excellent education program became infeasible. The school has been vacant since February 2011 so the students living in Caramat attend sister schools in accordance to SGDSB transportation policy. The ARC recognizes this to be the end of an era in this community and thoughtfully have concluded the following.

Recommendation

The ARC weighed the value to the students as being the highest consideration, and after discussion over all provided information has reached a unanimous decision and thus, submits the following recommendation:

That, the Superior-Greenstone District School Board pursuant to board policy 905 (Pupil Accommodation Review) formally end the provision of educational programming at Caramat School.

Respectfully submitted:

Gloria McCraw - Chairperson
Caramat District School Accommodation Review Committee

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	MISCELLANEOUS			
<i>Policy Name</i>	PUPIL ACCOMMODATION			905
<i>Board Approved:</i>	<i>April 27, 2011</i>	<i>Reviewed</i>	<i>April 26, 2011</i>	
<i>February 17, 2010</i>	<i>June 24, 2008</i>	<i>October 26, 2009</i>	<i>May 26, 2008</i>	<i>Review by: December 2016</i>
<i>January 22, 2008</i>	<i>March 20, 2007</i>	<i>January 22, 2008</i>	<i>March 20, 2007</i>	
<i>February 20, 2001</i>				

POLICY

It is the objective of the Superior-Greenstone District School Board to provide a framework for school accommodation studies to be completed under the Ministry of Education's *Pupil Accommodation Review Guideline* (June 2009) and followed by the Superior-Greenstone District School Board (the "District")

The Pupil Accommodation Review provides the framework for school organizational plans and boundary adjustments, to conduct pupil accommodation reviews for schools or groups of schools within the context of fiscal accountability and support for student learning. Such reviews shall take into account any opportunities for partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students and protect the core values and objectives of the school board.

DEFINITIONS

"School Accommodation Review"– A review of programs and facilities within an identified area which may result in recommendations regarding the possible closure of one or more schools. Any of these recommendations may also result in the movement of programs and/or the revision of attendance boundaries.

"Accommodation Review Area" one or more educational facilities and/or schools which are identified for study, by geographic proximity, major physical and arterial divisions or type and/or organization.

"Accommodation Review Committee (ARC)" appointed by the board to act in an advisory role and will provide recommendations that will inform the final decision made by the Board of Trustees.

"Associations" local school associations including School Councils, Home and School and Parent Teacher Associations.

"Community" the school attendance area(s) of the school(s) under review by the ARC.

"Full-Time Equivalent" the sum of all part-time and full-time students as defined by the Ministry of Education and Training.

“Operating Costs – School Operations and Maintenance” all expenditures related to the daily operation of instructional buildings and sites, such as custodial services, food services, security services, building systems, building and ground maintenance, utilities and property, and related liability insurance; includes all expenditures related to the periodic work performed to maintain instructional buildings and sites in a good state of repair.

“Operating Costs – School Program” all salary, supply and services, and operational costs related to school administration, clerical and custodial support, and the day-to-day operation of the school.

“Terms of Reference (TOR)” – An ARC is to be provided with a TOR for each school accommodation review approved and initiated by the Board. The TOR will provide a framework for the ARC process and will describe the District’s educational and accommodation objectives in undertaking the study. A unique mandate for each study will be approved by the Board and provided to the ARC in the TOR.

“School” a prescribed number of classes functioning as an educational unit.

“School Information Profile” the set of considerations and factors outlined in Appendix A used by an ARC to assess the value of a school being considered in the Accommodation Review process and such other factors determined at the commencement of the Accommodation Review circumstances and priorities of the schools being considered in determining the value of a school. (SIP) – The SIP is a document which is to assist the ARC and the community in understanding how well the school(s) under review and the accommodation options analyzed meet the objectives and the reference criteria set out in the TOR and the approved review mandate.

“Superintendent of Education” appointed to organize agendas, meetings, and to ensure that resource personnel are advised and requested to attend.

OBJECTIVE

The primary goal of these procedures is to ensure that any recommendation concerning pupil accommodation is based upon a process that assesses the value of schools. The Board recognizes the need to utilize public facilities to their greatest potential while exercising fiscal responsibility.

The Board also recognizes economic constraints related to the operation of its schools require the Trustees to examine the feasibility of modifying facilities, the construction of new facilities, altering attendance boundaries, the use of time, alternate calendar schedules and the continuing operation of very small schools with large areas of vacant space.

In addition, the Board affirms that these procedures comply with the Ministry direction on grants for school operation and new pupil places. These procedures reflect the policies of the Ministry of Education related to Pupil Accommodation Review Guidelines (Education Act paragraph 8 (1) 26 and Regulation

1.0 Scope of Policy

1.1 This policy applies to school accommodation reviews affecting elementary and/or secondary regular day-school programs and complies with the Ministry of Education's *Pupil Accommodation Review Guideline* released on June 26, 2009. A copy of the Ministry of Education's *Pupil Accommodation Review Guideline, June 26, 2009* and the *Administrative Review of Accommodation Review Process* documents are to be available at the school District's office and posted on the District's website.

1.2 A school accommodation study is not required under the following circumstances:

- (a) Where a replacement school is to be rebuilt by a Board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the Board's existing policies;
- (b) When a lease is terminated;
- (c) When a Board is planning the relocation in any school year or over a number of school years of a grade or grades or a program, where the enrolment constitutes less than 50% of the enrolment of the school; 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;
- (d) When a 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.

1.3 In the circumstances set out under Sub-section 1.2, appropriate notice of decisions that would affect the accommodation situation of students shall be provided.

2.0 School Accommodation Review Initiation

2.1 As may be required, District staff shall submit to the Business Services Committee of the Board a report recommending the commencement of a school accommodation study. The report, to be approved by the Board, will contain a rationale for the need for the study, the scope of the study, the names of schools to be involved in the study, timelines for consultation, and a study mandate. In addition, as appendices to the report, a Terms of Reference for the study and a School Information Profile template will be provided.

2.2 Wherever possible, school accommodation studies shall focus on a group of schools rather than examine a single school. These schools shall be located

close enough to the other schools within a planning area to facilitate the development of viable and practical solutions for student accommodation.

- 2.3 As part of the Terms of Reference, District staff will inform the Accommodation Review Committee (ARC), at the beginning of the process, about partnership opportunities, or lack thereof, as identified as part of the long-term planning process.
- 2.4 Wherever possible, schools should not be subject to a school accommodation review more than once in a five-year period.

3.0 Terms of Reference

- 3.1 When an Accommodation Review Committee (ARC) is approved, the District staff is to provide the ARC with a Terms of Reference (TOR) document that describes the ARC's mandate. The TOR template is found in Appendix 1 of this policy. The Board may review and revise the TOR template prior to a decision leading to the establishment of an ARC if the situation so warrants.
- 3.2 The ARC's mandate is to refer to the District's educational and accommodation objectives in undertaking the school accommodation review and reflect its strategy for supporting student achievement.
- 3.3 The TOR will contain reference criteria that frame the parameters of the ARC discussions. These criteria relate to the educational and accommodation objectives for examining schools under review and accommodation options.
- 3.4 The TOR will identify the ARC membership and the role of voting and nonvoting members, including District staff and school administration. It will also describe procedures for the ARC, including meetings; material, support and analysis to be provided by District staff and administration; and the material to be produced by the ARC.

4.0 School Information Profile

- 4.1 District staff is required to complete the School Information Profile (SIP) that it develops to help the ARC and the community understand how well the school(s) under review meet the objectives and reference criteria set out in the TOR. The same SIP must be used for each school under review. The Board may review and revise the SIP template prior to beginning an ARC if the situation warrants such revisions. The SIP template is attached as Appendix 2 to this policy.
- 4.2 The SIP is to include data which supports a review of the existing schools in the study and an evaluation of accommodation options. The SIP will help the ARC and the public become informed about the schools under review based on the following four values:
 - Value to the Student

- Value to the School Board
- Value to the Community
- Value to the Local Economy

- 4.3 Each school's value to the student takes priority over other considerations about the school.
- 4.4 The completed SIP(s) are to be provided to the ARC for discussion, consultation and potential modification. The ARC is then responsible for finalizing the SIP for each school under review.
- 4.5 The final SIP and the TOR will provide the foundation for discussion and analysis of accommodation options.

5.0 *Process and Timelines for an Accommodation Study and the Final Decision*

- 5.1 After the Board has resolved to establish an accommodation study of a school or schools, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings. These public meetings are to consult with the community about the School Information Profile, the accommodation options and development of the ARC Accommodation Study Report.
- 5.2 Prior to the second Public Meeting, District staff will present to the ARC at least one accommodation option for the students of the school or schools under review. The option(s) is to address the objectives and the reference criteria outlined in the TOR. The Option(s) will examine the following:
- accommodation for students;
 - changes to existing facilities that may be required;
 - program availability;
 - transportation
 - capital funding implications
- 5.3 District staff and the ARC are to ensure that all information relevant to the accommodation study is made public by posting it in a prominent location on the District's website and/or making it available in print, upon request.
- 5.4 Public meetings must 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). Public meetings are to be structured to encourage an open and informed exchange of views.
- 5.5 Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.
- 5.6 The ARC may also choose to hold working meetings in order to prepare for the required four public meetings.

- 5.7 At the conclusion of the ARC's consultation, the ARC will submit its Accommodation Study Report to the Director of Education who will have the ARC's Accommodation Study Report posted on the District's website.
- 5.8 At the conclusion of the ARC's consultation, the ARC will also submit its Accommodation Study Report to the Board at a special meeting of the Committee of the Whole.
- 5.9 District staff will then undertake an analysis of the ARC's Accommodation Study Report and develop a staff-level report with recommendations which will be presented at a special meeting of the Committee of the Whole.
- 5.10 Final decisions by the Board regarding the School Accommodation Study will be made at a public meeting no sooner than 60 calendar days following the presentation of the District staff recommendation report at a special meeting of the Committee of the Whole.
- 5.11 Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered as part of the 30, 60 or 90 calendar day periods.
- 5.12 Where the ARC is unable to complete its final Accommodation Study Report for any reason, the Accommodation Study will continue with District staff making recommendations to the Board on the approach to completing the Accommodation Study. The Board shall proceed as it deems reasonable.

6.0 Procedure for Establishment of an Accommodation Review Committee

- 6.1 In order for the Board to provide for quality educational programs it may be necessary to undertake an Accommodation Review to ensure that students have access to facilities which meet their educational needs.
- 6.2 An ARC may be considered if one or a combination of the following criteria apply to a potential Accommodation Review Area when:
 - a) The potential exists within the Accommodation Review Area to accommodate the resident students in fewer educational facilities based on the capacities of the schools within the defined Accommodation Review Area.
 - b) The operating costs of one or more schools negatively impacts on the Board's ability to operate all its schools within the grants available for school operation.
 - c) The general state of repair of one or more of the educational facilities (i.e. mechanical condition, fire safety, general standards) requires immediate attention.

- 6.3 The Superintendent of Education shall ensure that the School Councils, Associations and groups affected, as well as the public, are informed, so that the representatives can be appointed, and shall call the first meeting of the ARC.
- 6.4 School boards must present to the ARC at least one alternative accommodation option that addresses the objectives and Reference Criteria outlined in the Terms of Reference. The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation. If the option(s) require new capital investment, board administration will advise on the availability of funding, and where no funding exists, will propose how students would be accommodated if funding does not become available.

7.0 Aims of the Accommodation Review Committee

- 7.1 An ARC is established to review information affecting the future of the Accommodation Review Area and to identify needs related to the specific school(s) and the students. The ARC shall consider appropriate alternatives on such matters as program changes, repairs to the educational facility, additions to facilities and the closure of a school(s) where appropriate.
- 7.2 An ARC provides an opportunity for parents, educators, board officials, business and municipal leaders, and trustees to assess a school's ability to provide an effective opportunity for students to attain their fullest potential at a cost that is reasonably consistent within the system.
- 7.3 In order to identify needs of all students in the Accommodation and Review Area, the ARC shall objectively and fairly review with respect to each school in the Accommodation Review Area and report on:
- a) The value of each school using the School Information Profile,
 - b) What changes are recommended to be made to a school(s) including whether it (they) should be closed,
 - c) Alternate accommodation plans for the students of the school(s) including:
 - i) Where the students would be accommodated;
 - ii) What changes to existing facilities may be required in order to implement the recommended changes;
 - iii) What programs would be available to students;
 - iv) Transportation proposals.

8.0 Membership for an Accommodation Review Committee

- 8.1 The following members are:

- a) One parent representative from the School Council from each school.
- b) One citizen from each school attendance area considered in the Pupil Accommodation Review, appointed by each school community at meetings called by the Principal of each school for that purpose.
- c) One business representative from each municipality having a connection with the Accommodation Review Area.
- d) One municipal leader from each municipality having a connection with the Accommodation Review Area.

8.2 The following are considered to be support available of the ARC:

- a) Superintendent of Business.
- b) Superintendent of Education.
- c) School Principal(s) of the affected area(s).

9.0 Rules of Procedure for an Area Accommodation Review Committee

- 9.1 The rules of procedure for committees as set down in the By-Laws of the Board shall apply.
- 9.2 Required office and secretarial assistance shall be supplied to the ARC by the board office.
- 9.3 All meetings shall be open to the public. The terms of reference of the ARC shall exclude personnel, property and legal matters.
- 9.4 The first meeting of the ARC shall be an orientation meeting for the purpose of explaining the aims and objectives of the ARC to ensure that effective communication will occur during the life of the Committee. The Superintendent of Education will carry out this function. The ARC will be supplied with appropriate information including related policies and procedures.
- 9.5 If part of the board's resolution is to close a particular school or schools, the board must outline clear time lines as to when the closing of the school(s) will take place.
- 9.6 After the ARC's final report has been received and acted upon by the board, the ARC shall be informed as soon as possible in writing of the action approved by the board.
- 9.7 The ARC shall not be discharged by the board until the report has been received by the board.

- 9.8 All information to be made available to the public pursuant to the Pupil Accommodation Review process shall be posted on the board's website, which information shall include:
- a) notice that a Pupil Accommodation Review process shall take place and outline the Accommodation Review Area to be considered,
 - b) notice of ARC member selection,
 - c) notice of meeting dates and locations and information to be used at meetings,
 - d) minutes of all meetings,
 - e) answers to unanswered questions which arose at public meetings,
 - f) the School Information Profile and recommendations of the ARC,
 - g) board administration proposals and recommendations,
 - h) board resolutions,
 - i) timelines for school(s) closure(s).

The above information shall be made available in print upon request.

- 9.9 Meeting locations shall be determined by the ARC at its first meeting and shall be located at a school or schools in the Accommodation Review Area or such other facility as necessary to ensure physical accessibility.
- 9.10 Notices of all meetings shall be given by way of:
- a) Posting on the board website,
 - b) Through handouts to students to be taken home to parents,
 - c) Such other methods of notification, including advertising in the local media as the ARC deems necessary to ensure the receipt of input from the school community and local community as a whole.
- 9.11 Minutes of all meetings held during the Pupil Accommodation Review process shall be posted on the board's website and made publicly available on the said website.
- 9.12 Unanswered questions from the public meetings shall be answered as soon as possible by board administrative staff and posted on the board's website.

10.0 Community Liaison and Orientation Subsequent to a School Closure

- 10.1 It is essential that close liaison occur between communities in the event that a school is closed by the board. The ARC together with the school principal shall provide the organizing focus for this communication.
- 10.2 School principals shall carry out orientation and shall assist the ARC in the following ways by ensuring that:
- a) Full information is provided on the educational program in the receiving school, including accommodation patterns, extracurricular programs, staffing patterns and any other factors affecting the education of the children.
 - b) Open house or orientation programs are provided for pupils and parents from the closed school; and
 - c) Efforts are made to integrate any School Council, Home and School and/or Parents' Association.

11.0 Appendices

Appendix 1: School Accommodation Study – Terms of Reference
Appendix 2: School Information Profile (SIP)

12.0 References

Ministry of Education: Pupil Accommodation Review Guidelines
Ministry of Education: Administrative Review of Accommodation Review Process
Ministry of Education: Revised Pupil Accommodation Review Guidelines June 2009

Superior-Greenstone District School Board
School Accommodation Study - Terms of Reference

Scope of this School Accommodation Study

The Accommodation Study will include the following schools:

List school(s) here.

Accommodation Review Mandate

General Mandate:

An Accommodation Review Committee will endeavor to develop recommendations to the Board which support the goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure, and accessible learning environments. In doing so, the ARC should have regard for alternatives which, where possible, provide long-term accommodation stability to students and the larger community, make effective use of District facilities, and improve student access to viable programming and appropriate instructional resources.

Study Mandate:

Accommodation Review Committee Membership and Support

The ARC is to include membership drawn from the study area community. It is recommended that the committee include parents/guardians, educators, District officials and community members. Wherever possible representation is to include:

- two representatives for each school in the study area
- up to three additional members of the community
- representation on the ARC should provide equitable support for each school community

In the event that an issue regarding equitable representation on the ARC is raised, the Chair of the ARC has the authority to address the issue and recommend a solution. District staff will provide resource support to the ARC:

- Project Leader, the Superintendent of Facilities or a designate, will provide project oversight while representing the interests of the Board and District
- Administrative support for minute taking

- Dedicated resource staff to provide:
 - Information relevant to the mandate of the ARC as requested by the ARC
 - information relevant to the mandate of the ARC to support community questions or requests
- If the Project Leader sees a need for additional expertise or if additional expertise is requested by the ARC, guest ARC Resource Staff may be invited to attend specified meetings

ARC Procedures

The ARC will consult with the community through a minimum of four public meetings. Other means of communication are encouraged and may take the form of e-mails, feedback forms, voice mail, faxes, web-based notification, etc.

During the consultation period, the ARC must ensure that a wide range of school and community groups are consulted to seek input and community feedback on options for accommodating students who would be affected by a change in accommodation. These groups may include the school(s) councils, parents, guardians, students, teachers, the local community and any other interested parties.

Once an ARC has been established, there must be a minimum of 30 calendar days public notice provided prior to the first public meeting. Notices for the remaining three public meetings are to be publicized no later than 7 calendar days in advance of each of the public meetings.

Consultation will take place regarding the customized School Information Profile completed by District staff and revised as necessary by the ARC. The SIP may be further revised based on input received from the consultation.

The ARC will also seek input and feedback from the community about the accommodation options and the development of the ARC's Accommodation Study Report to the Board. Discussions will be based on the SIP and the ARC's TOR.

To prepare for the required minimum four public meetings, the ARC is expected to schedule working meetings and all meetings will be conducted in an open, transparent and professional manner.

At the first working meeting of the ARC, it is expected that a Chair of the ARC be appointed from amongst the group membership. The Chair is responsible for:

- Managing the delivery of the project according to the ARC mandate, the Terms of Reference and the supporting School Information Profile.
- Coordination of the activities of the ARC, requesting support, resources, and information relevant to the ARC's mandate from District staff.
- Ensuring completion of the ARC's Accommodation Study Report to the Board.

Recognizing the value of the ARC's contribution to the District's ability to provide quality educational opportunities for its students, ARC members must be prepared to make a commitment to attend the majority of working meetings and public meetings.

In the event that an ARC member is unable to commit to attending all or the majority of meetings, the Chair of the ARC has the authority to address the attendance issue and recommend a solution.

Voting Structure of the ARC

All sitting members of the ARC, excluding ARC resource support, are voting members of the ARC. For greater certainty, Resource Support including the Project Leader are nonvoting members who have the ability to contribute to the ARC discussion as a means of informing the ARC.

The ARC is encouraged to work on a consensus basis. Where a consensus cannot be reached, a simple majority of those voting members in attendance will rule (50 percent plus 1).

Partnership Opportunities

District staff will inform the Accommodation Review Committee (ARC), at the beginning of the process, about partnership opportunities, or lack thereof, as identified as part of the long-term planning process. These opportunities should take into account possible partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the District.

Reference Criteria

The ARC is to examine the school or group of schools under review from the perspective of the following criteria as the criteria relates to the existing situation – both physical and pedagogical at the school or group of schools to better understand the rationale for the accommodation review.

The ARC is also to examine the school or group of schools under review from the perspective of the following criteria as it considers the impact of accommodation options that would improve the school experience for the students in the school or group of schools under review.

- the presence of low school enrolments (which may limit a student's educational and social opportunity);
- the presence of low program enrolments (which may impact the delivery and provision of a fulsome educational program);
- issues of student accessibility to programs (which may require the creation of a new program, the relocation of an existing program or the revision of an existing attendance area);
- significant changes to Board and/or Ministerial policy related to student program delivery;

- the absence of sufficient instructional space within a school or a group of schools (which may impact a student's access to programming and physical resources e.g., gym/library allocation);
- the presence of a significantly large amount of surplus instructional space within a school or a group of schools (which impacts the District's use of limited financial resources);
- issues related to the physical condition of a school or a group of schools (which may impact the provision of a safe and healthy learning student environment and may unduly impact the equitable distribution of District resources).

Accommodation Options

The ARC may develop alternative accommodation options consistent with the study mandate, list of schools, and Reference Criteria contained in the Terms of Reference and approved by Board.

Approval of the Board is required should the ARC wish to develop alternative accommodation options not consistent with the approved study mandate or desire the inclusion of a school (s) not listed in the approved Terms of Reference.

ARC Resource Staff will provide the necessary data to enable the ARC to examine the options proposed. This is necessary in order to assist the ARC in finalizing the Accommodation Study Report to the Board.

Where the ARC recommends accommodation options that include new capital investment, the ARC Project Leader or Designate will advise the ARC on the availability of funding. Where no capital funding exists, the ARC will propose how students would be accommodated if funding does not become available.

Accommodation Study Report

The Accommodation Study Report which is a mandatory outcome of the ARC's work is to be submitted to the Board by the Chair of the ARC.

The Accommodation Study Report is to contain accommodation recommendation(s) consistent with the study mandate and the reference criteria in the TOR.

In the development of the Accommodation Study Report, the ARC is encouraged to consider the following factors supported by data contained in the SIP and local community knowledge:

1. Value to the Student

- The learning environment at the school;
- Student outcomes at the school;
- Course and program offerings;
- Extracurricular activities and extent of student participation;
- The ability of the school's physical space to support student learning;
- The ability of the school's grounds to support healthy physical activity and

- extra-curricular activities;
- Accessibility of the school for students with disabilities;
- Safety of the school;
- Proximity of the school to students/length of bus ride to school.

2. Value to the School Board

- Student outcomes at the school;
- Course and program offerings;
- Availability of specialized teaching spaces;
- Condition and location of school;
- Value of the school if it is the only school within the community;
- Fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

3. Value to the Community

- Facility for community use;
- Program offerings at the school that serve both students and community members (e.g., adult ESL);
- School grounds as green space and/or available for recreational use;
- School as a partner in other government initiatives in the community;
- Value of the school if it is the only school within the community.

4. Value to the Local Economy

- School as a local employer;
- Availability of cooperative education;
- Availability of training opportunities or partnerships with business;
- Attracts or retains families in the community;
- Value of the school if it is the only school within the community.

Meetings

The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four public meetings. The materials prepared will be relevant to the study mandate and the reference criteria of this TOR. The materials prepared will support the ARC's development of its Accommodation Study Report.

The ARC Project Leader and ARC Resource staff will work with the ARC to prepare all working meeting and Public Meeting agenda and materials. Meeting agenda and materials are to be available by e-mail to the ARC members in advance of scheduled meetings and will be posted on the District's website.

Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place and decisions that are made at working meetings and at Public Meetings. ARC meeting minutes will be posted to the District's website.

Requests for information relevant to the ARC's study mandate and terms of reference will be provided by ARC Resource staff in a timely manner. The ARC will approve any requests for information received from an external party. The ARC acknowledges that it may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, ARC Resource staff will provide an estimated availability time.

All information provided to the ARC is to be posted on the District's website and made available in hard copy if requested.

The purpose of the minimum four ARC Public Meetings is to consult about:

- The School Information Profile
- Accommodation Options developed or supported by the ARC that address the needs of the students in the schools under review
- The development of the ARC's Accommodation Study Report to the Board
- The Accommodation Study Report will contain the ARC's accommodation recommendations consistent with the study mandate and reference criteria outlined in the TOR.

School Information Profile (SIP)

District staff is required to develop a School Information Profile and complete the SIP for each school under review. The SIP is intended to ensure that the ARC and the community are well-informed about the schools under review. The data contained within the SIP is intended to support a consideration of the schools based on their value to the students, the Board, the community and the local economy. Each school’s value to the student takes priority over other considerations about the school.

The ARC will discuss and consult about the SIP prepared by District staff for the schools under review and modify the profiles where appropriate. ARCs are encouraged to introduce other factors that could be used to reflect the local circumstances and priorities which may help to further educate the community about the schools.

This discussion is intended to familiarize the ARC members and the community with the schools in light of the objectives and reference criteria set out in the TOR. The final SIP and the TOR will provide the foundation for discussion and analysis of accommodation options.

School Name:	
School Address:	
Program Offering	
Regular Track	
French Immersion	
Specialized (please provide type)	
Other (please specify)	

School Information	
Year Constructed	
Size of permanent structure in m2	
Site Size in hectares	
School Planning Capacity	
# of Portables on site used for instructional purposes	
Maximum # of Portables on Site	
Student drop-off and pick-up area on site (Y/N)	
Bus-loop (Y/N)	
Number of Classrooms	
List Specialized Spaces (i.e., Gym, Science Room, etc.)	

School Information	
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Accessibility (provide information indicating areas of accessibility, i.e., ramps, washrooms for the disabled, etc.)	
List available outdoor play areas (i.e., soccer field, track, playground)	
Partnerships with Community Groups	
List Groups using the school or grounds	
List Community Tenants (i.e., Child Care Centre)	
# of students bussed	
# of students that walk	
# of out of boundary students	
List of course offerings available in addition to the Core Curriculum requirements	
What programs if any, does the school have to support student success	
Student achievement data: Provision of current EQAO reports and other measures (if applicable)	
What pathways does the school offer (i.e., independent living, work, apprenticeship, college, university)?	
What specialist high-skills majors does the school offer?	
List of extra-curricular activities available	
List of before and/or after school programs (i.e., Breakfast Club)	

Financial Analysis of School	Cost
Current per pupil cost to operate the school (administration, operating and maintenance)	
5-year projected per pupil cost to operate the school (administration, operating and maintenance)	
Current transportation cost	
Replacement Value of the School Building	
Current Facility Renewal Cost	
Current Facility Condition Index (FCI)	
Facility Renewal Cost over the next 5 years	
Projected Facility Condition Index (FCI) at end of 5-year period	

5-Year Historic Enrolment by Program and summed to the school level

Program	Insert Year 1	Insert Year 2	Insert Year 3	Insert Year 4	Insert Year 5
Total Enrolment:					
Utilization:					

Actual enrolment for current year and projected enrolment (5 years) by program and summed to the school level

Program	Current Year	Insert Year 1	Insert Year 2	Insert Year 3	Insert Year 4	Insert Year 5
Total Enrolment						
Utilization:						

Superior-Greenstone District School Board
School Accommodation Study - Terms of Reference

Scope of this School Accommodation Study

The Accommodation Study will include the following school:

Caramat Public School

Accommodation Review Mandate

General Mandate:

An Accommodation Review Committee will endeavour to develop recommendations to the Board which support the goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure, and accessible learning environments. In doing so, the ARC should have regard for alternatives which, where possible, provide long-term accommodation stability to students and the larger community, make effective use of District facilities, and improve student access to viable programming and appropriate instructional resources.

Study Mandate:

1. Program Viability
2. Utilization of Rates
3. Operating costs

Accommodation Review Committee Membership and Support

The ARC is to include membership drawn from the study area community. It is recommended that the committee include parents/guardians, educators, District officials and community members. Wherever possible representation is to include:

- two representatives for each school in the study area
- up to three additional members of the community
- representation on the ARC should provide equitable support for each school community

In the event that an issue regarding equitable representation on the ARC is raised, the Chair of the ARC has the authority to address the issue and recommend a solution. District staff will provide resource support to the ARC:

- Project Leader, the Superintendent of Facilities or a designate, will provide project oversight while representing the interests of the Board and District
- Administrative support for minute taking
- Dedicated resource staff to provide:

- Information relevant to the mandate of the ARC as requested by the ARC
- information relevant to the mandate of the ARC to support community questions or requests
- If the Project Leader sees a need for additional expertise or if additional expertise is requested by the ARC, guest ARC Resource Staff may be invited to attend specified meetings

ARC Procedures

The ARC will consult with the community through a minimum of four public meetings. Other means of communication are encouraged and may take the form of e-mails, feedback forms, voice mail, faxes, web-based notification, etc.

During the consultation period, the ARC must ensure that a wide range of school and community groups are consulted to seek input and community feedback on options for accommodating students who would be affected by a change in accommodation. These groups may include the school(s) councils, parents, guardians, students, teachers, the local community and any other interested parties.

Once an ARC has been established, there must be a minimum of 30 calendar days public notice provided prior to the first public meeting. Notices for the remaining three public meetings are to be publicized no later than 7 calendar days in advance of each of the public meetings.

Consultation will take place regarding the customized School Information Profile completed by District staff and revised as necessary by the ARC. The SIP may be further revised based on input received from the consultation.

The ARC will also seek input and feedback from the community about the accommodation options and the development of the ARC's Accommodation Study Report to the Board. Discussions will be based on the SIP and the ARC's TOR.

To prepare for the required minimum four public meetings, the ARC is expected to schedule working meetings and all meetings will be conducted in an open, transparent and professional manner.

At the first working meeting of the ARC, it is expected that a Chair of the ARC be appointed from amongst the group membership. The Chair is responsible for:

- Managing the delivery of the project according to the ARC mandate, the Terms of Reference and the supporting School Information Profile.
- Coordination of the activities of the ARC, requesting support, resources, and information relevant to the ARC's mandate from District staff.
- Ensuring completion of the ARC's Accommodation Study Report to the Board.

Recognizing the value of the ARC's contribution to the District's ability to provide quality educational opportunities for its students, ARC members must be prepared to make a commitment to attend the majority of working meetings and public meetings.

In the event that an ARC member is unable to commit to attending all or the majority of meetings, the Chair of the ARC has the authority to address the attendance issue and recommend a solution.

Voting Structure of the ARC

All sitting members of the ARC, excluding ARC resource support, are voting members of the ARC. For greater certainty, Resource Support including the Project Leader are nonvoting members who have the ability to contribute to the ARC discussion as a means of informing the ARC.

The ARC is encouraged to work on a consensus basis. Where a consensus cannot be reached, a simple majority of those voting members in attendance will rule (50 percent plus 1).

Partnership Opportunities

District staff will inform the Accommodation Review Committee (ARC), at the beginning of the process, about partnership opportunities, or lack thereof, as identified as part of the long-term planning process. These opportunities should take into account possible partnerships with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the District.

Reference Criteria

The ARC is to examine the school or group of schools under review from the perspective of the following criteria as the criteria relates to the existing situation – both physical and pedagogical at the school or group of schools to better understand the rationale for the accommodation review.

The ARC is also to examine the school or group of schools under review from the perspective of the following criteria as it considers the impact of accommodation options that would improve the school experience for the students in the school or group of schools under review.

- the presence of low school enrolments (which may limit a student's educational and social opportunity);
- the presence of low program enrolments (which may impact the delivery and provision of a fulsome educational program);
- issues of student accessibility to programs (which may require the creation of a new program, the relocation of an existing program or the revision of an existing attendance area);
- significant changes to Board and/or Ministerial policy related to student program delivery;
- the absence of sufficient instructional space within a school or a group of schools (which may impact a student's access to programming and physical resources e.g., gym/library allocation);
- the presence of a significantly large amount of surplus instructional space within a school or a group of schools (which impacts the District's use of limited financial resources);

- issues related to the physical condition of a school or a group of schools (which may impact the provision of a safe and healthy learning student environment and may unduly impact the equitable distribution of District resources).

Accommodation Options

The ARC may develop alternative accommodation options consistent with the study mandate, list of schools, and Reference Criteria contained in the Terms of Reference and approved by Board.

Approval of the Board is required should the ARC wish to develop alternative accommodation options not consistent with the approved study mandate or desire the inclusion of a school (s) not listed in the approved Terms of Reference.

ARC Resource Staff will provide the necessary data to enable the ARC to examine the options proposed. This is necessary in order to assist the ARC in finalizing the Accommodation Study Report to the Board.

Where the ARC recommends accommodation options that include new capital investment, the ARC Project Leader or Designate will advise the ARC on the availability of funding. Where no capital funding exists, the ARC will propose how students would be accommodated if funding does not become available.

Accommodation Study Report

The Accommodation Study Report which is a mandatory outcome of the ARC's work is to be submitted to the Board by the Chair of the ARC.

The Accommodation Study Report is to contain accommodation recommendation(s) consistent with the study mandate and the reference criteria in the TOR.

In the development of the Accommodation Study Report, the ARC is encouraged to consider the following factors supported by data contained in the SIP and local community knowledge:

1. Value to the Student

- The learning environment at the school;
- Student outcomes at the school;
- Course and program offerings;
- Extracurricular activities and extent of student participation;
- The ability of the school's physical space to support student learning;
- The ability of the school's grounds to support healthy physical activity and extra-curricular activities;
- Accessibility of the school for students with disabilities;
- Safety of the school;
- Proximity of the school to students/length of bus ride to school.

2. Value to the School Board

- Student outcomes at the school;
- Course and program offerings;
- Availability of specialized teaching spaces;
- Condition and location of school;
- Value of the school if it is the only school within the community;
- Fiscal and operational factors (e.g., enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

3. Value to the Community

- Facility for community use;
- Program offerings at the school that serve both students and community members (e.g., adult ESL);
- School grounds as green space and/or available for recreational use;
- School as a partner in other government initiatives in the community;
- Value of the school if it is the only school within the community.

4. Value to the Local Economy

- School as a local employer;
- Availability of cooperative education;
- Availability of training opportunities or partnerships with business;
- Attracts or retains families in the community;
- Value of the school if it is the only school within the community.

Meetings

The goal of the working meetings is to ensure that information is prepared for presentation at each of the minimum four public meetings. The materials prepared will be relevant to the study mandate and the reference criteria of this TOR. The materials prepared will support the ARC's development of its Accommodation Study Report.

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School Name:	Caramat Public School (CAPS)
School Address:	1551 Birch Crescent, Caramat, ON P0T 1J0
Program Offering	JK – Grade 8 program English Stream
Regular Track	
French Immersion	N/A
Specialized (please provide type)	
Other (please specify)	Number of students: No students in attendance since February 2011. Superior-Greenstone District School Board assumed responsibility of Caramat Public School September 1, 2009.

School Information	
Year Constructed	1962 – 199 sq m, 1982 – 86 sq m, 1983 – 210 sq m.
Size of permanent structure in m2	495 sq. M.
Site Size in hectares	0.817 ha
School Planning Capacity	92
# of Portables on site used for instructional purposes	No portables are in place on School property.
Maximum # of Portables on Site	NIL
Student drop-off and pick-up area on site (Y/N)	Y
Bus-loop (Y/N)	N
Number of Classrooms	Three classrooms.
List Specialized Spaces (i.e., Gym, Science Room, etc.)	No physical education facility (Gym), no science lab. Board Office was housed in this site (NSRA – Northern School Resource Alliance), no designated lunch room, Staffroom, Principal's office (two office spaces), Secretary's space was in the Board office space, no staff washrooms only washrooms for students. Outside buildings – shed which housed lawn equipment and other chemicals not kept in the school.

School Information	
Accessibility (provide information indicating areas of accessibility, i.e., ramps, washrooms for the disabled, etc.)	No ramps, updated accessibility has occurred in school, i.e., no lifts, no push handles, no automated door openers, no handicap washrooms etc.
List available outdoor play areas (i.e., soccer field, track, playground)	Very old playground equipment that does not meet the new provincial safety guidelines for playground equipment. There is a large playground area, which would include a baseball field, basketball hoops. No playground equipment on site other than board swing frames with no seats.
Partnerships with Community Groups	Partnerships with community groups was not needed as the community uses the community hall which is located across the street. The Health unit would come into the school for their dental screening and immunization visits.
List Groups using the school or grounds	N/A
List Community Tenants (i.e., Child Care Centre)	No child care/day care/best start etc.
# of students bussed	All students walked or were dropped off by parents/guardians (since 2009), prior to this some students were bused.
# of students that walk	In 2009 there were (3 students, plus one that joined later making 4) after this year there were consistent number of 3 students. In 2009 the students were in grades: Students a & b – grade 5 Student c – grade 7 Student d – grade 8
# of out of boundary students	n/a
List of course offerings available in addition to the Core	Programming offered: Class consisted of all students where the teacher taught multiple grades. The French teacher was also the Educational Assistant.
Curriculum requirements	
What programs if any, does the school have to support student success	
Student achievement data: Provision of current EQAO reports and other measures (if applicable)	EQAO data has been suppressed due to small numbers of participants.
What pathways does the school offer (i.e., independent living, work, apprenticeship, college, university)?	n/a
What specialist high-skills majors does the school offer?	n/a
List of extra-curricular activities available	No extra-curricular activities took place during this time
List of before and/or after school programs (i.e., Breakfast Club)	Red Cross snack program took place in the school.

Financial Analysis of School	Cost
Current per pupil cost to operate the school (administration, operating and maintenance)	There are no students attending the school. Current cost to operate is budgeted at \$4,390 for 2012/13.
5-year projected per pupil cost to operate the school (administration, operating and maintenance)	
Current transportation cost	NIL
Replacement Value of the School Building	\$1,800,000
Current Facility Renewal Cost	NIL
Current Facility Condition Index (FCI)	Not assessed - vacant
Facility Renewal Cost over the next 5 years	Not assessed - vacant
Projected Facility Condition Index (FCI) at end of 5-year period	Not assessed - vacant

5-Year Historic Enrolment by Program and summed to the school level

Program	2011/2012	2010/2011	2009/2010	2008/2009	2007/2008
Regular	0	1.50	4.50	8.50	5.25
Total Enrolment:	0	1.50	4.50	8.50	5.25
Utilization:	0 %	1.63%	4.89%	9.24%	5.71%

Actual enrolment for current year and projected enrolment (5 years) by program and summed to the school level

Program	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Regular	0	0	0	0	0	0
Total Enrolment	0	0	0	0	0	0
Utilization:	0 %	0 %	0 %	0 %	0 %	0 %

Demographics

- Many retired families.
- Population of community.
- Number of High School students.
- One student goes to Eagle Nest, one goes to B.A. Parker (didn't like it at MMPS), Eagle Nest student attends there as mom lives in the community.
- No industry in Caramat – logging/forestry industry no longer exists.
- Employment within the community is very limited; hence many go outside of the community for employment.