

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Monday, February 28, 2011 @ 6:30 p.m.

A G E N D A

<u>Members</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brown, Cindy						Santerre, Angel					
Keenan, Darlene						Simonaitis, Fred					
Mannisto, Mark						Bette Bartlett(Ex-Officio)					
<u>Resource Members</u>											
								OS	TC	VC	A
Terry Ellwood: <i>Acting Director of Education</i>											
David Tamblyn: <i>Superintendent of Education</i>											
Cathy Tsubouchi: <i>Manager of Accounting Services</i>											
Anne Lockwood: <i>Vice-Principal (NRHS)</i>											
RM. Joannette: <i>Recorder</i>											
Patti Pella: <i>Director of Education</i>											

Legend: Policy = P

Management Guideline = MG

Procedural Guideline = PG

Note: Acting Director of Education called for nomination for the chair for the Board Policy Review Committee as this is the first BPRC meeting since the inaugural board meeting. Trustee Cindy Brown was acclaimed as Chairperson for the period of February 28, 2011 through to November 30, 2014.

1.0 Review and Approval of Minutes: September 27, 2010

[Attached](#)

Trustee Brown requested a correction to numbering used as Item 3.0 is a repeated number.

Trustee Brown inquired about Policy 308 Non-Trustee Board Committee Member Expenditures and its status. RM Joannette explained that this had become a mute point because at the board meeting on September 20, 2010, a motion of adopted by the board that articulates under Policy 307 Travel Meals and Hospitality that board committees members expenses shall be paid out per policy. This follows the new legislation under Bill 177 Policy and Governance that addresses the subject of payment for committee members involved with NEAC, SEAC, PIC and School Council.

Mover: M. Mannisto Second: D. Keenan

That, the Board Policy Review Committee minutes of September 27, 2010 be approved.

2.0 Business Arising from Minutes

There was no business arising from the minutes

3.0 Reviews: New/Existing (P's / MG's and / or PG's)

3.1 Board Policy Review Committee Work Plan (February to May 2011)

This work plan was review in detail (see Minutes Item 7.0)

3.2 P 201 Procedural Bylaws (index only)

RM. Joannette explained that on October 18, 2010, a new set of Board Bylaws was approved for use by the Board. The former Bylaws index remains posted on the website and this must be updated. Feedback is not required. The index will be pinned to the website upon formal board approval on March 21, 2010.

3.3 P 905 Pupil Accommodation

[\(Attached\)](#)

Superintendent of Education D. Tamblyn explained that changes in legislation have made it necessary to overhaul the Terms of Reference and the School Information Profile sections within this policy. An extensive revision has been applied.

The policy will be posted for until April 18, 2011 in order to garner public feedback that can be incorporated into April BRPC meeting information with a goal toward full board being given on May 24, 2011.

4.0 **Stakeholder Feedback**

There was no stakeholder feedback to report for following items posted from September 28 through November 15, 2010

- P-526 Managing Information for Student Achievement (MISA)
- MG-526 Managing Information for Student Achievement (MISA)
- P-531 Fire Alarms and Drills
- MG-531 Fire Alarms and Drills
- P-704 Recruitment Selection and Hiring
- MG-704 Recruitment Selection and Hiring

5.0 **Items Recommended for Stakeholder Review (Post March 1 to April 18, 2011)**

Policy 905 Pupil Accommodation will be posted for public feedback.

6.0 **Items Recommended for Board Approval – March 21, 2011**

P-201 Procedural By Laws (Index Only)

[Attached](#)

P-526 Managing Information for Student Achievement (MISA)

[Attached](#)

MG-526 Managing Information for Student Achievement (MISA)

[Attached](#)

P-531 Fire Alarms and Drills

[Attached](#)

MG-531 Fire Alarms and Drills

[Attached](#)

P-704 Recruitment Selection and Hiring

[Attached](#)

MG-704 Recruitment Selection and Hiring

[Attached](#)

7.0 **Future Meetings and Agenda Items**

7.1 March 28, 2011

New Policy # (TBD) Growing Success

New Policy # (TBD) Audit Committee

P-203 Senior Administration

P-204 Trustee Associations

P-205 Cooperation with Other Boards

P-207 Lines of Communication Regarding Complaints

P-209 Agendas

P-211 Electronic Attendance

P-213 Trustee Code of Ethics

P-214 META

MG-214 META

P-303 Purchasing
P-307 Travel Meals and Hospitality

7.2 April 26, 2011

P-305 Internal Audits
MG-305 Internal Audits
P-402 Unauthorized Vehicles on Board Property
P-406 Smoking
P-407 Borrowing of Equipment
P-501 Visitors in Schools
P 502 Ontario Student Records
P 503 Interviewing Students
P 505 Field Trips and Excursions
P 511 Student Questionnaires
P 512 Student Exchanges
MG 522 Scholarships and Trust Funds

7.3 May 24, 2011

P 509 Fundraising
P 523 Work Education Program Approval
P 527 Voluntary Aboriginal Student Self-Identification
P 602 Acceptable Use of Computers/Internet/Intranet
MG 602 Acceptable Use of Computers/Internet/Intranet
P 607 Electronic Communication Systems
MG 607 Electronic Communication Systems
P 608 Computer Network Security
MG 608 Computer Network Security

7.4 September 26, 2011

P 514 Purchase of Materials by Students
P 519 School Dismissal
P 601 Unused Textbooks
P 603 New Course Approvals
P 605 Special Education
P 701 Employee Absence
P 702 Recognitions of Employees Who Retire

7.5 October 26, 2011

P 703 Non-Instructional Employee Training
P 707 Employee Code of Conduct
P 709 Emergency Service Volunteers
P 711 Release of Employee Information
P 712 Recognition of Long Term Service
MG 712 Recognition of Long Term Service
P 712 Legal Representation

7.6 November 28, 2011

P 101 Vision Statement
P 102 Mission Statement
P 103 Goals Statement
P 106 Board Motto

8.0 **Adjournment**

Mover: Trustee Santerre

Second: Trustee Keenan

*That, the Board Policy Review Committee Meeting of February 28, 2011 be adjourned
At 6:43 p.m.*

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee
Videoconference Meeting – Marathon, ON

Monday, September 27, 2010 @ 6:30 p.m.

MINUTES

<u>Members</u>	Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)										
	OS	TC	VC	A	R		OS	TC	VC	A	R
Brown, Cindy	X					Mannisto, Mark		X			
Fisher, Cindy				X		Simmons, Tina				X	
Keenan, Darlene		X				Sparrow, Julie (Ex-Officio)					X
<u>Resource Members</u>											
							OS	TC	VC	A	R
Patti Pella: <i>Director of Education</i>							X				
David Tamblyn: <i>Superintendent of Education</i>											X
Cathy Tsubouchi: <i>Manager of Accounting Services</i>											X
Barbara Willcocks: <i>Student Success Leader</i>											X
Anne Lockwood: <i>Vice-Principal (NRHS)</i>								X			
RM. Joannette: <i>Recorder</i>											X

Legend: Policy = P

Management Guideline = MG

Procedural Guideline = PG

1.0 Review and Approval of Minutes: May 31, 2010

Attached

Moved by: M. Mannisto

Seconded by: D. Keenan

That, the Board Policy Review Committee minutes of May 31 26, 2010 be approved.

2.0 Business Arising from Minutes

3.0 Reviews: New/Existing (P's / MG's and / or PG's)

P-308 Non-Trustee Board Committee Member Expenditures (New)

Attached – P. Pella

P. Pella reported this policy was developed to address concern raised by the Native Education Advisory Committee over expenses incurred for attendance at these board initiated meetings. Trustee D. Keenan noted that caution be exercised in the process of developing and adopting such a policy as she believes concerns have been raised about policies of this nature being precedent setting.

Action: Do not post for stakeholder review at this time. P. Pella will make further enquires on this matter and the issue will be relisted for the next Board Policy Review Committee meeting in October.

P-526 Managing Information for Student Achievement (MISA)

Attached – P. Pella

P. Pella reported no changes have been made to this item

Action: Post to website for stakeholder review

MG-526 Managing Information for Student Achievement (MISA)

Attached – P. Pella

P. Pella reported no changes have been made to this item

Action: Post to website for stakeholder review

P-531 Fire Alarms and Drills

Attached – P. Pella

P. Pella reported no changes have been made to this item

Action: Post to website for stakeholder review

MG-531 Fire Alarms and Drills

Attached – P. Pella

P. Pella reported no changes have been made to this item

Action: Post to website for stakeholder review

P-704 Recruitment Selection and Hiring

Attached – P. Pella

P. Pella reported no changes have been made to this item

Action: Post to website for stakeholder review

4.0 Stakeholder Feedback

4.1 Items Posted (April 26 to June 25/10) – No Feedback Submitted

P-202 Control and Release of Information

Action: Forward for board approval on October 18/10

P-506 Drug Education

Action: Forward for board approval on October 18/10

4.2 Items Posted (June 1 to August 2/10) – No Feedback Submitted

PG- Religious Accommodation

Action: Forward for board approval on October 18/10

5.0 Items Recommended for Stakeholder Review (Post September 28 to November 15/10)

P-526 Managing Information for Student Achievement (MISA)

Attached – P. Pella

MG-526 Managing Information for Student Achievement (MISA)

Attached – P. Pella

P-531 Fire Alarms and Drills

Attached – P. Pella

MG-531 Fire Alarms and Drills

Attached – P. Pella

P-704 Recruitment Selection and Hiring

Attached – P. Pella

6.0 Items Recommended for Board Approval – October 18/10

- P-202 Control and Release of Information
- P 506 Drug Education
- Procedural Guideline: Religious Accommodation

7.0 Future Meetings and Agenda Items

7.1 October 25, 2010 – Review Existing and or New Policies

Review of Work Plan for 2010-2011 School Year

P-308 Non-Trustee Board Committee Member Expenditures (New)

Bill 168

8.0 Adjournment

Moved by: D. Keenan

Seconded by: M. Mannisto

That, the Board Policy Review Committee Meeting of September 27, 2010 be adjourned at 7:02 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BOARD AND ADMINISTRATION

Policy Name PROCEDURAL BY LAWS

201

Board Approved: _____
March 21, 2006
March 12, 1999

Reviewed: _____
January 27, 2006

Review By: December 2016

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SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section	SCHOOLS & STUDENTS	
Policy Name	MANAGING INFORMATION FOR STUDENT ACHIEVEMENT (MISA) <i>Management Guideline Applies</i>	526
<hr/>		
Board Approved:	<u>December 6, 2005</u>	Reviewed: September 27, 2011 Review Before: December 2015

POLICY

Superior-Greenstone District School Board shall make every effort to enhance the capacity of teachers, Principals and board staff to work with data in support of student achievement and in making evidence-based decisions supported by research data.

Superior-Greenstone District School Board recognizes that information collected must be handled in accordance with The Municipal Freedom of Information and Protection of Privacy Act and other relevant legislation and regulations.

PROCEDURES

1.0 All personal information in the custody of the Superior-Greenstone District School Board shall be treated as confidential, and:

- Will not be disclosed to anyone other than the person to whom the information relates and
- Will be shared with parents/guardians of students who are under the age of 18
- Will only be released to individuals or agencies that have permission of the Principal or as their authority to receive the requested information.

1.1 All data reports that are shared with the public will not include reference to individual students that may, at any time, lead to the identification of those students.

2.0 All data must be collected for the purposes of assessing student performance and for setting avenues/actions for school improvement planning.

3.0 Under the direction of the Principal, teachers must ensure that data is stored to protect the rights of students and others to whom the data relates. Principals are responsible for ensuring that appropriate information is stored in the Ontario Student Record (OSR) in accordance with the Ministry of Education applicable guidelines.

4.0 All tests conducted under the auspices of the Education Quality and Accountability Office (EQAO) will be shared in accordance with EQAO practices for the protection of privacy and sharing of test results.

5.0 The following Superior-Greenstone District School Board Policies must also be adhered to in relation to data collection and the release of confidential information:

Policy 502	Ontario Student Records
Policy 511	Student Questionnaires

Policy 607	Electronic Communications Systems
Policy 904	Protection of Privacy

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS & STUDENTS	
<i>Management Guideline</i>	MANAGING INFORMATION FOR STUDENT ACHIEVEMENT (MISA)	
<i>Applicable Policy</i>	MANAGING INFORMATION FOR STUDENT ACHIEVEMENT (MISA)	526
<hr/>		
<i>Board Approved:</i>	<i>December 6, 2005</i>	<i>Reviewed: September 27, 2010</i>
		<i>Review Before: December 2015</i>

RATIONALE

The goal of the Superior-Greenstone District School Board is to improve student achievement. It is imperative that decisions pertaining to the implementation of strategies to improve student achievement be based on sound evidence.

Evidence of student achievement must be collected, analyzed, and shared with appropriate staff to continue to refine practices and procedures in schools.

1.0 Expectations

Senior management personnel and Principals, as leaders, are responsible for promoting data driven inquiry and subsequent action for enhancing student achievement amongst all teachers, staff, students, parents/guardians, and community members. In leading in an inclusive manner, Principals work in a culture that promotes sustained improvement and that builds capacity for student improvement.

2. Security and Access to Information

The Director, Superintendent of Education and Assistant to the Superintendent of Education will have computer access to examine all records of data that pertain to student achievement. This includes, but is not limited to scores such as those derived from EQAO testing, implementation of the Developmental Reading Assessment (DRA) and other surveys and evaluation results. Principals must provide such data to members of the Senior Administrative team upon request. Members of the senior administration will have computer access to individual student, school and system based data.

Principals and Vice Principals will have access to data that pertains solely to those students in their schools. However, Principals and Vice Principals that have system level responsibilities that require school based data from schools other than their own, may, with the permission of the Superintendent of Education, be granted access to such data.

Teachers will have access to data that pertains solely to those students in their classes. Teachers with Program Leader responsibilities may view achievement data pertaining to students in their programs/departments. However, teachers that have system level

responsibilities, may, with the permission of the Principal and Superintendent of Education, be granted access to data that will assist them in their system level roles.

Educational Assistants will not be permitted to access individual data, unless under the direction of the Principal and in accordance with legislation and regulations.

Secretaries will have access to database programs to allow for the input and preparation of reports at the direction of the Principal.

3. Communication:

Every reasonable effort will be made to communicate individual results to parents and to students with recommendations to students for improvement. All administrators, teachers, and staff will only be permitted to discuss the academic performance of students 18 years of age and older when the student grants permission to do so in writing.

Reports that reflect student performance that are to be used by persons other than the individual student and/or his/her parent/guardian must not include reference to the names of those students nor provide information that may lead to the identification of individual students. Achievement results will be reported to appropriate agencies under the guidelines for appropriate use of the Ontario Education Number (OEN) for students and/or the Ministry of Education Number (MEN) for teachers. Schools may not at any time, release OEN's and MEN's to unauthorized persons. Information about students, including academic performance is confidential and is not available to persons without appropriate authorization.

4. Collection of Data

It is imperative that data be collected using appropriate testing and evaluation methods that assess school needs, allow for the monitoring of progress, and provide an avenue to assess success. All staff must ensure that data is collected in a consistent and fair manner. Should any information be collected that indicates concerns regarding student safety, those concerns must be reported as per the requirements of legislation.

Data on student performance will be collected solely for the following purposes (as supported by EQAO):

- 1.1.1 To determine areas of strength and areas for growth in teaching practices
- 1.1.2 To provide students with clear and timely information on their progress
- 1.1.3 To reinforce student success and identify areas where attention is needed
- 1.1.4 To demonstrate to students that the knowledge and skills required of them are consistent across the province
- 1.1.5 To strengthen students' involvement in continuous learning and improvement
- 1.1.6 To provide information and direction which give students insight to plan for their future
- 1.1.7 To create opportunities for timely intervention to support student achievement

- 1.1.8 To clarify expectations for students' academic performance at key ages and stages through which parents can evaluate their children's progress
- 1.1.9 To increase parental awareness of content taught and standards expected in our schools
- 1.1.10 To give parents information that they can use when talking to teachers about their children's progress
- 1.1.11 To provide common language and examples of student achievement to ensure straightforward reporting
- 1.1.12 To recognize the importance of the teacher's daily observations and records in both good teaching and good classroom assessment
- 1.1.13 To help teachers to ascertain students' knowledge and skills, so they may intervene appropriately to foster improvement
- 1.1.14 To increase awareness of strong assessment practices which can serve as examples for daily classroom evaluation and help teachers improve their assessment skills

5. Analysis and Interpretation of Data:

In following defined procedures during the analysis of data staff will ensure that results accurately reflect the performance of students. Data should be analyzed and interpreted to identify both strengths and needs. Teachers should be directly involved in analyzing and reviewing test results that pertain to their students.

School improvement plans should clearly reflect the analysis and interpretation of scores such as those obtained during EQAO testing. It is imperative that student and school data be included in school improvement planning in order to ensure that a meaningful plan is developed. Staff and parents/guardians may receive appropriate guidance/training in implemented the best methods for analyzing and interpreting data.

6. Storage of Data:

All information must be kept so that only those persons entitled to access the data may do so. It is the responsibility of the principal to ensure that all information pertaining to student demographics and performance be kept in a secure fashion.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name FIRE ALARMS AND FIRE DRILLS 531
Management Guideline Applies

Board Approved: *Reviewed:* *Review Prior To:* December 2015
December 4, 2007 September 27, 2010

POLICY

To ensure the schools under the direction of Superior-Greenstone District School Board are in compliance with its obligations for conducting and recording fire drills under the *Ontario Fire Code* and the *Education Act*.

PROCEDURE

1. A Fire Safety Plan shall be included as part of the School's Emergency Procedures Plan and in accordance with Ontario Regulation 388/97, Fire Code will contain:
 - (a) the emergency procedures to be used in case of fire including sounding the fire alarm, notifying the fire department, provisions for access for fire fighting, instructing occupants on procedures to be followed when the fire alarm sounds, evacuating endangered occupants and confining, controlling and extinguishing the fire,
 - (b) the appointment and organization of designated supervisory staff to carry out fire safety duties,
 - (c) the instruction of supervisory staff and other occupants so that they are aware of their responsibilities for fire safety,
 - (d) the holding of fire drills including the emergency procedures appropriate to the building,
 - (e) the control of fire hazards in the building,
 - (f) the provision of alternative measures for the safety of occupants during any shutdown of fire protection equipment and systems or part thereof, and
 - (g) instructions, including schematic diagrams, describing the type, location and operation of building fire emergency systems,
 - (h) a master copy of the Fire Safety Plan shall be kept in the Main Office of the school.
2. The total number of evacuation fire drills shall be held three times in each of the fall and spring school terms.
3. The principal or designate shall keep a record to indicate that the Fire Safety Plan has been shared with staff; advise the Superintendent of Education that the review has taken place and ensure that this information has been shared by September 31 each year.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	SCHOOLS AND STUDENTS
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<i>Management Guideline</i>	FIRE ALARMS AND FIRE DRILLS
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<i>Applicable Policy</i>	FIRE ALARMS AND FIRE DRILLS	531
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<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review Before:</i>
December 4, 2007	September 27, 2010	December 2015

Rationale:

As a Board one of our primary commitments is to ensure the safety of our students. This is even more imperative when an emergency occurs such as fire. During these situations, school staff may become confused or forget details. It is for this reason that this document has been prepared to be used in conjunction with the School Fire Safety Plan Template, which is part of the School Emergency Procedures Plan. A master copy of the Fire Safety Plan shall be kept in the Main Office of the school.

The principal or designate shall keep a record to indicate that the Fire Safety Plan has been shared with staff; advise the Superintendent of Education that the review has taken place and ensure that this information has been shared by September 31 each year.

1.0 When the Alarm Sounds

- 1.1 Everyone evacuates immediately in a quiet and orderly fashion.
- 1.2 Each class will proceed, single file.
- 1.3 The Teacher's Attendance Record must accompany the teacher.
- 1.4 The classroom lights, windows and doors must all be shut during the evacuation procedure.
- 1.5 Once outside, the class is to remain away from the building as a group, and the teacher is to take attendance.
- 1.6 The Principal, or designate, will signal the return to classrooms.

2.0 Duties and Responsibilities

- 2.1 Staff
 - 2.1.1 Teachers will instruct students in advance of the proper action to be taken upon hearing the fire alarm.
 - 2.1.2 Each room must have a fire exit sign prominently displayed clearly indicating the evacuation route and an alternative route.
 - 2.1.3 The principal, or designate, will take the "Safe Arrival" binder.

- 2.1.4 Attendance is to be taken outside. The individual in charge of the classroom at the time the alarm sounds is responsible for the safe, orderly evacuation of the students.

2.2 Students

- 2.2.1 Shoes or slippers must be worn at all times when in school.
- 2.2.2 Students will walk quickly, silently and in single file using the designated evacuation route.
- 2.2.3 Students will line up in single file in a pre-designated location clear of the school.

3.0 General Routines

- 3.1 A student discovering a fire shall immediately report to the nearest staff member.
- 3.2 A staff member discovering a fire, or being notified of a fire by a student, shall activate the nearest fire alarm pull station.
- 3.3 Clear access to all sides of the building will be maintained at all times for firefighting equipment.
- 3.4 Evacuation drills shall be held three times between September 1 and December 31, and three times between January 1 and June 30. (Education Act, Regulation 262, section 6.2)
- 3.5 The principal or designate will coordinate the care of students once evacuated from the school.
- 3.6 The principal or designate is responsible for instructing designated staff in fire safety routines, and to see that no hazardous materials or conditions exist in the school.
- 3.7 The custodial staff shall test the fire alarm and any emergency lighting once per month, and carry out maintenance on fire extinguishers annually.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section PERSONNEL

Policy Name RECRUITMENT, SELECTION & HIRING 704
Management Guideline Applies

Board Approved: _____ *Reviewed:* September 27, 2010
March 12, 1999 February 20, 2007 *Review Prior To:* December 2015

POLICY

It is the policy of the Superior-Greenstone District School Board to follow fair and equitable recruitment, selection and hiring practices.

PROCEDURES

1.0 Employment Equity

The procedures and practices relating to recruitment, selection and hiring shall reflect the Board's commitment to Employment Equity.

2.0 Openness

Full and open communication of the Board's recruitment, selection and hiring procedures for all employees and applicants is to be followed.

3.0 Applicant Pool

The Board shall endeavour to take full advantage of a broad spectrum of human resources by attempting to attract and give equal consideration to, qualified applicants from all sources.

4.0 Guidelines

The Board shall establish and use clear guidelines for those involved in the selection process that will strive to eliminate systemic discrimination.

5.0 Best Candidate

The Board's goal in recruitment shall be to select the candidate whose skills most closely match the requirements of the job.

6.0 Regulation

The Board shall make every effort to meet all legal and legislative requirements involved in hiring.

7.0 Consistency

The Board shall strive to achieve consistency throughout its operations in the treatment of applicants through a Staff Recruitment Management Guideline.

8.0 Criteria

The Board shall demand that selection decisions are based in every case on measurable criteria that are laid out in advance of the process by the hiring team.

9.0 Handbook

The Board shall direct that the Management Guideline dealing with staff recruitment be the accepted vehicle to achieve implementation of this policy.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	RECRUITMENT, SELECTION & HIRING	
<i>Applicable Policy</i>	RECRUITMENT, SELECTION & HIRING	704
<hr/>		
<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review Before:</i>
February 20, 2007	September 27, 2010	December 2015

HANDBOOK

See attached as parts:

- 1.0 Advertising
- 2.0 Formation of Selection Committee
- 3.0 Short List
- 4.0 The Interview
- 5.0 Notification to Successful and Unsuccessful Candidates
 - Appendix A: Reference Check Form
 - Appendix B: Short List Template
 - Appendix C: Board Timed Interview Template
- 6.0 Performance Review (Below Standard Performance)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	PERSONNEL	
<i>Management Guideline</i>	RECRUITMENT, SELECTION & HIRING	
<i>Applicable Policy</i>	RECRUITMENT, SELECTION & HIRING	704

<i>Board Approved:</i>	<i>Reviewed:</i>	<i>Review Before:</i>
_____	_____	_____
May 9, 2000	September 27, 2010	December 2015

RATIONALE

The Superior-Greenstone District School Board is an equal opportunity employer who will:

- Select the best candidate for the job;
- Establish clear, consistent, guidelines in the selection process;
- Ensure that a potential employee related to an existing employee, or a member of the Board, is neither prejudiced against, nor favoured in the hiring process;
- Collect all information requested under the *Freedom of Information and Protection and Privacy Act*

2.0 Advertising

Advertising

1. All advertisements and postings for vacant positions will invite applications to be directed to the Co-ordinator of Human Resource Services, unless determined otherwise.
2. The Co-ordinator of Human Resource Services will receive all notices of job vacancies.
3. Once notified of a job vacancy, the Co-ordinator of Human Resource Services will update the advertising template in consultation with the Supervisor responsible for the vacant position.
4. All job vacancies shall clearly state:
 - a due date for application
 - a smoke-free work place
 - an equal opportunity employer

Postings

1. The job vacancy will be posted as required by collective agreements
2. The Co-ordinator of Human Resource Services will make available to interested candidates an updated job description upon request.

Applications

1. All valid applications must be received, in the board office, by the Co-ordinator of Human Resource Services, on or before the due date. As determined by the Co-ordinator of Human Resource Services, some applications may be directed to the appropriate supervisor.

3.0 Formation Of Selection Committee

Purpose: The Selection Committee will be responsible for the selection process, from the establishment of the Selection criteria through to the selection and recommendation to the Board of the successful candidate.

The Co-ordinator of Human Resource Services will be responsible for establishing the Selection Committee in consultation with the immediate supervisor.

The Selection Committee should consist of at least three (3) members and should include:

- the immediate supervisor, or designate, of the position being filled;
- an administrator from the Board who is not in the same work location as the opening.

All Selection Committees shall have male and female representation, when possible.

Once applications are received, should a declared conflict of interest be evident, an alternate member will replace the member in conflict until the conflict no longer exists.

4.0 Short List

Purpose: The Selection Committee shall ensure all applications are processed in a fair and consistent manner and ensure that those interviewed meet the minimum required qualifications for the position.

Only applicants to be considered for the interview process will be acknowledged by the Co-ordinator of Human Resource Services.

The Selection Committee will screen all applications based on the process developed by the Human Resources Department.

The same screening criteria and forms will be used for all applications.

The Selection Committee shall obtain a list of names and addresses for references and qualifications checks and a signed consent from the short listed candidates to contact those individuals and institutions listed. Reference checks for all short listed candidates shall be carried out by the Human Resource Department, or designate, at a time decided upon by the selection committee (Appendix A).

All forms and documentation used during the initial screening process will be filed with the resume, for three (3) months, and held by the Chair of the Selection Committee.

If, after initial screening, it is determined that no candidate meets the minimum requirements, the position will be re-advertised.

The individual conducting reference checks will refer to a list of questions or information that can be asked under the Human Rights legislation to avoid any legal problems (Appendix A).

5.0 *The Interview*

The Chair of the Selection committee should be the immediate supervisor for the vacant position.

The Chair, along with the members of the Selection Committee, shall develop criteria for short-listing candidates based on a standard job description and a standard short-listing template

Once the short list has been established, the Selection Committee will create a set of interview questions with possible answers, based on, but not limited to, the board bank of interview questions. Following interviews, all questions will be filed with the Human Resources Department.

All jobs should have an appropriate standard practical assignment, developed from the Board pool, given as part of the selection process. Practical assignments will be filed with the Human Resources Department.

The selection criteria shall:

- be measurable;
- be documented;
- meet all legal requirements;
- be used consistently for all candidates;
- be valid, genuine, and reasonable for job requirements.

Each interview will have a preamble written by the chair based on the board timed interview template (Appendix C).

All candidates for positions of support staff and teaching staff will be given the opportunity to have a copy the questions given to them in written form at the beginning of the interview. Copies are returned at the end of the interview.

In all interviews, candidates will be provided with pen and paper.

All candidates will be asked the same questions and complete the same standard, practical assignments, if applicable.

The practical assignment will be conducted after the interview and will be the same for all candidates.

6.0 *Notification To Successful And Unsuccessful Candidates*

1. The chair of the selection committee will notify the successful candidate.
2. The candidate will be asked to provide evidence of a recent criminal Reference Check.

3. The unsuccessful short-listed candidates will be notified by telephone by the Chair, (or designate) of the selection committee that the position has been filled.
4. The chair will be responsible for the recommendation in writing to the Co-ordinator of Human Resource Services by way of the "Recommendation for Appointment" form (Appendix D).

Superior-Greenstone District School Board

REFERENCE CHECK FORM

For the position of: _____

Person Contacted: _____

Date: _____

Position held while in your employ: _____

Dates of employment: _____

Reason for Leaving: _____

<i>Attribute</i>	<i>-1</i>	<i>0</i>	<i>+1</i>	<i>Comments</i>
Knowledge and skill in position				
Planning and organizational skills				
Ability to work with the public				
Ability to work with those in authority				
Co-workers				
Students				
Dependability including punctuality and attendance				
Initiative				
Respect for confidentiality				
Leadership potential				
Teaching ability or skill level				

Would you hire this person for this position? ☐ Yes ☐ NoDid you know your name was given as a reference for this candidate? ☐ Yes ☐ No

Date of Call: _____

Phone Number Called: _____ Time of Call: _____ ☐ a.m. ☐ p.m.

Signature of Evaluator: _____ Date: _____

Candidate's Name: _____

Short List Template

Point Count Explanation

Resume:	0	poor resume - spelling or no covering letter, not typed, etc.
	1	adequate resume - all components, no spelling errors
	2	good resume - all components, no spelling errors, well laid out
	3	excellent resume - all of the above plus excellent presentation
Experience: 0		no experience
	1	some experience
	2	meets/exceeds criteria
Education:		Define criteria based on advertisement, i.e.: post secondary education preferred.
	0	no high school diploma
	1	minimum high school diploma
	2	some post secondary education
	3	completed post secondary education
	4	post graduate work
Skills:		Define skills required based on advertisement requirements, i.e.: computer.
Computer Skills:	0	no computer skills
	1	word processing experience
	2	word processing experience in a windows environment plus spreadsheet or database
	3	extensive computer skills
Advertisement:	0	did not apply in duplicate
	1	applied in duplicate
References: 0		no references
	1	at least two references
	2	at least two references plus written authorization

Short List Template

Applications for the position of _____

#	INCUMBENT					TOTAL
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						

APPENDIX C
Board Timed Interview Template

(Name of School)

(Position Title) Interview - (Date)

PREAMBLE BY: (Chair's Name)

(Candidate's Name)

- 1.0 Introduce the candidate to the interview panel. Clarify position and school for which they are being interviewed.
- 2.0 You will have a maximum of ____ minutes for the formal portion of this interview.
- 3.0 There are a series of prepared questions - ____ in all -, which are the same for all candidates. Members will be recording your answers for later reference.
- 4.0 You are working within a time limit. It is important to keep this time limit in mind as you answer the questions.
- 5.0 At the conclusion of the formal questions, you will have an opportunity for a brief (maximum of two minutes) summary or closing statement if you wish.
- 6.0 The formal portion of this interview will now begin and will conclude at _____ whether or not all questions have been answered.

CONCLUSION BY: (Chair's Name)

(Candidate's Name)

- a) The formal questions are now concluded.
- b) You have an opportunity to make a brief summary statement to a maximum of two minutes, after which you will be provided with details regarding the selection process, etc.
- c) Position → Permanent temporary?
→ Effective
- d) Process → Decision
→ Recommendation to the Board on

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section MISCELLANEOUS

Policy Name PUPIL ACCOMMODATION

905

<i>Board Approved:</i>	<i>Reviewed</i>	<i>February 28, 2011</i>	
February 17, 2010	October 26, 2009		
June 24, 2008	May 26, 2008		<i>Review Prior To:</i>
January 22, 2008	January 22, 2008		December 2015
March 20, 2007	March 20, 2007		
February 20, 2001			

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 is development 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 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.
- 5.5 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.
- 5.6 Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

- 5.7 The ARC may also choose to hold working meetings in order to prepare for the required four public meetings.
- 5.8 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.
- 5.9 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.
- 5.10 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.
- 5.11 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.
- 5.12 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.
- 5.13 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	
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)	

<i>Financial Analysis of School</i>	<i>Cost</i>
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

<i>Program</i>	<i>Insert Year 1</i>	<i>Insert Year 2</i>	<i>Insert Year 3</i>	<i>Insert Year 4</i>	<i>Insert Year 5</i>
<i>Total Enrolment:</i>					
<i>Utilization:</i>					

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

<i>Program</i>	<i>Current Year</i>	<i>Insert Year 1</i>	<i>Insert Year 2</i>	<i>Insert Year 3</i>	<i>Insert Year 4</i>	<i>Insert Year 5</i>
<i>Total Enrolment</i>						
<i>Utilization:</i>						

