

Manitouwadge Accommodation Review

- Final Report -

Submitted by: Manitouwadge Accommodation Review Members

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Jim Moffat, Business Representative

Dave Raymond, ARC Chair/Community Representative

Ray Gascon, Manitouwadge Public School Council Member

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March 31, 2013

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Summary

The Superior Greenstone District School Board (SGDSB) passed a motion to carry out a pupil accommodation review (ARC) in the Manitouwadge area. An ARC Committee was to be structured to act in an advisory role and provide a recommendation to the local school board trustees. The decision to conduct an accommodation review in Manitouwadge was made because both schools have a low use of their functional capacity and the net slightly negative financial position to the board. It was felt that an Accommodation Review could advise the SGDSB towards a solution for the low use of functional capacity, cost savings to the SGDSB, as well as an improvement to the quality of education.

Although many options and scenarios were discussed, the committee focused their attention on three (3) options which were:

- 1) Move all students from Manitouwadge Public School and combine them within the Manitouwadge High School with a build to accommodate both schools' requirements.
- 2) Move only the Grade 7 through 8 from Manitouwadge Public School to Manitouwadge High School with appropriate renovations.
- 3) Maintain the Current Structure of the Manitouwadge Public School and Manitouwadge High School

Under Option 1, the net financial position to the Board was exacerbated and increased the loss to the SGDSB to between -\$492,463 to -\$715,202 per year. This was the most important factor in not recommending Option 1 for consideration.

The financial impact for Option 2 increases the loss to -\$202,548 for the SGDSB. Although this creates a financial improvement over Option 1, it does so at the expense of MPS enrolment thus creating an even less viable school. Based on the financial impact and the risk it posed by decreasing further the viability of MPS, Option 2 was not recommended.

The one solution that represents the best financial picture to the SGDSB is Option 3 which presents the least negative net impact to the SGDSB with an annual deficit of only -\$5,430.00. Further, based on a detailed review of all of the Impacts to the SGDSB, Students, Community, and the Economy, Option 3 remains the only logical choice and is the recommendation of the ARC by way of unanimous vote.

The following report will provide the detailed financial information and evaluation of the impacts for each option considered by the ARC. After reading this document it will be very clear why the decision was made to recommend Option 3.

Members

Working Committee (Voting) Members

Connie Hunter, Town Counsellor, Township of Manitouwadge
Jocelyn Bourgoin, Community Representative
Jim Moffat, Business Representative
Dave Raymond, ARC Chair/Community Representative
Ray Gascon, Manitouwadge Public School Council Member
Marcia Newton, Manitouwadge High School Council Member

Board Support Members

Nancy Petrick, Superintendent of Education
Cathy Tsubouchi, Superintendent of Business
Barb Willcocks, Coordinator of Student Success
Wayne Chiupka, Manager of Plant Services
Patricia Moonilal, Principal, Manitouwadge Public School
Leslie Ransom, Acting Principal, Manitouwadge High School

Introduction

On September 16, 2011 the Superior Greenstone District School Board passed a motion to carry out a pupil accommodation review in the Manitouwadge area. As outlined in Policy 905 (Appendix “A”), An Arc Committee was to be structured to act in an advisory role and provide a recommendation that will inform the decision made by the local school board trustees. The committee consists of the following members: 1 parent representative from each school board council, one citizen from the school attendance area, 1 business representative from the school attendance area, 1 Municipal leader from the Township of Manitouwadge. See appendix “B” , School Accommodation Study - Terms of Reference (Manitouwadge ARC).

The decision to conduct an accommodation review in Manitouwadge was made because both schools have a low use of their functional capacity and the net financial position to the board was approximately - \$142,000 year. It was felt that an Accommodation Review could advise the SGDSB towards a solution for the low use of functional capacity, cost savings to the SGDSB, as well as an improvement to the quality of education.

The Manitouwadge ARC committee has met for meetings on the following dates:

Title	Location	Date/Time
Working Committee Meeting No. 1	Manitouwadge High School Library	Thursday, January 26, 2012 @ 6:30 p.m.
Working Committee Meeting No. 2	Manitouwadge Public School Library	Wednesday, February 29, 2012 @ 6:30 p.m.
Public Meeting No. 1	Manitouwadge High School Theatre	Wednesday, March 21, 2012 @ 6:30 p.m.
Working Committee Meeting No. 3	Manitouwadge High School Library	Wednesday, April 11, 2012 @ 6:30 p.m.
Public Meeting No. 2	Manitouwadge High School Theatre	Tuesday, April 17, 2012 @ 6:30 p.m.
Working Committee Meeting No. 4	Manitouwadge High School Library	Tuesday, May 2, 2012 @ 6:30 p.m.
Public Meeting No. 3	Manitouwadge High School Theatre	Wednesday, May 23, 2012 @ 6:30 p.m.
Working Committee Meeting No. 5	Manitouwadge High School Library	Tuesday, June 5, 2012 @ 6:30 p.m.
Public Meeting No. 4	Manitouwadge High School Theatre	Wednesday, June 20, 2012 @ 6:30 p.m.
Public Meeting No. 5	Manitouwadge High School Theatre	Thursday, June 28, 2012 @ 6:30 p.m.
Working Committee Meeting No. 6: CANCELLED-No Quorum	Manitouwadge High School Library	Monday, September 10, 2012 @ 6:30 p.m.
Working Committee Meeting No. 7	Manitouwadge High School Library	Monday, October 1, 2012 @ 6:30 p.m.
Working Committee Meeting No. 8: CANCELLED	Manitouwadge High School Library	Thursday, November 8, 2012 @ 6:30 p.m.
Working Committee Meeting No. 9	Manitouwadge High School Library	Thursday, January 24, 2013 @ 6:30 p.m.
Public Meeting No. 6	Manitouwadge High School Theatre	Thursday, February 28, 2013 @ 6:30 p.m.
Working Committee Meeting No. 10	Manitouwadge High School Library	Thursday, March 28, 2013 @ 6:30 p.m.

Proposed Options

Option 1:

Move all students from Manitouwadge Public School and combine them within the Manitouwadge High School with a build to accommodate both schools' requirements.

Option 2:

Move only the Grade 7 through 8 from Manitouwadge Public School to Manitouwadge High School with appropriate renovations.

Option 3:

Maintain the Current Structure of the Manitouwadge Public School and Manitouwadge High School

Rationale

Option 1: *Move all students from Manitouwadge Public School and combine them within the Manitouwadge High School with a build to accommodate both schools' requirements.*

At first glance, the rationale for moving and combining both schools would appear self-evident. Both schools are very small, underutilized and one would assume there would be efficiencies and cost savings in doing so. The move from an older building (MPS) to a newer (MNHS) one is also a logical outcome. The concerns raised by teachers and some parents of negative educational outcomes if all grades were combined was countered by submissions from other schools, teachers, parents and personal interviews that such has not been the case in other communities.

The presentations from the other schools supporting the amalgamation to one building was of interest to the committee members. Many benefits on the improved quality of education in their respective communities is duly noted. However, their motivation for proceeding through this exercise was much different than Manitouwadge. In the case of Geraldton and Hornepayne, there were no other options because the schools were prohibitive to repair or a new building was necessitated from external factors. Manitouwadge's current schools are considered adequate and no significant capital expenditures are expected in the mid-term.

Although the strongest opposition to Option 1 was on the basis of reduced educational value, the committee never did address this matter directly since other factors had a more significant impact on the recommendation. The committee did receive all information for and against, but never felt the need to formally factor it in their deliberation due to the economic impact.

Under Option 1, the net financial position to the Board varied from -\$492,463 to -\$715,202 per year. This was the most important factor in not recommending Option 1 for consideration.

Option 2: *Move only the Grade 7 through 8 from Manitouwadge Public School to Manitouwadge High School*

The rationale for moving Grade 7 & 8 to the High School was not clear except perhaps as a mitigation strategy against the possible negative impact generated from moving all the primary grade students together to MNHS. Some might offer that if moving the young students would create improper exposure to older High School Students, then moving only the older ones would be a compromise position.

The numbers of students being as small as they are, there was concern that moving Grade 7 & 8 to the MNHS would increase the vulnerability of the MPS by further reducing enrolment at that school. The only time this recommendation would warrant serious consideration would be if the MPS would be full and needed more student space while the High School had capacity to take on more students. In such a

scenario, moving a few grades would alleviate the overflow in one facility while the other could absorb the surplus. Such is not the situation in Manitouwadge as both schools are underutilized.

This option was therefore proposed as a solution under very specific conditions, but the current situation in Manitouwadge is not conducive to Option 2 being viable.

The financial impact for Option 2 is -\$202,548 net to the Board. Although this creates a financial improvement over Option 1, it does so at the expense of MPS enrolment thus creating an even less viable school. Based on the financial impact and the risk it posed by decreasing further the viability of MPS, Option 2 was not recommended.

Option 3: *Maintain the Current Structure of the Manitouwadge Public School and Manitouwadge High School*

There are many reasons to recommend Option 3. First and foremost, it is unanimously supported by members of the ARC representing the community, the students and the teachers. There is no opposition from parents and teachers to maintaining the status quo. One could state it also appeals to humans' inherent resistance to change. The reality is that it also is the solution with the least negative net impact to the Board with an annual deficit of -\$5,430.00. Based on these alone, Option 3 remains the only logical choice.

Yet, there are other important reasons to choose Option 3. It also allows for maximum flexibility to address the boom and bust cycle of remote northern economies and the accompanying population fluctuations. To remove such a crucial infrastructure at the first opportunity limits future potential for the community. It is much easier to tear down a building than build a new one. There should be strong and persistent opposition to loss of infrastructure in small communities. Unlike urban centres, you rarely tear down buildings to build a new one in small remote northern communities. Once a building is gone, it rarely comes back.

Therefore, infrastructure should not be discarded just because it becomes marginal for a time period. Communities like Manitouwadge usually have one of each, one main restaurant, one main public school, one rec centre, one bank, one hospital, one gas station, one hardware store, one food store... The loss of anyone of those building is not just the loss of brick and mortar, but it also represents the loss of a part of the fabric of our society because there is no alternative or replacement.

Manitouwadge is on the cusp of a very dangerous and slippery slope; the tipping point where we have lost so much that others will not move here or stay here. Where this tipping point is in our continuum of existence and history is not a precise one, but it is very near and some say we have passed it. The MPS represents community spirit, jobs, history, quality of education, youth and aspirations and as such, we must and shall delay its closure for whatever reason for as long as possible for once it is gone, it won't be back.

One could list all of the above rationale to keep the school open, but in reality, the committee has to acknowledge that it is the one solution that represents the best financial picture to the Board and taxpayers as well, and that argument alone justifies Option 3 as the preferred recommendation.

Impact on Student:

Option 1

There are both positive and negative impacts associated with combining all students from the Manitouwadge Public School and the Manitouwadge High School within a single facility. The committee has evaluated both the pros and cons of this option and it is clear that the few benefits to the students experience and education would not be enough by themselves to justify the move.

Pros	Cons
<ol style="list-style-type: none">1. Research indicates that a transition from one school to another brings a different facility, unfamiliar teachers and administrators, new groups of friendships and classmates, as well as different expectations which negatively impacts academic achievement. Being in the same school from K-12 eliminates the trauma of transitioning to a new school.2. The opportunity for leadership from senior students towards the elementary students.	<ol style="list-style-type: none">1. A shared Gym facility amongst all students would present difficulty in scheduling, impacts from sports days and storage space for extra gym equipment2. Current location of the MPS allows access to many facilities within the community without additional bussing expenses3. High school students may be limited to interact with their peers and teachers as young adults4. Primary level students may be exposed to material inappropriate for their age level5. The adjustment to a new learning environment and new expectations is preparation for post secondary education in which a student will repeat the process only on a larger scale6. Current MHS design never intended for combined grades with elementary students.7. The grades 7 & 8 have limited opportunities to be "seniors" in their school.

Option 2:

Moving the grades 7 & 8's to the Manitouwadge High School has some of the same benefits as option 1 above, but with fewer negative impacts associated with moving all of the children into one facility. As with option 1, none of the benefits are enough by themselves to justify the large investment into changing the current structure.

Pros	Cons
<ol style="list-style-type: none">1. Opportunities for cross-age activities2. Allows for more collaboration among teachers across grade levels as well as better alignment of curriculum across grades3. Introduction to more sports available to participate in	<ol style="list-style-type: none">1. There is belief that behavioral problems may persist and by exposing younger students to older peers may have a persistent negative consequence on academic achievements.2. Limited library and free space could impact on high school students utilizing these areas during study

starting at a younger age	<p>periods.</p> <p>3. The number of students left within the Public school will be drastically reduced thereby further impacting school viability.</p> <p>4. Current MHS design never intended for combined grades with elementary students.</p> <p>5. The grade 7 & 8 will no longer have the opportunities to be “seniors” in their elementary school.</p>
<p>Option 3:</p> <p>The option for the status quo has the least impact to the student of Manitouwadge. With respect to the impact on students, the ARC did consider the pros and cons of the impact on the curriculum and the students but when weighted against the financial scenarios, it became a non-issue.</p>	
Pros	Cons
<p>1. Continuity of the educational programs as the students know it now; change is not liberally accepted</p> <p>2. Currently the Grade 7 through to Grade 10 teachers have already been collaborating and working together through the Growing Success Project and document</p> <p>2. Grade 7&8 students benefit from leadership roles and opportunities that come with being the oldest students in the school</p>	<p>1. If the student population continues to decrease over the next few years, this process will need to be repeated</p>

Impact on the Superior Greenstone District school Board (SGDSB)

Option 1:

The negative financial impact to the SGDSB by combining both schools into one facility is staggering. At a first glance, one would suspect that this option would make the most financial sense. This option will reduce overall expenses to the school board by eliminating the cost of maintaining two facilities. However, the issue is much more complex than simply reducing operating expenses. This option also changes the revenue funding model and drastically reduces yearly revenue from the ministry. This reduction far outweighs the cost savings associated with this option. By proceeding with Option 1 and combining the two facilities, you are essentially taking a very small financial loss and making it a large loss that cannot be justified.

Further, there is large capital cost associated with this option that will require months of retrofitting the high school to accommodate the students from the elementary school. Another financial cost to consider is the cost of selling or demolishing the elementary school once the move has been completed. If history is to be considered, the old Manitouwadge High School sat vacant for more than 10 years prior to being demolished and it was a great added expense to the SGDSB. Although these capital costs may be funded by the Ministry, the additional ongoing cost burden to the SGDSB and the taxpayers of Ontario could never be justified.

Option 2:

This option requires less of a capital spend but also reduces revenue from the ministry. However, the added ongoing financial cost to the board for this option is not justifiable. It will also lead to further reduction in the use of existing capacity at the Manitouwadge Public School which is counter intuitive to the goals of the ARC and as such, this option was eliminated for further consideration.

Option 3:

The current structure of maintaining 2 separate schools can be maintained within budget with a few minor adjustments and is a far cry for the financial loss the SGDSB would be faced with if Option 1 or 2 were implemented. This option has the least negative impact to the SGDSB and the taxpayers of Ontario.

If financial responsibility was one of the considerations when focusing on an ARC in Manitouwadge, it is clear that Option 3 is the only option worth further consideration.

Impact on the Community

Option 1:

- A reduction of 2.5 FTE will result in those people that lose their jobs and their families leaving Manitowadge to find employment. This will result in fewer people available to participate in local service clubs, organized activities and social opportunities.
- The resulting reduction in classroom space will limit the expansion possibilities when the population of Manitowadge and thus the enrolment in the schools increases.
- Should the Board not include a significant addition to the Manitowadge High School and close the Manitowadge Public School the Ecole Publique Franco Manitou and the Manitowadge Nursery School will have challenges finding appropriate accommodations. These institutions are a significant benefit to the Community as they provide early childhood and French language education.
- Loss of the school building in a central location would further devalue surrounding home values and marketability with corresponding impact on the assessment.

Option 2:

- The remaining classes in the Manitowadge Public School would be reorganized with the used classrooms concentrated to a section of the school. Any empty classrooms would be closed off and the heat minimized in order to save money. This underutilized section of MPS could be made available to organizations in Manitowadge looking for appropriate space.

Option 3:

- Space is maintained for expansion when the population of Manitowadge increases and student enrolment increases.
- Space is maintained for the institutions that currently occupy space within the Manitowadge Public School and contribute financially to the maintenance of the school.
- This option maintains the highest level of employment for the community.
- Having this school centrally located in the community facilitates after school physical activities.

Impact on the Local Economy

Option 1:

- A reduction of 2.5 FTE will result in those people that lose their jobs and their families leaving Manitouwadge to find employment. This will result in fewer people available to participate in local service clubs, organized activities and social opportunities.
- Any loss of employment opportunities that results in families leaving the community would have a negative impact on the Township's tax base.
- Any reduction in employment in Manitouwadge will have a negative impact on the population which will negatively impact local businesses, Community events and social opportunities.

Option 2:

- Same as Option 3 as the level of employment remains the same.

Option 3:

- Maintains the level of employment within the school (i.e. teachers, principal, teacher assistances, librarian, custodial staff)
- Maintains the level of outside employment opportunities (ex. contractors for repair work)
- Maintains the number of homes occupied by school staff that live in Manitouwadge and therefore prevent a reduction in the tax base from empty houses
- Maintain the population base to support local businesses
- Maintain the population base to support Community based activities

Public Comments

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DRAFT

Recommendation

The Manitowadge ARC has met for over a year, attended numerous meetings, heard from parents, students, teachers, community members, politicians, education leaders, financial and property managers and many others. On purely academic grounds, the information for combining the schools had strong proponents for and opposed. In reality, the key element that led to the creation of ARC also influenced its recommendation to maintain the current system; the economics alone dictate the need to keep both schools separate. The other points raised earlier simply reinforce the recommendation of Option 3.

DRAFT

APPENDIX “A”

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>January 22, 2008</i>	<i>March 20, 2007</i>	<i>January 22, 2008</i>	<i>March 20, 2007</i>
<i>February 20, 2001</i>	<i>Review by: December 2016</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.
- 5.13 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.

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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)	

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:						

APPENDIX “B”

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:

Manitouwadge Public School
Manitouwadge High 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.

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 the reference criteria outlined in the TOR.

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APPENDIX “C”

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