



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Agenda
Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

**Policy Committee
Wednesday, April 20, 2011 7:00 p.m
Haldimand Room**

Members: Dennis Blake (Chair), Dan Dignard, Cathy Horgan, Bonnie McKinnon, Rick Petrella,
June Szeman

1. Call to Order

- 1.1 Opening Prayer – Dennis Blake, Chair
- 1.2 Attendance

2. Routine Matters

- 2.1 Approval of the Agenda
- 2.2 Declaration of Interest
- 2.3 Approval of Minutes from the Policy Committee Meeting – March 30, 2011 Pages 2-4
- 2.4 Business Arising from Minutes

3. Presentations and Delegations - Nil

4. Discussion Items

- 4.1 Inclement Weather / Staff Snow Days / Zones
- 4.2 Reporting of Trustee Expenses

5. Committee and Staff Reports

- 5.1 Hiring – Academic Staff 300.10 (revised) Pages 5-9
Presenter: Wally Easton, Associate Director, Corporate Services & Treasurer
- 5.2 Hiring – Support Staff 300.11 (revised) Pages 10-14
Presenter: Wally Easton, Associate Director, Corporate Services & Treasurer
- 5.3 Pupil Accommodation Review 400.16 (revised) Pages 15-49
Presenter: Tom Grice, Associate Superintendent of Business

6. Information

- 6.1 2010-11 Policy Review Schedule Pages 50-52

7. Adjournment

Next meeting: Thursday, May 5, 2011, 7:00 p.m., Haldimand Room



**Policy Committee
Wednesday, March 30, 2011
Trustees' Meeting Room**

Present: Dennis Blake (Chair), Cliff Casey, Dan Dignard, Cathy Horgan, Bonnie McKinnon, Rick Petrella, June Szeman

Absent:

1. Call to Order

1.1 Opening Prayer

The meeting opened with a prayer led by Dennis Blake.

2. Routine Matters

2.1 Approval of the Agenda

Moved by: Dan Dignard

Seconded by: Bonnie McKinnon

THAT the Policy Committee approves the agenda for the March 30, 2011 meeting.

Carried

2.2 Declaration of Interest: Nil

2.3 Approval of Minutes from the Policy Committee Meeting of October 13, 2010

Moved by: Rick Petrella

Seconded by: Dan Dignard

THAT the Policy Committee approves the minutes from the November 16, 2010 meeting.

Carried

2.4 Business Arising from Minutes: Nil

3. Presentations and Delegations: Nil

4. Committee and Staff Reports

4.1 2010-11 Policy Review Schedule

Director Horgan reviewed the 2010-11 Policy Review Schedule as of March, 2011. It was requested that Inclement Weather/staff snow days/zones, as well as the reporting of trustee expenses, be added to the next agenda as items for discussion.



4.2 Policy Development - Discussion

Director Horgan initiated a discussion regarding the process of policy development and what makes a good policy. A brief review of excerpts taken from the OCSTA *Good Governance* document including *School Board Policies and Liabilities*, as well as *Policy Making* was done. It was requested that staff investigate a possible inservice for trustees on policy development and to also determine when the subject OESC module will be ready.

Policy Committee meeting dates were established for the remainder of the school year (all at 7:00 pm), as follows:

April 20, 2011 May 5, 2011 June 7, 2011

4.3 Educational Field Trips & Excursions 500.05 (Revised)

Superintendent Chris Roehrig reviewed details of the revised Educational Field Trips & Excursions Policy 500.05 which aims to accommodate recent legislative changes, simplify the administrative procedure, and protect instructional time. Some points raised included:

- two days are being encouraged to be applied consistently
- limit of one overnight trip per class per school year
- trustees will continue to approve international travel

These changes will be made to the policy.

Moved by: Dan Dignard

Seconded by: Rick Petrella

THAT the Policy Committee recommends that the Committee of the Whole refers the Educational Field Trips & Excursions Policy 500.05 (revised) to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

4.4 Volunteer and Trip Drivers 200.21 (Revised)

Superintendent Chris Roehrig presented the revised Volunteer and Trip Drivers Policy 200.21. Although the revision does not contain any significant change to the substance of the policy, information has been reorganized and consolidated, an administrative procedure developed, and overlap between the Educational Field Trip and Volunteer and Trip Drivers policies eliminated. A request was made to investigate if providing proof of insurance is a requirement and whether or not it should be included in the policy.

Moved by: June Szeman

Seconded by: Bonnie McKinnon

THAT the Policy Committee recommends that the Committee of the Whole refers the Volunteer and Trip Drivers Policy 200.21 (revised) to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried



5. Adjournment

Moved by: Bonnie McKinnon

Seconded by: June Szeman

THAT the Policy Committee adjourns the meeting of March 30, 2011

Carried

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD POLICY COMMITTEE**

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Policy Committee
Submitted on: April 20, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

HIRING - ACADEMIC STAFF 300.10 (revised)
Public Session

BACKGROUND INFORMATION:

The Hiring - Academic Staff policy has been revised to reflect changes to the Education Act as a result of Bill 177. The policy and procedures have also been updated to the current format.

DEVELOPMENTS:

The major change is that school principals and consultants are selected by the Director of Education and reported to the Board. The Board of Trustees continue to be involved in the selection of Supervisory Officers. The policy and administrative procedures were reviewed by Senior Administration, principals and OECTA.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Hiring - Academic Staff policy (300.10) to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: Hiring - Academic Staff

		Policy Number:	300.10
Adopted:	May 25, 2004	Former Policy Number:	n/a
Revised:		Policy Category:	Human Resources
Subsequent Review Dates:		Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that in order to fulfill its Catholic mission statement, it must recruit, hire and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education

Policy Statement:

This policy applies to all candidates for employment in academic positions within the Board's schools and learning centers: teaching staff, positions of responsibility, principals and vice principals.

The Hiring Procedures – Academic Staff Policy will:

- Ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff,
- Give preferential consideration to qualified Roman Catholic applicants, in accordance with the *Ontario Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1981* and the *Education Act*,
- ensure that the Board conducts a fair selection process to fill vacancies in academic positions based on Catholicity, qualifications, experience and merit,
- ~~— give preferential consideration to internal candidates when filling vacancies for academic positions when qualifications, experience and merit are equal, and~~
- ~~— give preferential consideration to graduates of the Brant Haldimand Norfolk Catholic District School Board, or its predecessor boards, when selecting qualified candidates to be interviewed for vacant academic positions.~~

Glossary of Key Policy Terms:

Positions of Responsibility

~~These are~~ Department Heads, Coordinators and Consultants.

References

- Education Act, Sections 170(1) & 171(1)
- Ontario Human Rights Code, Section 24(1)(1)
- Constitution Act, 1981
- Employment Standards Act
- Ontarians with Disabilities Act
- Pre-Employment Screening Policy
- Religious Education Qualifications for Teaching Staff Policy (300.1)
- Student Achievement and School Board Governance Act, 2009**



**Hiring – Academic Staff
AP 300.10**

Procedure for:	Principals/Vice-Principals	Adopted:	May 25, 2004
Submitted by:	Associate Director & Treasurer	Revised:	Month, dd. yyyy or N/A
Category:	Human Resources		

Purpose

The Brant Haldimand Norfolk Catholic District School Board recognizes that in order to fulfill its Catholic mission statement, it must recruit, hire and promote qualified and certified teachers who are practicing Catholics with a demonstrated commitment to Catholic education. The Board will ensure all candidates for academic positions understand the principles that shall guide the hiring and promotion of academic staff and will give preferential consideration to qualified Roman Catholic applicants, in accordance with the *Ontario Human Rights Code*, and the historical right of Catholic school boards under the *Constitution Act, 1981* and the *Education Act*. The Board will also ensure that a fair selection process is conducted to fill vacancies in academic positions based on Catholicity, qualifications, experience and merit.

Responsibilities

Superintendent of Education, Academic Staffing

- Approve the placement of all internal and external advertisements for the hiring of academic staff.
- Establish an Interview Committee, if required.
- Approve the hiring and appointment of teaching staff.
- Make hiring recommendations to the Director of Education for positions of responsibility.

Director of Education

- Approve the hiring and appointment of principals and vice-principals **and positions of responsibility**.
- Provide a written report to the Board of Trustees which identifies the successful candidate to the principal/vice-principal position or pool.

Senior Administration

- Review the results of the interview process and the record of performance information for the hiring of principals and vice-principals.

Interview Committee

- Interview candidates.
- Make hiring recommendations for teaching positions.

Appropriate Human Resources Coordinator

- Coordinate the hiring process in conjunction with the Superintendent of Education, Academic Staffing.

Information

This administrative procedure applies to the hiring of staff for teaching positions, positions of responsibility and principals and vice-principals.



Procedures

1.0 General

- The allocation of academic positions, other than occasional teachers, shall be authorized by the Board, either by direct Board motion or through the budget approval process.
- The placement of internal and external advertisements shall be approved by the Superintendent of Education, Academic Staffing, and coordinated by the Human Resources Coordinator who supports the academic portfolio.
- All external candidates must comply with the conditions outlined in the Pre-Employment Screening Policy.

2.0 Teaching Staff:

- The Superintendent of Education, Academic Staffing, shall establish an Interview Committee to interview candidates and make hiring recommendations for teaching positions. This Committee shall be comprised of a principal and at least one other academic staff person.
- Preferential consideration will be given to graduates of the Brant Haldimand Norfolk Catholic District School Board, or its predecessor boards, when selecting qualified candidates to be interviewed for vacancies for new hires.
- The Superintendent of Education, Academic Staffing, shall approve the hiring and appointment of teaching staff.

3.0 Positions of Responsibility (Consultants, Coordinators, Department Heads):

- The Superintendent of Education, Academic Staffing, shall establish an Interview Committee to interview candidates and make a hiring recommendation for positions of responsibility. ~~This Committee shall consist of a least two Superintendents of Education with the discretion to invite a principal as determined by the Superintendent of Education, Academic Staffing.~~ **This Committee shall consist of at least one Superintendent of Education or designate, a Principal and one other appropriate academic staff member.**
- The Superintendent of Education, Academic Staffing, shall provide a recommendation to the ~~Board~~ **Director of Education** for approval for hiring and/or appointment of teachers to positions of responsibility.
- ~~Appointments to acting positions of responsibility will be approved by the Director of Education.~~

4.0 Principals and Vice-Principals:

- An Interview Committee shall be established to interview candidates for the position of Principal or Vice-Principal: This committee shall consist of ~~up to two trustees~~, a minimum of two Academic Supervisory Officers and the **Director of Education or designate.**
- Senior Administration shall review the results of the interview process and the record of performance information. **The Director of Education shall approve the hiring and appointment of Principals and Vice-Principals.**
- The Director of Education shall then provide a written report to the Board which identifies the successful candidates ~~recommending candidates for approval~~ to the respective Principal or Vice-Principal positions(s) or pool.
- The Director shall assign successful candidates to the position of Principal or Vice-Principal based on needs of particular school communities, the school council 'Principal Profile,' input from the appropriate Superintendent of Education, the outgoing principal and consultation with trustees.
- The Director of Education will appoint acting Principals and Vice-Principals to replace absent administrators, as required **and report such assignments to the Board.**

Definitions

Positions of Responsibility

Department Heads, Coordinators and Consultants.



References

Hiring – Academic Staff policy
Education Act, Sections 170(1) & 171(1)
Ontario Human Rights Code, Section 24(1)(1)
Constitution Act, 1981
Employment Standards Act
Ontarians with Disabilities Act
Pre-Employment Screening Policy
Religious Education Qualifications for Teaching Staff Policy (300.01)
Student Achievement and School Board Governance Act, 2009

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD POLICY COMMITTEE**

Prepared by: G. Wallace Easton, Associate Director, Corporate Services & Treasurer
Presented to: Policy Committee
Submitted on: April 20, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

HIRING – SUPPORT STAFF 300.11 (revised)

Public Session

BACKGROUND INFORMATION:

The Hiring – Support Staff policy has been revised to reflect changes to the Education Act as a result of Bill 177. The policy and procedures have also been updated to the current format.

DEVELOPMENTS:

The Administrative Procedure has been revised to expedite the process for hiring casual staff. The procedure has also been amended to include “Early Childhood Educators”. The policy and administrative procedures were reviewed by Senior Administration, principals and both OSSTF units.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Hiring – Support Staff policy (300.11) to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: Hiring – Support Staff

		Policy Number:	300.11
Adopted:	June 22, 2004	Former Policy Number:	N/A
Revised:		Policy Category:	Human Resources
Subsequent Review Dates:		Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that in order to fulfill its Catholic mission statement, it must recruit, hire and promote staff on the basis of qualifications, experience, merit **and where appropriate, Catholicity.**

Policy Statement:

This policy applies to all candidates for employment in non-academic positions within the Board's schools and learning centers, except candidates for employment in Senior Administrative positions.

The Hiring Procedures – Support Staff Policy will:

- ensure all candidates for support staff positions understand the principles that shall guide the hiring and promotion of support staff,
- ensure that the Board conducts a fair selection process to fill vacancies in support staff positions based on qualifications, experience, merit **and where appropriate, Catholicity.**
- ~~· give preferential consideration to internal candidates when filling vacancies for support staff positions when qualifications, experience and merit are equal, and~~
- ~~· give preferential consideration to local graduates when selecting qualified candidates to be interviewed for vacancies for support staff positions, when qualifications, experience and merit are equal~~

Glossary of Key Policy Terms:

Appropriate Senior Administrator

Senior Administrators are the Director of Education, the Associate Director, Corporate Services & Treasurer and the Superintendents of Education. The administrator who is responsible for the position or program in which the vacancy exists is defined as the appropriate Senior Administrator.

References

- Education Act, Sections 170(1) & 171(1)
- Ontario Human Rights Code, Section 24(1)(1)
- Employment Standards Act
- Ontarians with Disabilities Act
- Pre-Employment Screening Policy
- Student Achievement and School Board Governance Act, 2009**



**Hiring – Support Staff
AP 300.11**

Procedure for: Principals, Managers, Supervisors
Submitted by: Associate Director & Treasurer
Category: Human Resources

Adopted: June 22, 2004
Revised: Month, dd. yyyy or N/A

Purpose

The Brant Haldimand Norfolk Catholic District School Board recognizes that in order to fulfill its Catholic mission statement, it must recruit, hire and promote staff on the basis of qualifications, experience and merit. The Board will ensure that a fair selection process to fill vacancies in support staff positions is conducted based on qualifications, experience, merit and where appropriate, Catholicity.

Responsibilities

Appropriate Senior Administrator

- Approve the placement of internal and external advertisements for the hiring of support staff.
- Establish an Interview Committee for the hiring of support staff.
- Approve the hiring and appointment of OSSTF Secretarial staff, Administrative staff, Library Resource Technicians, Computer Technicians, Educational Assistants, Child and Youth Workers, Managers, Program Services Support staff, **Early Childhood Educators, Custodians, Cleaners and Maintenance personnel** and other Administrative staff.
- Provide a recommendation to the Director of Education for approval to hire and/or appoint Managers.

Appropriate Principal/Supervisor

- Establish an Interview Committee for the hiring of support staff.
- **Make a hiring recommendation for** ~~Approve~~ the hiring and appointment of OSSTF Secretarial staff, Administrative staff, Library Resource Technicians and Computer Technicians

Manager of Facilities and Construction Projects

- Establish an Interview Committee for the hiring of OSSTF Custodians, Cleaners and Maintenance personnel.
- Make a hiring recommendation for OSSTF Custodians, Cleaners and Maintenance personnel.

Interview Committee

- Interview candidates and make a hiring recommendation.

~~Associate Director, Corporate Services & Treasurer~~

- ~~· Approve the hiring and appointment of custodians, cleaners and maintenance personnel.~~

Appropriate Human Resources Coordinator

- Coordinate the hiring process in conjunction with the appropriate Senior Administrator.

Information

This administrative procedure applies to the hiring of staff for educational assistants, child and youth workers, OSSTF secretarial staff, administrative staff, library resource technicians, computer technicians, OSSTF Early Childhood Educators, OSSTF custodians, cleaners and maintenance personnel, programs services support staff, managers and other administrative staff.



Procedures

1.0 General

- The allocation of additional support staff, other than casual/relief staff, shall be authorized by the Board, either by direct Board motion or through the budget approval process.
- The placement of internal and external advertisements shall be approved by the Appropriate Senior Administrator and coordinated by the Human Resources Coordinator of Support Staff.
- All external candidates must comply with the conditions outlined in the Pre-Employment Screening Policy.

2.0 Educational Assistants/Child Youth Workers:

- The Appropriate Senior Administrator shall establish an Interview Committee to interview candidates and make a hiring recommendation. ~~This Committee shall be comprised of the Superintendent of Education or designate and the Human Resources Coordinator of Support Staff.~~ For permanent positions, the Committee shall consist of the Human Resources Coordinator of Support Staff and the school Principal and/or the Supervisor of the position. For other than permanent positions, the Committee will consist of the Principal and/or the Supervisor of the position and one other appropriate staff member. The appropriate Senior Administrator shall approve the hiring and appointment of Educational Assistants and Child Youth Workers.

3.0 OSSTF Secretarial Staff, Administrative Staff, Library Resource Technicians and Computer Technicians

- The ~~appropriate Principal/Supervisor~~ Human Resources Coordinator of Support Staff shall establish an Interview Committee to interview candidates and make a hiring recommendation. ~~This Committee shall consist of the Human Resources Coordinator of Support Staff and the school Principal and/or the Supervisor of the position.~~ For permanent positions, the Committee shall consist of the Human Resources Coordinator of Support Staff and the school Principal and/or the Supervisor of the position. For other than permanent positions, the Committee will consist of the Principal and/or the Supervisor of the position and one other appropriate staff member. If there is no direct supervisor, the appropriate Senior Administrator will establish an Interview Committee.
- The ~~appropriate Senior Administrator shall approve the hiring and appointment of OSSTF Secretarial staff, Administrative staff, Library Resource Technicians and Computer Technicians.~~

4.0 OSSTF Early Childhood Educators

- The appropriate Principal/Supervisor shall establish an Interview Committee to interview candidates and make a hiring recommendation. For permanent positions, the Committee shall consist of the Human Resources Coordinator of Support Staff and the school Principal and/or the Supervisor of the position. For other than permanent positions, the Committee will consist of the Principal and/or the Supervisor of the position and one other appropriate staff member. If there is no direct supervisor, the appropriate Senior Administrator will establish an Interview Committee.
- The appropriate Senior Administrator shall approve the hiring and appointment of OSSTF Early Childhood Educators.

5.0 OSSTF Custodians, Cleaners and Maintenance Personnel

- The Manager of Facilities and Construction Projects shall establish an Interview Committee to interview candidates and make a hiring recommendation. ~~This Committee shall consist of the Manager of Facilities, or Designate, the appropriate Custodial/Maintenance Supervisor and the Human Resources Coordinator of Support Staff.~~ For permanent positions, the Committee shall consist of the Manager of Facilities and Construction Projects, or Designate, the appropriate Custodial/Maintenance Supervisor and Human Resources Coordinator of Support Staff. For other than permanent positions, the Committee will consist of



the Manager of Facilities and Construction Projects, or Designate and the appropriate Custodial/Maintenance Supervisor.

- The Associate Director, Corporate Services and Treasurer shall approve the hiring and appointment of custodians, cleaners and maintenance personnel.

6.0 Program Services Support Staff and Other Administrative Staff

- The appropriate Senior Administrator shall establish an Interview Committee to interview candidates and make a hiring recommendation. ~~This Committee shall consist of the appropriate Senior Administrator, or Designate, the Supervisor of the position and the Human Resources Coordinator of Support Staff.~~ For permanent positions, the Committee shall consist of the Human Resources Coordinator of Support Staff and the school Principal and/or the Supervisor of the position. For other than permanent positions, the Committee will consist of the Principal and/or the Supervisor of the position and one other appropriate staff member.
- The Senior Administrator will approve the hiring and appointment of Program Services Support staff and Other Administrative Staff.

7.0 Managers

- The appropriate Senior Administrator shall establish an Interview Committee to interview candidates and make a hiring recommendation. This Committee shall consist of the appropriate Senior Administrator(s), ~~the Supervisor of the position, and the Human Resources Coordinator of Support Staff~~ and one other appropriate staff member supported by the Human Resources Coordinator of Support Staff. ~~This Committee may also include a Trustee.~~
- The Senior Administrator will provide a recommendation to the ~~Board~~ **Director of Education** for approval to hire and/or appointment ~~ment~~ Managers.

Definitions

Appropriate Senior Administrator

Senior Administrators are the Director of Education, the Associate Director, Corporate Services & Treasurer and the Superintendents of Education. The administrator who is responsible for the position or program in which the vacancy exists is defined as the appropriate Senior Administrator.

Appropriate Principal/Supervisor

The appropriate principal/supervisor who is responsible for the position and to whom the position reports to.

References

Hiring – Support Staff Policy
Education Act, Sections 170(1) & 171(1)
Ontario Human Rights Code, Section 24(1)(1)
Employment Standards Act
Ontarians with Disabilities Act
Pre-Employment Screening Policy
Student Achievement and School Board Governance Act, 2009

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD POLICY COMMITTEE

Prepared by: Wally Easton, Associate Director, Corporate Services & Treasurer
Tom Grice, Assistant Superintendent of Business
Presented to: Policy Committee
Submitted on: April 20, 2011
Submitted by: Cathy Horgan, Director of Education & Secretary

PUPIL ACCOMMODATION REVIEW POLICY

Public Session

BACKGROUND INFORMATION:

The purpose of the Ministry's *Pupil Accommodation Review Guideline* (PARG) is to provide direction to school boards regarding public accommodation reviews undertaken to determine the future of a school or group of schools. In March 2009, the Ministry made changes to the PARG.

The *Guideline* ensures that where a decision is taken by a school board regarding the future of a school, the decision is made with the full involvement of an informed local community and it is based on a broad range of criteria regarding the quality of the learning experience for students. Under paragraph 26, subsection 8 (1) of the *Education Act*, the Minister of Education may issue guidelines with respect to school boards' school closure policies.

Board staff have updated the Board's Pupil Accommodation Review Policy and Administrative Procedures to reflect the changes to the Ministry's PARG. Any changes to the existing Pupil Accommodation Review Policy and procedures, as a result of this update process, will be applicable to all future school accommodation reviews.

DEVELOPMENTS:

Two distinguishing differences in the Ministry's March 2009 revised *Pupil Accommodation Review Guideline* from the prior Guideline issued in October 2006 is the use of terminology referring to the Terms of Reference and the School Information Profile.

School boards are now mandated to provide the Accommodation Review Committee (ARC) with a Terms of Reference that describes the ARC's mandate. The mandate will refer to the board's educational and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement. The Terms of Reference will contain Reference Criteria that frame the parameters of the ARC discussion. The Reference Criteria include the educational and accommodation criteria for examining schools under review and accommodation options.

The Terms of Reference will identify ARC membership and the role of voting and non-voting members, including board and school administration. The Terms of Reference will also describe the procedures for the ARC including meetings; material, support, and analysis to be provided by board administration; and the material to be produced by the ARC.

The School Information Profile described in the new PARG is similar in nature to the generic School Valuation Framework found in the previous PARG. School boards are required to develop a School Information Profile to help the ARC and the community understand how well school(s) meet the objectives and the Reference Criteria outlined in the Terms of Reference. The School Information Profile includes data for each of the following four considerations about the school(s):

- Value to the student.
- Value to the community.
- Value to the school board.
- Value to the local economy.

It is recognized that the school's value to the student takes priority over other considerations about the school. A School Information Profile will be completed by board administration for each of the schools under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed School Information Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize.

The following are examples of factors that may be considered under each of the four considerations. Boards and ARCs may introduce other factors that could be used to reflect local circumstances and priorities, which may help to further understand the school(s).

Value to the Student

- Quality of the learning environment at the school;
- Student outcomes at the school;
- Range of course or program offerings;
- Range of extracurricular activities and extent of student participation;
- Adequacy of the school's physical space to support student learning;
- Adequacy of the school's grounds for healthy physical activity and extracurricular 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.

Value to the School Board

- Student outcomes at the school;
- Range of program or course offerings;
- Availability of specialized teaching spaces;
- Condition and location of the school;
- Value of the school if it is the only school within the community;
- Fiscal and operational factors (e.g., enrolment versus 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).

Value to the Community

- Facility for community use;
- Range of 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.

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.

The ARC will discuss and consult about the School Information Profile(s) prepared by board administration for the school(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

The Ministry recommends that, wherever possible, schools should only be subject to an accommodation review once in a five-year period, unless there are exceptional circumstances.

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups are consulted. These groups may include the school(s)' councils, parents, guardians, students, teachers, the local community and other interested parties. 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. All relevant information developed to support the discussions at the consultation is to be made available in advance.

At a minimum, ARCs are required to hold four public meetings to consult about the School Information Profile, the accommodation options, and the ARC Accommodation Report.

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference. It will deliver its Accommodation Report to the Board's Director of Education, who will have the Accommodation Report posted on the Board's website. Under the new PARG, the ARC will present its Accommodation Report to the Board of Trustees. Board staff will examine the ARC Accommodation Report and present the staff analysis and recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s). If the Board of Trustees votes to close a school or schools, the Board must outline clear timelines around when the school(s) will close.

After the intention to conduct an accommodation review of a school or schools has been announced by the school board, there must be no less than 30 calendar days notice prior to the first of a minimum of four public meetings. Beginning with the first public meeting, the public consultation period must be no less than 90 calendar days.

After the ARC completes its Accommodation Report, it is to make the document publicly available and submit the document to the school board administration. After the submission of the Accommodation Report, there must be no less than 60 calendar days' notice prior to the meeting where the Board of Trustees will vote on the recommendations.

These guidelines apply to schools offering elementary or secondary regular day-school programs, except as follows:

- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board's existing policies;
- When a lease is terminated;
- 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;
- 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;
- 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.

The Pupil Accommodation Review Policy and accompanying Administrative Procedure has been vetted through the consultation process and changes considered and included, where applicable.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised Pupil Accommodation Review Policy 400.16 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: PUPIL ACCOMMODATION REVIEW POLICY

		Policy Number:	400.16
Adopted:	26/02/08	Former Policy Number:	n/a
Revised:	TBD	Policy Category:	Operations
Subsequent Review Dates:		Pages:	2

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board (the Board) recognizes that in order for staff and students to be the best that they can be, one of the underpinnings is the provision of a safe and nurturing environment for learning and working. This Board believes that the learning and working environment must be sustainable and optimized such that quality Catholic educational programs and services can be delivered.

Policy Statement:

The Board and its Administration:

- ~~The primary objective of the Brant Haldimand Norfolk Catholic District School Board is to provide~~ provides in cooperation with the church and home, a Catholic education that will develop the spiritual, intellectual, physical and emotional well being of each student.
- ~~It is the responsibility of the Board to annually assess the physical, human and financial resources of each school so that equal opportunities for learning are provided to all students in the Board. School accommodations will be reviewed annually to ensure that utilization of accommodations is optimal, but should also give recognition for the role of the school in a rural community.~~
- recognize that it has a fundamental duty to provide educational programs, services and adequate accommodation during each school year for the pupils who have a right to attend a school under its jurisdiction.
- assess annually the physical, human and financial resources of each school so that equal opportunities for learning are provided to all students and that utilization of accommodations is optimal.
- acknowledge that the optimum use of school facilities may require, within a group of schools, the consolidation or closure of schools or major program relocation. There may; however, be circumstances in which a single school should be studied for closure or relocation.
- endorse a process for considering the consolidation of schools that includes opportunities for community consultation and participation.
- give recognition for the role of the school in a rural community.
- recognize the need for a close relationship with the local parish

Policy Criteria:

~~The Board's elementary schools are generally organized in groups, usually linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or major program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or relocation. Any decisions under this policy will take into account the Board's Long-Term Capital Plan.~~

The following are not actions to which this Policy applies:

- ~~Where a replacement school is to be rebuilt by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies; i.e., replacement of a rural school within its existing rural community;~~
- ~~When a lease is terminated;~~



Brant Haldimand Norfolk Catholic District School Board

- ~~When the Board is considering the relocation of a grade or grades, or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school;~~
 - ~~When the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;~~
 - ~~Where a facility has been serving as a holding school for a school community whose permanent school is under construction or repair.~~
- Where a replacement school is to be rebuilt by the board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the board's existing policies;
 - When a lease is terminated;
 - 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;
 - 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;
 - 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.

Glossary of Key Policy Terms: n/a

References

BHNCDSB Long-Term Capital Plan

Ministry of Education Pupil Accommodation Review Guidelines (PARG, Revised June 2009)

Ministry of Education Memorandum 2009:B7

Administrative Review of the Accommodation Review Process



Pupil Accommodation Review AP 400.16

Procedure for:	All Staff	Adopted:	February 26, 2008
Submitted by:	Tom Grice, Asst. Superintendent of Business	Revised:	TBD
Category:	Operations		

Purpose

The purpose of this Administrative Procedure is to provide the framework for dealing with the usage of school buildings to support the provision of quality Catholic educational programs and services in optimally utilized, quality facilities. This procedure will give clear direction on school accommodation when developed in collaboration with, and edified by, public input and participation. This procedure defines conditions, timelines, personnel involved, terms of reference and deliverables should an accommodation review be undertaken.

Responsibilities

Trustees of the Board - review the final Report of the Accommodation Review Committee and the Board Staff Report providing an assessment of the Report of the Accommodation Review Committee and make accommodation decisions.

Director of Education - review the Accommodation Report submitted by the Accommodation Review Committee and work with Board Staff to develop a Staff analysis and recommendations based on the Accommodation Report.

Associate Director, Corporate Services or Designate - secretary and staff resource person during the Accommodation Review process and ensures that the Accommodation Review Committee successfully carries out its obligations under this policy including the presentation of its final Accommodation Report to the Board of Trustees.

Membership of staff of the school or schools under review is expected to include the following and their identified roles:

Superintendent of Education - staff resource person during the Accommodation Review process

Principal - member of the Accommodation Review Committee

Teaching Staff as appointed - member of the Accommodation Review Committee

Non-Teaching Staff as appointed - member of the Accommodation Review Committee

Parents of the School as appointed - member of the Accommodation Review Committee

Parish Representative as appointed - member of the Accommodation Review Committee

Information

The Board's elementary schools are generally organized in groups, usually linked to a secondary school. The goal of providing a suitable and equitable range of learning opportunities in a school or group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or major program relocation will take into account the needs of all of the students in all of the schools in a particular group. There may, however, be circumstances in which a single school should be studied for closure or relocation. Any decisions under this policy will take into account the Board's Long-Term Capital Plan (LTCP) for the area and potential partnership opportunities.



This policy incorporates the revised Pupil Accommodation Review Guidelines (PARG) released by the Ministry of Education on June 26, 2009 (Ministry Memorandum 2009:B2) and the Ministry companion document entitled, *Administrative Review of the Accommodation Review Process*.

The Board agrees with the Ministry of Education's observation in the document entitled *Good Places to Learn: Renewing Ontario Schools* released on February 17, 2005 (Ministry Memorandum 2005:B7) that, "the education program needs of students must lead decisions concerning buildings and grounds", and that "there is a strong link between the standard of the physical environment and good outcomes, such as better student performance and higher teacher retention".

1.0 School Accommodation Utilization Review

The process for determining whether a school accommodation review should be initiated will begin with a review of the utilization of the Board's existing accommodations. This initial review should be undertaken by the Associate Director or Designate in collaboration with a Superintendent of Education in accordance with the Board's most recent LTCP.

The review is to consider, at a minimum:

- The impact of the current and projected enrolment on the operation of the school(s) and on program delivery;
- The current physical condition of the school(s) and any repairs or upgrades required to ensure optimum operation of the building(s) and program delivery.

In the event that the School Accommodation Utilization Review indicates a school consolidation may be required, a Preliminary School Accommodation Review Report shall be brought forward to the Board of Trustees.

2.0 The Preliminary Report

The Director, or designate, will present a preliminary report for approval to the Board identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or major program relocation in respect of one or more schools.

A school or group of schools may be considered for study for a variety of reasons. These are some examples of conditions which may apply:

- The school or group of schools is unable to provide a suitable and equitable range of learning opportunities for students;
- The school or group of schools has experienced or will experience an adverse impact on learning opportunities for students due to declining enrolment;
- Reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive;
- Under normal staffing allocation practices, it would be necessary to assign three grades to one class in one or more of the schools;
- The school has an average of less than 20 students per grade in an elementary school or 150 students per grade in a secondary school;
- The student population of a school is less than 75% of the capacity of a school as defined by the Ministry of Education;
- One or more of the schools is experiencing higher building maintenance expenses than the average for the system and/or is in need of major capital improvements;



- In respect of one or more of the schools there are safety and/or environmental concerns attached to the building, the school site or its locality;
- The consolidation of schools is in the best interests of the overall school system;
- It has been no less than five years since the inception of a previous study of the school by an Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.

3.0 Establishing an Accommodation Review Committee

After reviewing the Preliminary Report, the Board may direct the formation of an Accommodation Review Committee for a group of schools or for a single school.

Establishing an Accommodation Review Committee (continued)

Parents/guardians, staff and school council members of the affected schools will be informed within ~~ten (10) school~~ **fifteen (15) calendar** days, in writing, through their respective schools, of the Board's decision to form an Accommodation Review Committee and the decision will be posted on the Board's website.

All notice periods within the ARC's schedule are based on calendar days. Summer vacation, Christmas break and Spring break, including adjacent weekends are not considered in the required 30, 60 or 90 calendar day periods set out in the PARG.

After the decision has been made to establish the ARC, written invitation will be forwarded to potential ARC members.

3.1 The Mandate of the Accommodation Review Committee

The Accommodation Review Committee ~~will study, report and make recommendations on the accommodation options respecting the group of schools or single school referred to it.~~ **is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision.**

3.2 Composition of the Accommodation Review Committee

The Accommodation Review Committee will consist of the following persons:

- One trustee, normally a trustee representing the area under study;
- The appropriate Superintendent of Education;
- The Associate Director, Corporate Services & Treasurer or **Designate**;
- From each affected school:
 - the school principal or designate
 - one teacher
 - one non-teaching staff member
 - three parents, one of whom will be the school council chair or designate
 - **A Parish representative in the community under review or designate**

Once the Accommodation Review Committee is constituted, it may invite a municipal ~~councillor~~ **planner** or delegate ~~and a member of the business community~~ to join the Committee. The Accommodation Review Committee will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

The Accommodation Review Committee has the authority to enlist additional members. ~~with the approval of the Board.~~



3.3 Operation of the Accommodation Review Committee

The Board will appoint a Chair of the Accommodation Review Committee, who will not be a trustee. The Chair will convene and chair meetings, and will, in cooperation with the Associate Director or **Designate**, ensure that the Committee successfully carries out its obligations under this Policy.

The Associate Director or **Designate** will function as secretary and resource person. Other resource personnel can be requested to provide information to the Accommodation Review Committee, including employees or consultants for third party private and public bodies such as municipalities, post-secondary institutions and coterminous school boards.

4.0 Information to the ARC

In accordance with the PARG, the Board shall provide the ARC with a copy of this policy. The Terms of Reference (TOR) for the ARC which describes its mandate are attached as Appendix A.

Prior to the commencement of any ARC, Board staff may revise the Terms of Reference if such revisions are warranted.

In accordance with the PARG, a School Information Profile (SIP) will be prepared by Board staff for each of the school(s) under review (refer to Appendix B). The profile will include data that addresses the following considerations about the school:

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

The completed SIP(s) will be provided to the ARC prior to or at its first working meeting. The SIP will also include in the following:

- The section of the Board's most recent LTCP that deals with the municipality or area under review;
- Relevant background information regarding the school(s) located within the area of the accommodation review.

The ARC will review the completed SIP(s) and have the opportunity to discuss, consult on, modify based on new or improved information and finalize the SIP(s). If there are multiple schools under review, the framework of the SIP must be the same for each school under review.

The ARC is to recognize that the school's value to the student takes priority over other considerations regarding the school.

Prior to the commencement of an ARC, Board staff may revise the questions contained in the SIP if such revisions are warranted.

In accordance with the PARG, the Board will inform the ARC at the beginning of the process about known or reasonably anticipated partnership opportunities, or lack thereof, as identified as part of the Board's long-term planning process. The Board will also 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.



4.1 Meetings of the Accommodation Review Committee

The Accommodation Review Committee will complete its work within the timelines in this ~~Policy~~. **Procedure**.

The Accommodation Review Committee Chair will call the first public meeting of the Committee no earlier than ~~sixty (60)~~ **thirty (30) calendar** days after the date of its appointment, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. The Committee will meet as often as required **to fulfil its mandate**.

~~Meetings of the Accommodation Review Committee (continued)~~

Prior to the first public meeting, the Accommodation Review Committee will customize the Board's ~~generic~~ School Valuation Framework **Information Profile** (Appendix A ~~B~~) for application to the schools under review **if they deem it necessary**. The Committee may add factors to ~~both~~ but may not subtract or alter factors. The Committee will make the customized School Valuation Framework and the School Valuation Factors **Information Profile** public prior to its public meetings.

The Accommodation Review Committee will hold at least four (4) public meetings in accessible facilities:

- At the first public meeting, the Accommodation Review Committee will describe **the TOR including** its mandate, outline its study process, and give the public a briefing on the data and issues to be addressed. **The ARC will present the Preliminary School Accommodation Review Report prepared by the Director, including the Board/Staff proposed alternative accommodation option(s)**. ~~The Committee will also describe how the School Valuation Framework (Appendix A) have been customized. The Committee will receive community input.~~
- At the second public meeting, the Accommodation Review Committee will present ~~its Draft School Valuation Factors (Appendix A)~~ **a completed SIP (refer to Appendix B)** for the school(s) under consideration and receive community input;
- At the third public meeting, the Accommodation Review Committee ~~will receive community input on the accommodation options to be considered and will receive community input.~~ **will present the accommodation option(s) which may or may not include the Board/Staff proposed alternative accommodation option(s) and request community input;**
- At the fourth public meeting, the Accommodation Review Committee ~~will present its Draft School Valuation report~~ will present to the public, **the draft ARC Accommodation Report** and recommendations and will receive community input. The Committee may make changes to the report based on feedback at the meeting.

5.0 Communication of the Accommodation Review Committee Meetings

- Public notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number. Notice of the first public meeting will be provided no less than **thirty (30) calendar** days in advance of the meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break. A minimum of ~~two (2)~~ **weeks fourteen (14) calendar days** notice will be provided in respect of the other public meetings.

All meetings of the Accommodation Review Committee will be open to the public. Detailed minutes will be kept of the Accommodation Review Committee meetings and will be posted on the Board's website. The Committee will provide information to the affected school communities on an ongoing basis.



6.0 The Work of the Accommodation Review Committee

As noted above, the Board is committed to providing the best educational opportunities for its resident pupils. Active curriculum and programming decisions that might require school consolidation, closure or program relocation must take into account the needs of all of the students in all of the schools in a particular group, recognizing that the schools form a community and have a common set of interests. The Board encourages Accommodation Review Committees to work actively against any inclination for individual school communities to divide into adversarial groups.

Attention should first be paid to the current educational situation in the school or group of schools and how it is likely to evolve if things are left as they are. Attention should then be paid to the potential for enhancing the learning environment for students. The questions set out below are intended to help the Accommodation Review Committee to focus on common issues in order to reach a constructive and positive outcome. It is not possible, however, to avoid the assessment of individual schools.

In carrying out its mandate, the Accommodation Review Committee will weigh the value of the schools to the student above the other factors to be assessed.

4.3 The Accommodation Review Committee School Valuation Report Framework

In respect of the school or group of schools being studied, the Accommodation Review Committee will consider the questions set out in the Accommodation Review Committee Report Framework, and may consider such additional questions as it determines to be relevant.

In answering these questions, the Accommodation Review Committee will consider the School Valuation Factors listed in Appendix A, both in respect of the existing organization of the schools and any proposed organization, and may add factors to be addressed.

1. Does the school or group of schools currently provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for all the students of the Board who reside in the catchment area?
2. Does the school or group of schools currently provide the range of optional programs required to ensure an appropriate education and program quality for all the students? What optional programs cannot be offered currently that are available in other Board schools?
3. Is the operation of the schools or size of schools supported by the funding guidelines of the government or are there other sustainable sources of revenue to support the operation?
4. Do enrolment projections and development plans indicate that the enrolments will be high enough for the next five (5) years to keep the current organization educationally and financially viable?
5. Is there a proposed organization of all or some of the existing schools that could result in each remaining school being able to provide the range of mandatory programs required to meet the Ministry of Education policies and ensure program quality for the Board's students who reside in the existing or proposed catchment area, and that could result in each remaining school being able to provide the range of optional programs required to ensure an appropriate education and equity for all the students? What optional programs could be offered in the proposed organization that are available in other District School Board schools?

The Accommodation Review Committee School Valuation Report Framework (continued)

6. Can the proposed school organization result in an equivalent or improved environment for the students from a health and safety perspective?



7. ~~What bussing would be required under the proposed organization? If there are increased bussing costs, can these be offset by reduced operating and administrative resource costs?~~
8. ~~What are the financial benefits of the proposed school organization that would enable the Board to maintain or improve the student learning environment? Would the operation of the proposed school organization be supported by the funding guidelines of the Student Focused Funding Model or are there other sustainable sources of revenue to support the operation of this organization?~~
9. ~~What are the capital requirements of the proposed school organization in terms of renewal, additions, new schools or program enhancements? Would they be supported by the funding guidelines of the Student Focused Funding Model or are there other sustainable sources of revenue to support the capital requirements, such as the shared use of a building or site?~~
10. ~~Do alternative organizations of all or some of the schools offer better long-term opportunities to provide quality educational services and accommodation for students within current fiscal realities?~~
11. ~~What effects would the proposed organization have on community activities of social, educational, cultural or recreational nature?~~
12. ~~What are the possible alternative uses for any building recommended for consolidation or closure?~~

2.7 — Information and Documentation

An information package necessary to permit the Accommodation Review Committee to carry out its mandate will be provided no later than at the commencement of the Committee's first public meeting. The package will include the following with plain language explanations, which will also be made available to the public via posting on the Board's website and in print format at the Catholic Education Centre of the Board:

- The most recent Long-Term Capital Plan of the Board to provide a context for the accommodation review;
- Background information regarding the schools located within the area of the accommodation review. This information is to include, but not necessarily be limited to, the following:
 - Organization and programming information for each school under study;
 - Maps of the area;
 - Enrolment and capacity information for each school in the review area;
 - Information outlining where students attending each school in the review area reside;

Information and Documentation (continued)

- Demographic projections concerning future enrolments at schools within the review area;
 - Information on transportation;
 - Floor plans of schools under study;
 - Site plans of schools under study;
 - Data on portables;
 - Expenditures and revenues for each school in the review area with particular emphasis on school operations (i.e., heating, lighting, cleaning, routine maintenance), school administration;
 - Information regarding renewal needs of each school in the review area; and
 - Information regarding the current community use of each school in the review area.
- Alternate accommodation plans for the students in the schools located within the area of the accommodation review including suggestions as to where the students could be accommodated, what changes to existing facilities might be required, what programs could be available to the students, and associated transportation requirements.



Board staff will respond to reasonable requests for additional information from the Accommodation Review Committee and will append responses to the minutes of the meetings at which the questions prompting the responses were raised, and will post the responses on the Board's website.

2.8 — The Accommodation Review Committee School Valuation Report

The Accommodation Review Committee will prepare a School Valuation Report addressing the questions set out earlier in this Policy and those that it chooses to add, and will provide its advice to staff and the Board on the matters to be addressed in Staff's report to the Board. The Committee will also ensure that the following issues are addressed:

- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
- The effects of consolidation, closure or program relocation on the following:
 - The attendance area defined for the schools;
 - Attendance at other schools;
 - The need and extent of bussing.
- The financial effects of consolidating or not consolidating the school, including any capital implications;
- Revenue implications as a result of the consolidation, closure or program relocation;
- Savings expected to be achieved as a result of the consolidation, closure or program relocation;
- School operations (heating, lighting, cleaning, routine maintenance);
- Expenditures to address school renewal issues which will not longer be required—
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the board

The Accommodation Review Committee School Valuation Report (continued)

- School operations (heating, lighting, cleaning, routine maintenance);
- School administration;
- School renewal;
- Transportation.
- Net savings/costs associated with:
 - Teaching staff;
 - Paraprofessionals;
 - Student transportation
- The possible alternative use or disposition of an empty building.

The Accommodation Review Committee will deliver its School Valuation Report to the Director of Education not earlier than ninety (90) days, and not later than 120 days, after the beginning of the Committee's first public meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

7.0 Accommodation Review Committee School Accommodation Report

Through a series of working meetings and a minimum of four (4) public meetings, the ARC will in accordance with the PARC, author an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the TOR attached to this procedure as Appendix A. The ARC will deliver its Accommodation Report to the Director, who will have the ARC Accommodation Report posted on the Board's website. The ARC will present its Accommodation Report to the Board. Both the ARC's Accommodation Report to the Board and the Staff Report to the Board will occur on the same scheduled Board Meeting date.



8.0 Consideration of the Accommodation Review Committee School Valuation ~~School Valuation~~ Accommodation Report

8.1 Staff's Report to the Board

The Associate Director or **Designate** will review the recommendations of the Accommodation Review Committee and prepare a **Staff** Report to the Board.

The report will include as appendices the Accommodation Review Committee's ~~School Valuation~~ **Accommodation** Report and recommendations, the information package provided to the Committee, minutes of the Accommodation Review Committee meetings and any material received by the Committee or the Board from the public.

The recommendation accompanying the report will be one or more of the following:

- To maintain the schools and to continue to monitor them;
- To reorganize the schools, their programs or their grade structures;
- To change the boundaries of the schools;
- To consolidate and/or close one or more of the schools.

The report and recommendations will be presented to the Board in public session at a regularly-scheduled meeting not less than thirty (30) calendar days after the Accommodation Review Committee ~~School Valuation~~ **Accommodation** Report was delivered to the Director of Education.

8.2 Board Meeting for Public Input

The Board will hold a meeting for public input no sooner than thirty (30) **calendar** days after the report and recommendations are presented to the Board in public session, in order to provide an opportunity for the public to make formal presentations to the Board concerning the report and the matters that are addressed in it. ~~and in the Accommodation Review Committee School Valuation Report.~~ The public meeting may be scheduled as part of one of the Board's regularly scheduled meetings. On the date that the Board schedules the meeting for public input, it will also schedule the Board meeting to consider school accommodation referred to in Section ~~3.4~~ **8.4** of this ~~Policy~~ **Procedure**.

~~Board Meeting for Public Input (continued)~~

A minimum of ~~two (2) weeks~~ **fourteen (14) calendar days** notice of the public Board meeting for input will be provided via school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers and will include date, time, location, purpose, contact name and number.

The public may provide written input to the Director of Education at any time **after the Accommodation Report and the Staff Report have been presented to the Board for its consideration.**

8.3 Staff's Follow-up Report to the Board

Following the Board meeting for public input, staff will prepare a report to the Board in which it will report on and respond to the representations made by the public, for the next regularly scheduled Board meeting. Staff may revise its earlier recommendations to the Board.

Staff's follow-up report will include copies of the presentations made by the public during the board meeting for public input and those received directly, and minutes of the Board meeting for public input.

Staff's follow-up report will be released publicly and be posted on the Board's website.



8.4 Board Meeting to Consider School Accommodation

The Board will make its decision regarding the school accommodation recommendations in the Accommodation Review Committee Report, ~~Associate Director~~ Staff Report and Staff's Follow-up Report (if one is required) to the Board at a regularly scheduled meeting, which will not occur sooner than sixty (60) calendar days after the presentation of the ~~the Associate Director Report~~ ARC's Accommodation Report and the Staff Report, thirty (30) calendar days after the Board meeting for public input and fifteen (15) calendar days after the Staff's Follow-up Report is released publicly.

Public notice of the meeting at which the Board will make its decision regarding the school accommodation recommendations in the Accommodation Review Committee's School Valuation Accommodation Report, ~~Associate Director's Report~~ Staff's Report and Staff's Follow-up Report to the Board will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and number at least sixty (60) calendar days prior to the date of the Board meeting, excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.

Parents/Guardians, Staff and School Council members will be informed within ~~ten (10)~~ fourteen (14) calendar days, in writing, through their respective schools, of the Board's decision, which will also be posted on the Board's website.

The Board may make any accommodation decision that it deems advisable in relation to the schools under review by an Accommodation Review Committee despite a Committee recommendation to the contrary.

If the Board's decision is consolidation, closure or program relocation, the following school year will be used to plan for and implement the Board's decision, except where the Board and the affected community believe that earlier action is required. The Board's decision will set clear time lines.

8.5 Administrative Review of the Accommodation Review Process

An administrative review of an accommodation review process undertaken by the Board may be available under the Ministry document entitled *Administrative Review of the Accommodation Review Process* posted on the Board website and available at the Catholic Education Centre of the Board.

9.0 The School Integration Process

It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities. This process of integration should be carried-out in consultation with parents and staff. The Director, or designate, will establish an Integration Committee immediately following the final decision to close a school.

9.1 Mandate of the Integration Committee

The Integration Committee will plan for and implement the positive integration of students and staff affected by consolidation, closure or program relocation into their new school environment.

9.2 Composition of the Integration Committee

The Integration Committee will consist of the following persons:

- The appropriate Superintendent of Education;
- From each affected school:
 - the school principal;
 - the school council chair or designate.

The Committee has the authority to enlist additional members.



9.3 Operation of the Integration Committee

The Chair of the Board will appoint one trustee as the Chair of the Integration Committee. The Superintendent will function as secretary and resource person. Other resource personnel can be called to assist the Integration Committee.

9.4 Meetings of the Integration Committee

The Integration Committee will operate within the time lines in this Policy and will meet as often as required.

9.5 School Closing Ceremony and Funding

The Integration Committee will determine whether a school closing ceremony is appropriate. If a closing ceremony is recommended, the Committee will design the format and program. The Principal will contact the Associate Director, Corporate Services & Treasurer to make the necessary financial arrangements and obtain a budget allocation. The Board will provide funds up to \$~~250~~ 500.

9.6 Timelines

The Integration Committee will report to the Director of Education and through the Director to the Board no later than February of the final year of a school on the progress of integration planning, and again no later than after six (6) months after the implementation of the consolation decision.

TABLE OF TIMELINES

10.0 Table of ARC Timelines and Milestones

Action	By Whom	When	Provision
Presentation of the Preliminary Report to the Board	Director	Discretion	4 2.0
Board decision to establish an Accommodation Review Committee	Board	Discretion	2 3.0
Notice of Board decision to establish an Accommodation Review Committee	Principals Director	Within one (1) week 7 days of decision*	2 3.0
Establishment of the membership of the Accommodation Review Committee	Board	Following the decision to establish an Accommodation Review Committee	3.2
Notice of first Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least 60 30 days prior to the meeting*	2.4 4.1
Delivery of Information Package to the Accommodation Review Committee	Staff	No later than the Accommodation Review Committee's first public meeting	2.7 4.0
First Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee.	2.4 4.1
Notice of second Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least two (2) weeks 14 days prior to the meeting*	2.4 4.1
Second Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by Accommodation Review Committee	2.4 4.1
Notice of third Accommodation Review	Accommodation	At least two (2) weeks	2.4 4.1



Action	By Whom	When	Provision
Committee Public Meeting	Review Committee	14 days prior to the meeting*	
Third Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee	2.4 4.1
Notice of the fourth Accommodation Review Committee Public Meeting	Accommodation Review Committee	At least two (2) weeks 14 days prior to the meeting*	2.4 4.1
Fourth Accommodation Review Committee Public Meeting	Accommodation Review Committee	As scheduled by the Accommodation Review Committee	2.4 4.1
Delivery of Accommodation Review Committee Valuation Accommodation Report	Accommodation Review Committee	Not earlier than 90 days after the beginning and not later than 95 days after the beginning of not later than 120 days after the Accommodation Review Committee's first public meeting.*	2.8 7.0
Staff's Report and Recommendations	Staff	Not less than 30 days after the Accommodation Review Committee report was delivered to the Director of Education	3.1 8.1
Board sets dates for Board meeting for public input and for Board meeting to decide accommodation	Board	As scheduled by the Board	3.2 8.2
Notice of Board Meeting for Public Input	Board	A minimum of two (2) weeks 14 days notice of the Public Meeting*	3.2 8.2
Board Meeting for Public Input	Board	As scheduled by the Board, but not sooner than 30 days after Staff's Report and recommendations are presented to the Board in public session *	3.2 8.2
Staff's follow-up report on accommodation	Staff	Next regularly scheduled Board meeting	3.3 8.3
Notice of Board Meeting to decide accommodation	Board	60 days prior to the Board meeting.*	3.4 8.4



Action	By Whom	When	Provision
Board Meeting to decide accommodation	Board	At a regularly scheduled meeting which will not occur sooner than 60 days after the presentation of Staff's Report, 30 days after the Board Meeting for public input and 15 days after Staff's follow-up report as released publicly*	3.4 8.4
Notice of decision on accommodation	Principals Director	Within one (1) week 14 days of decision	3.4 8.4
Appointment of the Integration Committee	Director	Within one (1) week 7 days of Board decision	4 9.0
First Integration Committee Report to the Director	Integration Committee	February of the school's last year of operation and consolidation occurs as determined by the Board	4.6 9.6
Consolidation occurs	Board	As determined by Board	3.4 8.4
Second Integration Committee Report to the Director	Integration Committee	Within six (6) months of the implementation of the consolidation decision	4.6 9.6

~~* Excluding from the calculation school holidays such as summer vacation, Christmas break and Spring break.~~

*Calendar days, excluding from the calculation school holidays such as summer vacation, Christmas and Spring break, including adjacent weekends.

Definitions

Ministry

Ministry of Education for the Province of Ontario.

Accommodation Review Committee (ARC)

An advisory body established by the Board to conduct a public accommodation review of a school or group of schools, which must include membership drawn from the community.

Pupil Accommodation Review Guideline (PARG)

A Ministry document that provides direction to the school boards regarding the public accommodation reviews undertaken to determine the future of a school or group of schools.

Administrative Review of Accommodation Review Process

A Ministry document that sets out the conditions under which the Ministry may conduct a review of a school board's accommodation review process once the process is complete and once the Board of Trustees have made a decision.

Average Daily Enrolment (ADE)

The measure of enrolment used for Ministry funding purposes and which is calculated using two count dates within the school year: October 31st and March 31st. The full-time equivalent of students enrolled in a board's schools are weighted at 0.5 for each of the count dates. Junior Kindergarten (JK) and Senior Kindergarten (SK) pupils are counted as half time students. Where a school has implemented the Ministry's Early Learning Program, JK and SK pupils will be counted as full-time students.



On the Ground Capacity (OTG)

The rated capacity for a facility as indicated on the Ministry of Education School Facilities Inventory System.

Operating Costs

Encompasses all of the expenditures required to operate the Board facilities including but not limited to heating, lighting, maintaining and cleaning.

Long-Term Capital Plan (LTCP)

The Board's flexible study identifying future school accommodation adjustments that are anticipated based on current and future enrolment projections. The LTCP identifies projects that the Board is considering over a 15 year period.

Director of Education (Director)

The Director of Education of the Brant Haldimand Norfolk Catholic District School Board.

References

Ministry of Education Pupil Accommodation Review Guidelines (PARG, Revised June 2009)
Administrative Review of Accommodation Review Process
BHNCD SB Long-Term Capital Plan (LTCP)
Ministry of Education Memorandum 2009:B7

Appendix A Procedure 400.16

Accommodation Review Committee Terms of Reference (TOR)

The Terms of Reference (TOR) were developed in accordance with the Ministry's 2009 revised *Pupil Accommodation Review Guidelines* (PARG) and supports the Brant Haldimand Norfolk Catholic District School Board's Administrative Procedure AP400.16 entitled "Pupil Accommodation Review".

1.0 Mandate and Objectives of the Accommodation Review Committee (ARC)

- 1.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the ARC is to lead the public review and act in an advisory role that will study, report and provide recommendations on accommodation option(s) with respect to the group of schools or school being reviewed for the Board of Trustees' consideration and decision. Accommodation options may consider consolidation, closure or program relocation leading to the continued provision of strong educational programming and opportunities for students in safe, healthy and accessible learning environments that effectively utilize Board facilities.
- 1.2 A separate ARC shall be established for each group of schools being studied.
- 1.3 This ARC is charged with the review of the following schools:
[Insert List of School(s)]

2.0 Membership of the ARC

- 2.1 The ARC should consist of the following persons:
 - One trustee, normally a trustee representing the area under study;
 - The appropriate Superintendent of Education;
 - The Associate Director, Corporate Services & Treasurer or Designate;
 - From each affected school:
 - the school principal or designate
 - one teacher
 - one non-teaching staff member
 - three parents, one of whom will be the school council chair or designate
 - A Parish representative in the community under review or designate

In accordance with Section 3.3 of AP400.16, the Director will appoint the Chair of the ARC. The Chair of the ARC will not be a trustee.

- 2.2 Where three (3) or more schools are being reviewed, ARC membership may be adjusted so that the Committee does not become too large to function effectively.
- 2.3 All members of the ARC are voting members with the exception of the Superintendent of Education, and the Associate Director, Corporate Services & Treasurer or Designate who are non-voting members.
- 2.4 Recognizing the value of the ARC's contribution to the Board's ability to provide quality educational opportunities for its students, ARC members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings
- 2.5 In the event that an ARC member is unable to commit to attending all, or nearly all of the meetings, the ARC Chair has the authority to address the attendance issue and recommend a solution.

- 2.6 The ARC will have resource staff available to provide information requested or to provide expertise not already within the ARC. The following are available resources:
- Principals of the affected schools.
 - Administrative support for minute taking.
 - Dedicated resources to enable the ARC to understand the issues that exist and to provide:
 - support to ensure compliance with the Board's policy and procedure;
 - 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;

2.6.1 If the ARC Chair sees a need for additional expertise or if additional expertise is requested by the ARC, guest ARC Resources may be invited to attend specified meetings.

- 2.7 The ARC will be deemed to be properly constituted whether or not all of the listed members are able to participate.

2.7.1 Written invitation to participate on the ARC will be issued with a deadline date for acceptance. A nil response by that date will be considered as non-acceptance.

3.0 Operation of the ARC

- 3.1 The Director will appoint a Chair of the Accommodation Review Committee, who will not be a trustee. The Associate Director or Designate will function as secretary and resource person.

The ARC Chair is responsible for:

- Convening and chairing ARC meetings;
- Managing the development of the process according to the ARC mandate, the Terms of Reference and the supporting SIP;
- Coordination of the activities of the ARC, requesting support, resources, and information relevant to the ARC's mandate from the BHCNDSB staff;
- Ensuring completion of the ARC Accommodation Report.

- 3.2 A SIP for each affected school necessary to permit the ARC to carry out its mandate will be provided at or prior to the ARC's first working meeting.

- 3.3 For each affected school the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Catholic Education Centre upon request:

- The section of the Board's most recent Long-Term Capital Plan that deals with the municipality or area under review;
- Relevant background information regarding the schools located within the area of the accommodation review.

- 3.4 The ARC will meet as often as required to review and analyze all pertinent data and prepare for the mandatory public meetings. Working meetings of the ARC shall be open for observation only by the public.

- 3.5 The ARC shall determine a schedule of dates, times and location of meetings. This should be established at the first meeting of the ARC subject to Provision 3.7 of Appendix A and Section 10.0 of the Pupil Accommodation Review Procedure.

- 3.6 Working meetings of the ARC may be held regardless of all voting members being present.

- 3.7 The ARC will complete its work within the timelines outlined in this Policy.
- 3.8 In the event that a member is unable to fulfill his/her duties on the ARC, the Principal of the affiliated school(s) working with the Chair of the ARC, may co-opt another representative. If a replacement cannot be found, the ARC will continue to function.
- 3.9 The ARC will provide information to the affected school communities on an ongoing basis.
- 3.10 Resource staff will respond to reasonable requests for additional information from the ARC and will include the response(s) to the question(s), in the ARC's working binder under the appropriate section, and will post the responses on the Board's website.
- 3.11 Requests for information in keeping with the ARC's mandate and in keeping with the schools under review, will be provided by ARC Resource staff in a timely manner for the ARC's use and if the information is requested from an external party, for the ARC's approval. 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.
- 3.12 All ARC meetings will be structured to encourage an open and informed exchange of views.

4.0 Reference Criteria

- 4.1 In accordance with the PARG, the Reference Criteria is to frame the parameters of the ARC discussion, which will lead to the development of the ARC Accommodation Report. The Reference Criteria is to help the ARC assess:
- 1) The current situation, if the situation was left unchanged and;
 - 2) How the situation may improve if accommodation option(s) were implemented.
- 4.1.1 **CURRENT SITUATION** - The ARC is to examine the school(s) under review from the perspective of the following criteria (see bullets in 4.1.2 below) as the criteria relates to the current situation and the projected situation (both physical and educational).
- 4.1.2 **ACCOMMODATION OPTION(S) PROPOSED** - The ARC is also to examine the school(s) under review using the following criteria to assess the feasibility of the potential accommodation option(s) being recommended.
- Declining school or program enrolments which currently impact or may limit a student's educational and social opportunity;
 - 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);
 - The presence of surplus instructional space within a school or a group of schools;
 - The physical condition of a school or a group of schools which may impact the quality of the learning environment and/or limited financial resources of the Board.
- 4.2 The ARC may include additional reference criteria.

5.0 Working Meetings

- 5.1 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 support the objectives and the Reference Criteria of this TOR and will help the ARC in its development of the ARC Accommodation Report.
- 5.2 The ARC Resource staff will work with the ARC to prepare all working meeting and Public Meeting agendas and materials. Meeting agendas and materials are to be made available by e-

mail to the ARC members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.

- 5.3 ARC 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 Board's website after the minutes have been approved by the ARC.
- 5.4 All information provided to the ARC is to be posted on the board's website and made available in hard copy if requested.
- 5.6 Working Meetings of the ARC shall be open to observation by the public.

6.0 Public Meetings

- 6.1 In addition to ARC working meetings, the Accommodation Review Committee will hold at least four (4) public meetings in accessible facilities. These meetings will be organized as follows:
 - At the first public meeting, the Accommodation Review Committee will describe the TOR including its mandate, outline its study process, and give the public a briefing on the data and issues to be addressed. The ARC will present the Preliminary School Accommodation Review Report prepared by the Director, including the Board/Staff proposed alternative accommodation option(s).
 - At the second public meeting, the Accommodation Review Committee will present a completed SIP (refer to Appendix B) for the school(s) under consideration and receive community input;
 - At the third public meeting, the Accommodation Review Committee will present the accommodation option(s) which may or may not include the Board/Staff proposed alternative accommodation option(s) and request community input;
 - At the fourth public meeting, the Accommodation Review Committee will present to the public, the draft ARC Accommodation Report and recommendations and will receive community input. The Committee may make changes to the report based on feedback at the meeting.
- 6.2 The ARC Chair will call the first public meeting no earlier than thirty (30) calendar days after the date of its appointment.
- 6.3 Notice of the first public meeting will be provided no less than thirty (30) calendar days in advance of the meeting. A minimum of fourteen (14) calendar days notice will be provided in respect of other public meetings.
- 6.4 Public notice of the public meetings will be provided through school newsletters, letters to the school community, the Board's website and advertisements in local community newspapers, and will include date, time, location, purpose, contact name and email address.

7.0 ARC Accommodation Report

- 7.1 The ARC Accommodation Report which is a mandatory outcome of the ARC's work, is to be submitted to the Director, by the Chair of the ARC. The ARC Accommodation Report is to be drafted in plain language.
 - 7.1.1 The ARC will prepare a report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the TOR.

- 7.1.2 The ARC should also consider the following issues and try to address these as well as possible in the ARC Accommodation Report:
- The implications for the program for students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected.
 - The effects of consolidation, closure or program relocation on the following:
 - The attendance area defined for the school(s)
 - Attendance at the other school(s)
 - The need and extent of transportation
 - The financial effects of consolidating or not consolidating the school, including any capital implications.
 - Savings expected to be achieved as a result of the consolidation, closure or program relocation:
 - School operations (heating, lighting, cleaning, routine maintenance)
 - Expenditures to address school renewal issues which will no longer be required
 - Revenue implications as a result of the consolidation, closure or program relocation.
 - Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board:
 - School operations (heating, lighting, cleaning, routine maintenance)
 - School administration
 - School renewal
 - Transportation
 - Net savings/costs associated with but not limited to the following:
 - Teaching staff
 - Paraprofessionals
 - Transportation
 - The possible alternative use or disposition of an empty building.
- 7.1.3 The ARC will deliver its Accommodation Report to the Director not earlier than ninety (90) calendar days and not later than one hundred and twenty (120) calendar days after the beginning of the ARC's first public meeting. The Director will post the ARC Accommodation Report on the Board's website.
- 7.1.4 The ARC shall present the ARC Accommodation Report to the Board of Trustees.

8.0 Capital Planning Objectives and Partnership Opportunities

- 8.1 The Board is to outline its capital planning objectives for the area under review in order to provide the ARC with context for the accommodation review processes and decisions.
- The Board is to provide five-year enrolment projections, by grade, for each school included in the review. In addition, if requested by the ARC, longer-term enrolment projections and/or school-age population data for the subject review area will be provided in order to support effective decision-making by the ARC.

- These capital planning objectives should take into account 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.
- The Board is to inform the ARC of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the ARC process.

9.0 Alternative Accommodation Option(s)

- 9.1 The Board must present at least one alternative accommodation option that addresses the objectives and the Reference Criteria outlined in Section 4.
- 9.2 Where the Board's proposed alternative accommodation option(s) include new capital investment, the Board staff will advise the ARC on the availability of funding. Where no funding exists, Board staff will propose how students would be accommodated if funding does not become available.
- 9.3 The ARC may create alternative accommodation option(s), consistent with the objectives and Reference Criteria outlined above.
- 9.4 ARC Resource Staff will provide the necessary data to enable the ARC to examine the options proposed. This analysis is necessary to assist the ARC in finalizing the ARC Accommodation Report to the Director.
- 9.5 Where the ARC recommends accommodation option(s) that include new capital investment, the ARC Chair will advise the ARC on the availability of funding. Where no funding exists, the ARC, with the support of Board Administration will propose how students would be accommodated if funding does not become available. ARC Resource staff will provide analysis support for this process.
- 9.6 All accommodation options developed by the Board or by the ARC are to address, at a minimum, where students would be accommodated; changes that may be required to existing facilities; program availability and transportation.

Appendix B Procedure 400.16

School Information Profile (SIP)

The Brant Haldimand Norfolk Catholic District School Board is required by the 2009 revised *Pupil Accommodation Review Guidelines* (PARG) to develop a School Information Profile (SIP) and complete the SIP for each school under review and deliver to the ARC.

The ARC will discuss and consult about the SIP prepared by the Board for the schools under review. 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. The Committee may not subtract or alter factors.

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.

Planning Area: _____

School Name: _____

Address: _____

Program Offering	
Regular Track	
French Immersion	
Specialized (please provide type)	
Other (please specify)	

School Information	
Year Constructed	
Size of permanent structure in m ²	
Site Size in hectares	
Green Space Size in hectares	
School Ministry Rated Capacity	
# of Portables	
Availability of Parking	
Student drop-off and pick-up area on site (Y/N)	
Bus-loop (Y/N)	
Number of Classrooms	
List Specialized Spaces (e.g., Gym, Science Room, etc.)	
Accessibility (provide information indicating areas of accessibility, e.g., ramp, washroom, etc.)	
List available outdoor play areas (e.g., soccer field, track, playground)	
Partnerships with Community Groups	
List Groups using the school or grounds	
List Community Tenants (e.g., Child Care Centre)	
Staffing	
Current	
Impact over next 5 years	
# of students bused	
# of students that walk	

School Information	
# of out of area students	
List of course offering 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 EQAO report for current year and other measures Board may have in use	
What pathways does the school offer (e.g., independent living, work, apprenticeship, college, university)?	
What specialist high-skills majors does the school offer?	
What is the expectation of expansion on the specialist high-skills major given the enrolment projections for the school?	
List of extra-curricular activities available	
List of co-curricular activities available	
List of before and/or after school programs (e.g., Breakfast Club)	
Proximity of school to Parish	
Is the school used as a Parish (rural areas or areas where Parish space is limited)	

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	
5-year projected transportation cost	
Board average per pupil cost to operate a school (administration, operating and maintenance)	
Board average transportation cost	
Replacement Value of the School Building	
Current Cost of needed Repairs (ReCAPP data)	
Current Facilities Condition Index (FCI)	
Cost of needed Repairs over the next 5 years	
Projected FCI at end of 5-year period	
Cost of needed Repairs over the next 10 years	
Projected FCI at end of 10-year period	

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

Program	Insert Yr. 1	Insert Yr. 2	Insert Yr. 3	Insert Yr. 4	Insert Yr. 5
Total Enrolment:					
Utilization:					

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

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

Using the information provided above, consider the following:

1.0 Value to the Student

- 1.1 How are programs impacted by the enrolment trend at the school? – consider the past five years, the current year, and the projected 5 years.

- 1.2 How are extracurricular and/or co-curricular activities impacted by the enrolment trend at the school? Consider the past five years, the current year, and the projected 5 years.

- 1.3 What would the impact be to the students if this school were to close from the perspective of such issues as program delivery, extra-curricular co-curricular activities and transportation?

- 1.4 Does the physical configuration and space of the building support or not support program offering (e.g., gym, library/resource centre, dedicated subject area rooms, general purpose rooms, Resource Withdrawal, Special Education, ESL, FSL, staff work room and storage)?

- 1.5 What type of classroom/school organization is possible with the eligible staffing allocation?

- 1.6 What safety measures are in place at the school (e.g., security cameras)?

- 1.7 How does the physical configuration of the building support or not support program offering (e.g., gym, library allocation)?

- 1.8 How does the physical configuration of the outdoor play area(s) support or not support program or nutrition break offering (e.g., gym)

- 1.9 How does student achievement and graduation rates at the school compare to the Board Average, the Provincial Average?

- 1.10 Does the school have before and/or after school programs to address the needs of students at risk?
- 1.11 What Parish opportunities are available to the students due to the proximity of the Parish or the Parish's involvement at the school (e.g. strong involvement of the local priest, local priest involved in sacramental preparation, school provides access to daytime mass)?
- 1.12 Is there a safe route for pedestrian and vehicular traffic flow?
- 1.13 Have specialized programs or opportunities been created or offered to the students at this school?

2.0 Value to the Board

- 2.1 Considering the condition and location of the school, what upgrades/major repairs to the building need to be addressed? Please list and provide estimated costs and timing of proposed upgrades/major repairs.
- 2.2 Describe the condition and adequacy of the school grounds (e.g. playing field and hard space, green space, parking) – if repairs are required, please list and provide estimated costs and timing of proposed repairs.
- 2.3 Is there room on the site for a permanent addition, portables or space to expand parking?
- 2.4 What is the proximity of the school to the local Parish and/or other Catholic schools?
- 2.5 How does the cost (Administration and Operations) to operate the school today compare to the board average?

- 2.6 How does the current transportation cost compare to the board average? Is the percentage of students bussed to school more than 66 percent? Is the longest bus ride to school for any student more than 60 minutes? Is the average bus ride to school more than 30 minutes?
- 2.7 How are programs impacted by the enrolment trend at the school? – consider the past five years, the current year, and the projected 5 years.
- 2.8 What would the impact be to the Board if this school were to close? Assess the response based on the location of the school (e.g., only school in the community, rural school, location of Parish, operating and transportation costs, savings etc.)
- 2.9 Does the physical configuration and space of the building support or not support program offering (e.g., gym, library/resource centre, dedicated subject area rooms, general purpose rooms, Resource Withdrawal, Special Education, ESL, FSL, staff work room and storage)?
- 2.10 Does the school have before and/or after school programs to address the needs of students at risk?
- 2.11 Is the school the only school within the Community?
- 2.12 Does the utilization rate for the school exceed 75 percent of building or the capacity of the building?
- 2.13 Is enrolment at the school less than the surplus space in adjacent schools?
- 2.14 Are there alternate schools that students/parents could select to attend, i.e., private or other?

3.0 Value to the Community

- 3.1 Is the school frequently used as a community resource/support or as a Parish resource/support? If yes, please list uses both indoor and outdoor and number of hours per week per user.
- 3.2 Are any of the supports listed above transferable to another location within the board's schools to ensure continued community/Parish supports are in place?
- 3.3 Are the school's grounds formally and/or informally used on a regular basis by community groups for outdoor activities?
- 3.4 Is this the only playing field or green space in the vicinity that could be used by community groups?
- 3.5 Is the school the only school in the community?
- 3.6 Does the school offer a range of programs that serve not only the students but also the community (e.g., adult ESL)? If yes, please list programs.
- 3.7 Is the school involved in a longterm community commitment (e.g, child care centre, Parish)? If yes, please identify the commitment and indicate if there are alternative sites to support the commitment should the school close.
- 3.8 Is the school of historical significance to the community?
- 3.9 Does the school site provide the only available parking for local parks and community use?

4.0 Value to the Local Economy

- 4.1 Does the location of the school attract or retain families in the community?

- 4.2 Is the school involved in community partnerships?

- 4.3 Is this the only school in the community? If yes, please explain the impact on the community if the school were to close.

- 4.4 Are there training opportunities or partnership opportunities involving the school and local businesses? If yes, please list.

- 4.5 Does the school provide Co-operative Education opportunities for students? If so how many students are participating in Co-operative Education?

- 4.6 Are there training opportunities for students with local employers and how easy is it for these students to get to work?

SIP Conclusion/Summary

Board Staff are to summarize the Profile based on the responses to the questions.

The Summary should address/provide:

- Impact of the school remaining open: How would it affect the students, the community, the Board and the local economy with particular emphasis on the impact on students, and;
- Description of the benefits if the planning area situation were improved through consolidation/closure, etc. with specific emphasis placed on the benefits to the students. Describe the impact on the community, the Board and the local economy.

**POLICIES (BEING DEVELOPED OR REVISED)
2010-11**

Policy Name	Resp.	Proposal to ACM	Draft Reviewed by ACM	Draft Reviewed by Senior Advisory	Date sent to Trustees	Vetted to System	To Policy Ctte.	To Ctte. of the Whole	Approved by Board	Posted on Web & Comm. Sent
Appropriate Dress: Uniform Policy for Elementary and Secondary 200.10 R Appropriate Dress: Dress Code for Students Appropriate Dress: Dress Code for Staff	Kings / Roehrig									
Board Governance 100.01 (to include Trustees' Code of Conduct 100.04 and Conflict of Interest 100.05 ... rescind these policies when re-write complete) R	Horgan									
Bullying Prevention and Intervention 200.27 (FINAL) R	Kings	DONE	DONE	Interim Policy was reviewed	Sept. 14	Sept. 14 (due Oct. 5)	Nov. 16	No scheduled mtg.	Nov. 23	Nov. 26
Catholic School Advisory Councils 200.31 R	Chopp	Feb. 7	April 11				June			
Communication on Behalf of the Board 100.08 R	Horgan									
Community Use of Schools 400.05 R	Easton	April 11								
Educational Field Trips and Excursions 500.01 R	Roehrig	DONE	Feb. 7	March 28	DONE	DONE	March 30	April 19	April 26	
Electronic Communications 600.01 R	Grice	May								
Electronic Websites 600.03 R	Grice	May								
Employee Expense Reimbursement 700.04 R	Easton	May					June			
Equity & Inclusive Education (Interim) NEW 200.23	Kings						Nov. 16	No scheduled mtg.	Nov. 23	Nov. 26

As of April 19, 2011

Policy Name	Resp.	Proposal to ACM	Draft Reviewed by ACM	Draft Reviewed by Senior Advisory	Date sent to Trustees	Vetted to System	To Policy Ctte.	To Ctte. of the Whole	Approved by Board	Posted on Web & Comm Sent
Electronic Meetings	Horgan									
Employee Support & Wellness (NEW)	Easton	April 11								
Equity & Inclusive Education (FINAL) <i>(needs A/P revised/vetted as well) (Jan/11 - on hold for the time being)</i>	Kings									
Facility Partnerships NEW 400.02	Easton	DONE	DONE	Sept. 27	Oct. 18	Oct 18	Nov. 16	No scheduled mtg.	Nov. 23	Nov. 26
Fees for Learning Materials & Activities (NEW)	Roehrig	April 18								
Fundraising 700.05 & 700.06	R Easton	May								
Hiring – Academic Staff 300.10	R Easton	DONE	Final Sept 20/10	Sept. 27	Dec. 15	Dec. 15	April 20	May 17	May 24	
Hiring – Support Staff 300.11	R Easton	DONE	Final Sept 20/10	Sept. 27	Dec. 15	Dec. 15	April 20	May 17	May 24	
Home Instruction 200.17	R Chopp	Jan. 17 / Feb. 7								
Home Schooling 200.16	R Chopp	Jan. 17 / Feb. 7								
Hospitality (NEW)	Easton	May								
Management of Student Medical Needs in Schools (NEW) (includes APs on: <ul style="list-style-type: none"> · Protection of Anaphylactic Pupils 200.18 <i>(rescind policy)</i> · Diabetes · Administration of Medication to Students 200.19 <i>(rescind policy)</i> · Pediculosis 200.20 <i>(rescind policy)</i> · Health Support <i>(on hold as of March 1)</i> 	Chopp	Jan. 17 / Feb. 7 Feb. 7 Feb. 7 Feb. 7 Feb. 7								

As of April 19, 2011

Policy Name	Resp.	Proposal to ACM	Draft Reviewed by ACM	Draft Reviewed by Senior Advisory	Date sent to Trustees	Vetted to System	To Policy Ctte.	To Ctte. of the Whole	Approved by Board	Posted on Web & Comm Sent
Nutrition Policy (<i>NEW</i>)	Chopp	Apr 11					(June)			
Outdoor Playground Equipment 400.07	R Easton									
Pupil Accommodation Review 400.16	R Grice	DONE	DONE	DONE	DONE	DONE	April 20	May 17	May 24	
Regional PIC (<i>formerly Schools Councils</i>) 200.24	R Chopp	Feb. 7	Apr 11				(June)			
Safe Arrival 200.03	R Kings	Fall/2011								
Safe Schools 200.25 Bill 157 (FINAL)	R Kings	DONE	DONE	Interim Policy was reviewed	Sept.14	Sept. 14 (due Oct. 5)	Nov. 16	No scheduled mtg.	Nov. 23	Nov. 26
Student Attendance 200.29	R Roehrig	DONE	(April)							
Student Discipline 200.26 (FINAL)	R Kings	DONE	DONE	Interim Policy was reviewed	Sept. 14	Sept. 14 (due Oct. 5)	Nov. 16	No scheduled mtg.	Nov. 23	Nov. 26
Student Trustee 100.07	R Roehrig	Feb. 7								
Trustees' Code of Conduct 100.04 (to include Conflict of Interest ... <i>rescind 100.05 when 100.04 has been revised</i>)	R Horgan	N/A	N/A	N/A	Being revised at Trustee retreat	N/A				
Trustee Expense Reimbursement 100.10	R Easton	May					June			
Use of Computers and Computer Systems 600.02	R Grice	May								
Volunteers 300.12 200.04 (<i>rescind 300.12 when 200.04 approved</i>)	R Horgan	N/A	Oct. 12	via system vetting	10/21	10/22	May			
Volunteer and Trip Drivers 200.21	R Roehrig	DONE	Feb. 7	March 28	DONE	DONE	March 30	April 19	April 26	

As of April 19, 2011

Policy Name	Resp.	Proposal to ACM	Draft Reviewed by ACM	Draft Reviewed by Senior Advisory	Date sent to Trustees	Vetted to System	To Policy Ctte.	To Ctte. of the Whole	Approved by Board	Posted on Web & Comm Sent
Workplace Harassment 300.01 (FINAL) R	Easton	DONE	DONE	N/A	11/5	11/5	Nov. 16	No scheduled mtg.	Nov. 23	Nov. 26
Workplace Violence Prevention – Bill 168 300.20 (FINAL)	Easton	DONE	DONE	N./A	11/5	11/5	Nov. 16	No scheduled mtg.	Nov. 23	Nov. 26

Suggested Policies for Future Consideration:

- Boundary Changes (ACM, Jan 3/11)
- Community Partnerships & Tenets of the Faith (deferred until Sept/11) (Roehrig)

Policy Protocol

1. Policy begins as an idea and is proposed to ACM at 2nd meeting of the month – at this time a timeline is presented – use the Policy/Development Proposal (Form).
2. ACM to review first draft (minimum one month).
3. Revised first draft is vetted at Senior Advisory Council.
4. Policy is vetted by trustees (two days), followed by the system (two weeks)
5. Policy Committee reviews the policy.
6. Policy is presented at Committee of the Whole.
7. Policy is passed at subsequent Board Meeting.
8. Policy number is assigned by Executive Assistant to the DOE and posted on the website. Associated AP is also posted in the *Principals' Memo* conference.
9. Executive Assistant sends electronic notification to Principals/Managers that new/revised Policy (and associated AP, if applicable) has been posted.
10. New/revised Policy is highlighted in monthly *Focus on Leadership* Newsletter.
11. New/revised Policy is reviewed at subsequent Managers' Meeting (if applicable).
12. New/revised Policy training is provided at subsequent AAC meeting (if applicable).