



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES PUPIL/SCHOOL ACCOMMODATION REVIEW

Ministry Guidelines Related to Pupil Accommodation Review

In 2017-18, the Ministry of Education obtained feedback from a number of stakeholders regarding pupil accommodation review. In response to this feedback, the ministry published its *Pupil Accommodation Review Guideline* in April 2018.

Additionally, Ontario's school closure moratorium was announced in June 2017 by the Education Minister after several school boards underwent accommodation reviews. The moratorium remains in place, thus preventing the Board from undertaking any new Pupil Accommodation Review processes until the Ministry implements new Pupil Accommodation Review Guidelines and the Policy updated accordingly to reflect those changes.

Board Policy 4022-Pupil Accommodation Review will be inactive and remain unchanged until such time as the school closure moratorium is removed.

Planning Prior to an Accommodation Review

A Pupil Accommodation Review (PAR) is a community consultation process required by the Ministry of Education where a school closure and/or consolidation is being considered to address changing demographics, enrolment, programming, and facility condition challenges facing a school or schools in a particular area under review.

The Huron-Superior Catholic District School Board process is defined by this policy and the former Ministry of Education *Pupil Accommodation Review Guideline (2018)*.

As described in the *Pupil Accommodation Review Guideline (2018)*, the board will undertake long-term capital and accommodation planning, informed by relevant information obtained from local municipal governments and other community partners, which takes into consideration long-term enrolment projections and planning opportunities for the effective use of excess space in all area schools.

The board will document its efforts to obtain information from local municipal governments as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from municipalities and other community partners as part of the initial staff report.

Establishing an Accommodation Review

The board will establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).

Initial Staff Report

Prior to establishing a pupil accommodation review, the initial staff report to the Board of Trustees must contain a recommended scenario and at least two alternative scenarios which could include the status quo, to address the accommodation issue(s). The initial staff report must also include information on actions taken by the board staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

Boards must use the ministry-approved template to write their initial staff reports.

The recommended and alternative accommodation scenarios included in the initial staff report must address the following four impacts:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources, and
- Impact on local community.

In addition, if at least one school that is eligible to receive support from the Rural and Northern Education Fund (RNEF) is included in a pupil accommodation review at any time, the initial staff report must address the following impact:

- Impact on the local economy.

School boards will have the discretion to undertake economic impact assessments in other communities, if needed, however this will only be required if at least one RNEF-eligible school is included in a pupil accommodation review at any time.

To support these impact analyses, the following factors should be included for each accommodation scenario: Summary of accommodation issue(s) for the school(s) under review;

- Where students would be accommodated;
- If proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- Identify any program changes as a result of the proposed option;
- How student transportation would be affected if changes take place;
- If new capital investment is required as a result of the pupil accommodation review, how the board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available, and

- Any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

Each recommended option must also include a timeline for implementation.

The initial staff report and School Information Profiles (SIPs) will be made available to the public and posted on the board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

The board will ensure that individuals from the school(s) under review and the broader community are invited to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process will consist of the following:

- Accommodation Review Committee (ARC);
- Consultation with municipal governments local to the affected school(s);
- Public meetings, and
- Public delegations.

The Accommodation Review Committee

Role

The board will establish an ARC that represents the school(s) under review and acts as the official conduit for information shared between the board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report, however, it must include supporting rationale for any such option.

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

The board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report to be presented to the Board of Trustees.

Membership

The membership of the ARC should include, at a minimum, parent/guardian representatives from each of the schools under review, chosen by their respective school communities.

Where established by the board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. For example, a school board's policy may include a requirement for specific representation from the First Nations, Metis, and Inuit communities. In addition, school board trustees may be ad hoc ARC members to monitor the ARC process.

Formation

The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

Terms of Reference

The board will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the board's education and accommodation objectives in undertaking the ARC and reflect the board's strategy for supporting student achievement and well-being.

The Terms of Reference will also clearly outline the board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).

The Terms of Reference will outline the minimum number of working meetings of the ARC.

Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by the board's staff. It is recommended that the ARC hold as many working meetings as is deemed necessary within the timelines established in these Procedural Guidelines.

School Information Profile

Board staff are required to develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following four considerations about the school(s) under review:

- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources, and
- Impact on the local community.

A SIP will be completed by board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

- Facility Profile:
 - School name and address.

- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions;
 - School boundary map;
 - Context map (or air photo) of the school indicating the existing land uses surrounding the school;
 - Planning map of the school zoning, Official Plan or secondary plan land use designations;
 - Size of the school site (acres or hectares);
 - Building area (square feet or square metres);
 - Number of portable classrooms;
 - Number and type of instruction rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.);
 - Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.);
 - Ten-year history of major facility improvements (item and cost);
 - Projected five-year facility renewal needs of school (item and cost);
 - Current Facility Condition Index (FCI) with a definition of what the index represents;
 - A measure of proximity of the students to their existing school, and the average distance to the school for students;
 - Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times);
 - School utility costs (totals, per square foot, and per student);
 - Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress;
 - Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free), and
 - On-the-ground (OTG) capacity, and surplus/shortage of pupil places.
- Instructional Profile:
 - Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school;
 - Describe the course and program offerings at the school;
 - Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counselling, etc.);
 - Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.);
 - Current grade organization of the school (e.g., number of combined grades, etc.);
 - Number of out of zone students;
 - Utilization factor/classroom usage;
 - Summary of five previous years' enrolment and 10-year enrolment projection by grade and program, and
 - Current extracurricular activities.

- Other School Use Profile:
 - Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery;
 - Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery;
 - Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery;
 - Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery;
 - Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery, and
 - Description of the school's suitability for facility partnerships.

The board may also add additional information that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

Each school under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects boards to prepare SIPs that are complete and accurate, to the best of the board's ability, prior to the commencement of a pupil accommodation review.

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

Consultation with Local Municipal Governments

Following the Board of Trustees' approval to undertake a pupil accommodation review, the board will invite affected single, lower and upper-tier municipalities as well as other community partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the initial staff report.

The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single, lower and upper-tier municipalities.

The affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response on the recommended option(s) in the board's initial staff report before the final public meeting. The board will provide them with advance notice of when the final public meeting is scheduled to take place.

The board must document their efforts to meet with the affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees.

Public Meetings

Once the board has received an initial staff report and has approved the initiation of a pupil accommodation review, the board must arrange to hold a minimum of three public meetings for broader community consultation on the initial staff report. The board will facilitate the public meeting to solicit broader community feedback on the recommended option(s) contained in the initial staff report. In addition to the required public meetings, the board may use other methods to solicit community feedback.

The public meetings are to be announced and advertised publicly by the board through an appropriate range of media as determined by the board.

At a minimum, the first public meeting must include the following:

- An overview of the ARC orientation session;
- The initial staff report with recommended option(s), and
- A presentation of the SIPs.

Completing the Accommodation Review

At the conclusion of the pupil accommodation review process, the board will submit a final staff report to the Board of Trustees which must be available to the public as determined and posted on the board's website.

The final staff report must include:

- A Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review, and
- A section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. Boards will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Potential options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback from elementary students in this section.

The board may choose to amend their proposed option(s) included in the initial staff report. If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

Board staff will compile feedback from this additional public meeting, which will be presented to the Board of Trustees as part of the final staff report.

Delegations to the Board of Trustees Meeting

Once administration submits the final staff report to the Board of Trustees, the board will allow an opportunity for members of the public to provide feedback on the final staff

report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on board policy.

After the public delegations, the board will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

Decision of the Board of Trustees

The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the public accommodation review.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

Final pupil accommodation review decisions will not be made during the summer holiday period.

Transition Planning

The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the school board is expected to establish a separate committee to address the transition for students and staff.

Timelines for the Accommodation Review Process

The pupil accommodation review process will comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the school board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected single and upper-tier municipalities through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the board's initial staff report. The board must also notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division; The meeting between the board, affected single, lower and upper-tier municipalities and other community partners that expressed interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting;
- The affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation

review, must provide their response on the recommended option(s) in the board's initial staff report before the final public meeting;

- The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. An overview of the ARC orientation session must be included at the first public meeting;
- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 40 business days before the first public meeting is held;
- There must be a minimum period of 60 business days between the first and final public meetings;
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting;
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations;
- If a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report;
- If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations, and
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

Modified Accommodation Review Process

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex, and do not include one or more schools eligible to receive support from the ministry's Rural and Northern Education Fund (RNEF) the board may find it appropriate to undertake a modified pupil accommodation review process.

1. The board's pupil accommodation review policy must clearly outline the conditions where a modified pupil accommodation review process could be initiated by explicitly defining the factors that would allow the board the option to conduct a modified pupil accommodation review process. The conditions for conducting a modified pupil accommodation review process are satisfying condition one and two or more of the conditions two to five: Exclusion of any RNEF-eligible school in the pupil accommodation review; and, either,
2. Distance to the nearest available accommodation;
3. Utilization rate of the facility;
4. Number of students enrolled at the school, or
5. When the board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

The board may consider additional factors that are defined in their pupil accommodation review policy to qualify for the modified pupil accommodation review process. Multiple

factors may be developed by the board to appropriately reflect varying conditions across the board (e.g., urban, rural, elementary panel, secondary panel, etc.). The Board of Trustees must approve these explicitly defined factors, after community consultation, in order to adopt a modified pupil accommodation review process as part of the board's pupil accommodation review policy.

The guiding principles of this *Guideline* apply to the modified pupil accommodation review process.

Even when criteria for a modified pupil accommodation review are met, the board may choose to use the standard pupil accommodation review process.

Implementing the Modified Accommodation Review Process

The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with these Procedural Guidelines.

The initial staff report and SIPs must be made available to the public and posted on the board's website.

A public meeting will be announced and advertised through an appropriate range of media as determined by the board.

Following the public meeting, administration will submit a final staff report to the Board of Trustees which must be available to the public as determined in the Board's policy, and posted on the board's website. However, if a new school closure is introduced as part of any recommended or alternative accommodation scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

The final staff report must include:

- A Community Consultation section that contains feedback from any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review, and
- A section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. The Board will determine how best to involve secondary school students in the pupil accommodation review process, to promote their voice and ensure their well-being. Options could include a dedicated meeting for students or an online tool for students to submit anonymous feedback. School boards could also determine whether to include feedback from elementary students in this section.

Once board staff submits the final staff report to the Board of Trustees, the board must allow an opportunity for members of the public to provide feedback through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided based on board policy.

After the public delegations, the board will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

A transition plan will be put in place following the decision to consolidate and/or close a school.

Timelines for the Modified Accommodation Review Process

The modified pupil accommodation review process must comply with the following minimum timelines:

- Following the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, the board will provide written notice of the Board of Trustees' decision within 5 business days to each of the elected officials of the affected single, lower and upper-tier municipalities, other community partners that expressed an interest prior to the modified pupil accommodation review; and include an invitation for a meeting to discuss and comment on the recommended alternative scenarios in the board's initial staff report. The board must also notify the Director(s) of Education of their coterminous boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division;
- The meeting between the board, affected single, lower and upper-tier municipalities and other community partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting;
- The affected single, lower and upper-tier municipalities, as well as other community partners that expressed an interest prior to the modified pupil accommodation review, should provide their response on the recommended and alternative scenarios in the board's initial staff report before the final public meeting, otherwise the board will be required to include this response in the final staff report;
- The board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 40 business days before this public meeting is held;
- The final staff report must be publicly posted no fewer than 10 business days after the final public meeting;
- From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations;
- If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report;
- If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations, and
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees

Administrative Review Process

What is an Administrative Review?

The Ministry of Education encourages students, parents and community members to get involved in the accommodation review process.

If during the course of the pupil accommodation review process, an individual or individuals become concerned that the board is not following its pupil accommodation review policy, they may want to consult the board's policy and advise the ARC of their concerns.

A copy of the board's policy can be found on its website, or can be requested from the board.

If at the end of the process, an individual or individuals believe that the board did not follow its pupil accommodation review policy, then they can request an Administrative Review from the ministry.

Steps to Request an Administrative Review

Once the trustees have made their final decision, there are 30 calendar days to submit a petition to the ministry. The ministry will notify the contact person when the petition has been received. Within 60 calendar days, the ministry will decide whether to appoint a facilitator to undertake an Administrative Review.

A review of the board's accommodation review process may be sought if the following conditions are met.

An individual or individuals must:

Step 1

- Review the board's policy governing pupil accommodation reviews and identify areas where they believe the board did not follow its policy. A copy of the board's pupil accommodation review policy must be submitted, highlighting how the pupil accommodation review process was not compliant with the board's pupil accommodation review policy.
- Some examples could include:
 - The board policy may require that public meetings be held over a 90 day period, but the meetings were held over a 70 day period, and
 - The board policy may require board staff to analyze a certain number of accommodation scenarios, and the board staff may not have done so.

Step 2

- Collect signatures of people who also believe the board did not follow its policy and who support a request for an Administrative Review. Demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affected school's student headcount (e.g., if the headcount is 150, then 45 signatures would be required). An affected school is one that

trustees agreed to close as part of their final decision on the pupil accommodation review. Parents / guardians of students attending the affected school and / or other individuals that formally participated in the accommodation review process are eligible to sign the petition.

- Eligible signatures are from:
 - Parents or guardians of students who attend the affected school, and
 - Other individuals who formally participated in the accommodation review process by attending a meeting, presenting a submission in person or in writing (including by email), or as ARC members.
- The petition should clearly provide a space for individuals to print and sign their name or provide an e-signature, address (street name and postal code); and to indicate whether they are a parent/ guardian of a student attending the school subject to the accommodation review, or an individual who has formally participated in the review process.

Step 3

- Write a letter or email to the Minister of Education to accompany the petition. Petitioners may want to follow the format provided in Appendix A. The letter must explain in detail how petitioners think the board did not follow its accommodation review policy.
- Submit the petition, letter, and justification to the board and the Minister of Education within thirty (30) calendar days of the board's closure resolution. The letter or email must identify one person as the contact person. One copy of the letter or email is to be sent to the Ministry and another copy is to be sent to the board.

The board is then required to:

- Confirm to the Minister of Education that the names on the petition are parents/ guardians of the students enrolled at the affected school and / or individuals who formally participated in the review process, and
- Prepare a response to the individual's or individuals' submission regarding the process and forward the board's response to the Minister of Education and the petitioner within thirty (30) calendar days of receiving the petition.

If the condition set out above have been met, the Ministry is then required to:

- Undertake a review to determine whether the board accommodation review process was undertaken in a manner consistent with the board's accommodation review policy within thirty (30) calendar days of receiving the board's response and, if warranted, appoint a facilitator to undertake an Administrative Review.
 - If the ministry decides not to appoint a facilitator, the ministry will notify the petitioner and the board to explain why a facilitator was not appointed. The board may post this response on its website.
 - If the ministry does decide to appoint a facilitator the ministry will notify the petitioner and the board. The board may post this response on its website. The facilitator will consult with the community and the board to gather information to write the report to the Minister. The facilitator will determine the timing and manner in which the consultations will be conducted. The facilitator will use the information collected to write a report that responds to the question of whether the board followed its pupil accommodation review policy, and submit the report to the Minister. The Minister will post the report on the ministry's website.

Exemptions

This Procedure Guideline applies to schools offering elementary or secondary programs. However, there are specific circumstances where the board is not obligated to undertake a pupil accommodation review. These include:

- Where a replacement school is to be built by the board on the existing site, or built or acquired within the existing school attendance boundary, as identified through the board's policy;
- Where a replacement school is to be built by the board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the board's policy
- When a lease for the school is terminated;
- When the board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- 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 over-capacity and/or is under construction or repair, or
- Where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, the board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees. The board will also provide written notice to each of the affected single, lower and upper-tier municipalities through the Clerks Department (or equivalent), as well as other community partners that expressed an interest prior to the exemption, and their coterminous school boards in the areas of the affected school(s) through the Director of Education, and to the Ministry of Education through the Assistant Deputy Minister of Capital and Business Support Division no fewer than 5 business days after the decision to proceed with an exemption.

A transition plan will be put in place following the Board of Trustees' decision to consolidate, close or move a school or students in accordance with this section.

Definitions

Accommodation review: A process, as defined in the board's pupil accommodation review policy, undertaken by the board to determine the future of a school or group of schools.

Accommodation Review Committee (ARC): A committee, established by the board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the board and the affected school communities.

ARC working meeting: A meeting of ARC members to discuss a pupil accommodation review, and includes a meeting held by the ARC to solicit feedback from the affected school communities of a public accommodation review.

Business day: A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within the board's Christmas, spring and summer breaks. For schools with a year-round calendar, any break that is five calendar days or longer is not a business day.

Consultation: The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI): A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-ground (OTG) capacity: The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public delegation: A regular meeting of the Board of Trustees where presentations by groups or individuals can have their concerns heard directly by the Board of Trustees.

Public meeting: An open meeting held by the board to solicit broader community feedback on a pupil accommodation review.

School Information Profile (SIP): An orientation document with point-in-time data for each of the schools under a pupil accommodation review to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

Space template: A Ministry of Education template used by the board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.