

SECTION 5: SCHOOLS AND STAFFING

Policy 5.01: Pupil Accommodation Review Policy

Supporting Policies

Supporting Procedures

[Pupil Accommodation Review Procedure for Public Delegations](#)

Supporting Protocols and Guidelines

[Accommodation Review Committee Terms of Reference](#)

[Ministry of Education Pupil Accommodation Review Guideline \(Revised April 2018\)](#)

Supporting Templates and Forms

[Public Request Form - Presentation Related to a Pupil Accommodation Review](#)

Other Resources

[Education Act Section 8 \(1\) 26 School Closings; Section 171 \(1\) 7 Power of Boards to Close Schools;](#)

[Sections 194-196 Disposal or Purchase of a School Site](#)

[Ontario Regulation 444/98 Disposition of Surplus Real Property](#)

[Ministry of Education Administrative Review of Accommodation Review Process](#)

[2015: B09 Release of New Pupil Accommodation Review Guideline and Community Planning and Partnership Guideline](#)

[2018: B02 Revised Pupil Accommodation Review Guideline and Community Planning & Partnerships Guideline Updates](#)

Approved by Resolution #236-2012 05 08

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1.0 POLICY STATEMENT

- 1.1 The Algoma District School Board's mission is for all learners to see themselves as "confident learners, caring citizens." The Board is committed to providing a comprehensive range of educational opportunities equitably distributed across a broad and diverse geographical area, servicing a number of community schools. Various factors beyond the control of the Board impact on this commitment. These factors include population shifts, changes in funding models, new legislation, changing educational objectives, community aspirations and the physical limitations and/or aging of buildings.
- 1.2 To maintain its commitment to the judicious use of finite resources, Board personnel monitor and evaluate all schools on a regular basis and study, in detail, schools whose viability may be in question.
- 1.3 Algoma District School Board is aware that changes in any school's student accommodation or other status have an impact beyond the school. The Board therefore maintains that the detailed study of any school must have a district-wide perspective and include public consultation for input and feedback.

2.0 APPLICATION

- 2.1 This policy applies to schools offering elementary or secondary regular day-school programs.
- 2.2 This policy **does not apply (i.e. Exemptions):**
 - 2.2.1 Where a replacement school is to be built by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies;
 - 2.2.2 Where a replacement school is to be built by the Board on the existing site or located 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;
 - 2.2.3 When a lease is terminated;
 - 2.2.4 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;
 - 2.2.5 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;
 - 2.2.6 Where a facility has been serving as a holding school in a community whose permanent school is under construction or being repaired; or
 - 2.2.7 Where there are no students enrolled at the school at any time throughout the school year.

In the above circumstances, a school board is expected to inform school communities about proposed accommodation plans for students before a decision is made by the Board of Trustees.

Appendix B: Outlines the process to be followed under the Exemptions listed in 2.2.

3.0 PROCESS

- 3.1 The process of student accommodation review, which may or may not result in a change in student accommodation, shall consist of five stages:
 - i. School Board Long Term Planning
 - ii. Initial Staff Report
 - iii. Community Consultation and Public Meetings
 - iv. School Information Profiles (SIP) Analysis
 - v. Final Staff Report and Decision of the Board of Trustees
- a) **School Board Long Term Planning** - School Boards will undertake long term Capital Plans informed by any relevant information from local municipal governments as well as other community and First Nation partners that expressed an interest prior to an accommodation review. All such relevant information from municipalities and other community partners (i.e. First Nation partners in affected school communities) will be included as part of the initial staff report.

- b) **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 to address the accommodation issue(s). Each option must have a supporting rationale. There must be a recommended option. The initial staff report must also include information on actions taken by Board staff prior to establishing a pupil accommodation review process and supporting rationale.

The recommended and alternative options included in the initial staff report must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- if applicable, the rationale for exempting the school from the Standard PAR process and utilizing the Modified PAR process (see section 10);
- 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 (i.e. First Nation partners in affected school communities) 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) (see Section 5.0) will be made available to the public, as determined in the Board's policy, and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

- c) **Community Consultation and Public Meetings** - The Board must ensure that individuals from the school(s) under review and the broader community are involved to participate in the pupil accommodation review consultation. At a minimum, the pupil accommodation review process must consist of the following methods of consultation:
- Accommodation Review Committee (ARC) (see section 8);
 - Consultation with municipal governments local to the affected school(s) (see section 6);
 - Public Meetings (see section 7);
 - Public Delegations (see section 8.2);

- d) **School Information Profiles (SIP) Analysis (see section 5)** - 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:

1. Impact on student programming
2. Impact on student well-being
3. Impact on School Board resources
4. Impact on the local community

- e) **Final Staff Report and Decision of the Board of Trustees (see section 8)**

- 3.2 Student accommodation review may result in changes to the grades offered in a school; closures; and/or any other practical solutions to overcrowded, underutilized or inadequate school facilities.
- 3.3 In this policy, use of the word “school” shall mean “schools” where more than one school is being considered.
- 3.4 In this policy use of the word “day” shall include all calendar days, but exclude School holidays such as summer vacation, Christmas break and Spring break.
- 3.5 In this policy the term “school board administration” and “Director of Education” shall refer to the Director of Education or designate.

STANDARD ACCOMMODATION REVIEW PROCESS

4.0 Formation of an Accommodation Review Committee (ARC) and Terms of Reference:

4.1 Role

The Board must 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 (see Section 6 and 7) to be presented to the Board of Trustees.

4.2 Membership

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

4.2.2 The following shall be invited to be members of the local ARC:

- The chair(s) of the school council(s) of the school(s) under review, or another member of the school council chosen by the council;
- A community member appointed by each of the school council(s) of the school(s) under review;
- A First Nation tuition agreement partner from the affected school community;
- A municipal representative or council member from each of the local municipalities in which the school(s) under review is (are) locally appointed by the Board;
- Where a person, or persons, above declines the invitation to be a member of the local ARC, the Board shall appoint a replacement.

The following composition of the committee will be established where feasible:

- a) The principal of each school under review shall be a member of the local ARC.
- b) A staff member of each school under review shall be a member of the local ARC.
- c) For each secondary school under review, the principal may appoint a senior secondary student as a member of the local ARC.
- d) The Superintendent of Education or a senior Board official shall be a member of the local ARC.
- e) Trustees are not required to serve on ARCs.
- f) The local ARC shall elect a member of the committee to chair the meetings.

4.3 Formation

The ARC is to 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.

4.4 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).

4.5 Meetings of the Accommodation Review Committee

The ARC will meet to review materials presented by Board staff. It is recommended that the ARC hold as many working meetings as necessary within the timelines established in their Board's pupil accommodation review policy.

5.0 School Information Profile

- 5.1 School 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:

1. Impact on student programming
2. Impact on student well-being
3. Impact on School Board resources
4. Impact on local community

- 5.2 A School Information Profile (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 attendance area (boundary) map including First Nation communities;
- Context map (or air photo) of the school indicating the existing land uses surrounding the school;
- Planning map of the school with 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 instructional 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 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 Board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free);
- On-the-ground (OTG) capacity and surplus/shortage of pupil place.

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 counseling, Ojibwe language, Indigenous studies, 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 area students;
- Utilization factor/classroom usage;
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program;
- 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. childcare) 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;
- Description of the school's suitability for facility partnerships.

The Board may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

- 5.3 The Ministry of Education expects the Board 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.

6.0 Consultation with Local Municipal Governments

- 6.1 Within 5 days of the Board of Trustees' approval to undertake a pupil accommodation review, the Board must invite, to a meeting, the affected single and upper-tier municipalities (Mayors, Reeves or equivalents and to CAO or equivalent) as well as other community and First Nation partners that expressed an interest prior to the pupil accommodation review to discuss and comment on the recommended option(s) in the Board's initial staff report. This meeting will take place before the first public meeting.
- 6.2 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 municipalities/partners. School Boards 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.
- 6.3 The affected municipalities, as well as other community and First Nation 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. Otherwise, the School Board will not be required to include this response in the final staff report.
- 6.4 The Board must document its efforts to meet with the affected municipalities, as well as other community and First Nation 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. (See Section 8.1.4)

7.0 Public Meetings

- 7.1 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 two public meetings for broader community consultation on the initial staff report. Board staff are expected to facilitate the public meetings to solicit broader community feedback on the recommended option(s) contained in the initial staff report.
- 7.2 The public meetings are to be announced and advertised publicly by the Board through an appropriate range of media as determined by the Board.
- 7.3 At a minimum, the first public meeting must include the following:

- an overview of the ARC orientation session;
- the initial staff report with recommended and alternative accommodation options;
- a presentation of the School Information Profile(s) SIPs.

8.0 Completing the Accommodation Review

8.1 Final Staff Report

At the conclusion of the pupil accommodation review process, Board staff 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.

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.

Board staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

The report will include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School 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.

8.2 Delegations to the Board of Trustees Meeting

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

8.3 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 pupil 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), or to approve a different outcome.

8.4 Transition Planning

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

9.0 Timelines of the Standard PAR Process (see Appendix A)

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

- 9.1 Following the date of the Board of Trustees' approval to conduct a pupil accommodation review, the Board will provide written notice of the Board of Trustees' decision within 5 business days to each of the affected municipalities, other community and First Nation 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 its coterminous school Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Capital and Business Support Division.

The affected municipalities must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting, otherwise the School Board will not be required to include this response in the final report.
- 9.2 The ARC is to 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 in the first public meeting.
- 9.3 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.
- 9.4 There must be a minimum period of 60 business days between the first and final public meetings.
- 9.5 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- 9.6 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- 9.7 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. If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- 9.8 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

- 10.0 In certain circumstances, where the potential pupil accommodation options available are deemed by the 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.
- 10.1 The conditions for conducting a modified pupil accommodation review process must satisfy condition #1 along with two or more of conditions #2 to #5:
1. exclusion of any RNEF eligible school in the pupil accommodation review; and, either
 2. distance to the nearest available accommodation; or
 3. utilization rate of the facility; or
 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).
- 10.2 The Board may consider additional factors that are defined in the Board's pupil accommodation review policy to qualify for the modified pupil accommodation review process.
- 10.3 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.).
- 10.4 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.

Implementing the Modified Accommodation Review Process

- 10.5 The initial staff report will explain the rationale for exempting the school(s) from the standard pupil accommodation review process, in accordance with the Board's pupil accommodation review policy.
- 10.6 The initial staff report and SIPs must be made available to the public and posted on the Board's website.
- 10.7 A public meeting will be announced and advertised through an appropriate range of media as determined by the Board.
- 10.8 Following the public meeting, Board staff 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. It must also include a section that summarizes secondary school student feedback for pupil accommodation reviews involving one or more secondary schools. School 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.

- 10.9 When the Board staff submit the final staff report to the Board of Trustees, the Board must allow an opportunity for members of the public to provide feedback through a public delegation to the Board of Trustees. Notice of the public delegation opportunities will be provided based on Board policy.
- 10.10 After the public delegation, Board staff will compile feedback from public delegations which will be presented to the Board of Trustees with the final staff report.
- 10.11 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.
- 10.12 The Ministry encourages the Board not to make final pupil accommodation review decisions during the summer holiday period (typically from July 1 to the day after Labour Day).
- 10.13 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 (see Appendix A)

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

- 10.14 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 affected municipalities through the Clerks Department (or equivalent), other community and First Nation 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 option(s) in the Board's initial staff report. The Board must also notify the Director(s) of Education of its coterminous School Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.
- 10.15 The meeting between the School Board, affected single, lower and upper-tier municipalities and other community and First Nation partners that expressed an interest prior to the pupil accommodation review must be scheduled to take place before the first public meeting.
- 10.16 The affected single and upper-tier municipalities, as well as other community and First Nation partners that expressed an interest prior to the modified public accommodation review, must provide their response on the recommended option(s) in the school board's initial staff report before the final public meeting, otherwise the School Board will not be required to include this response in their final staff report.

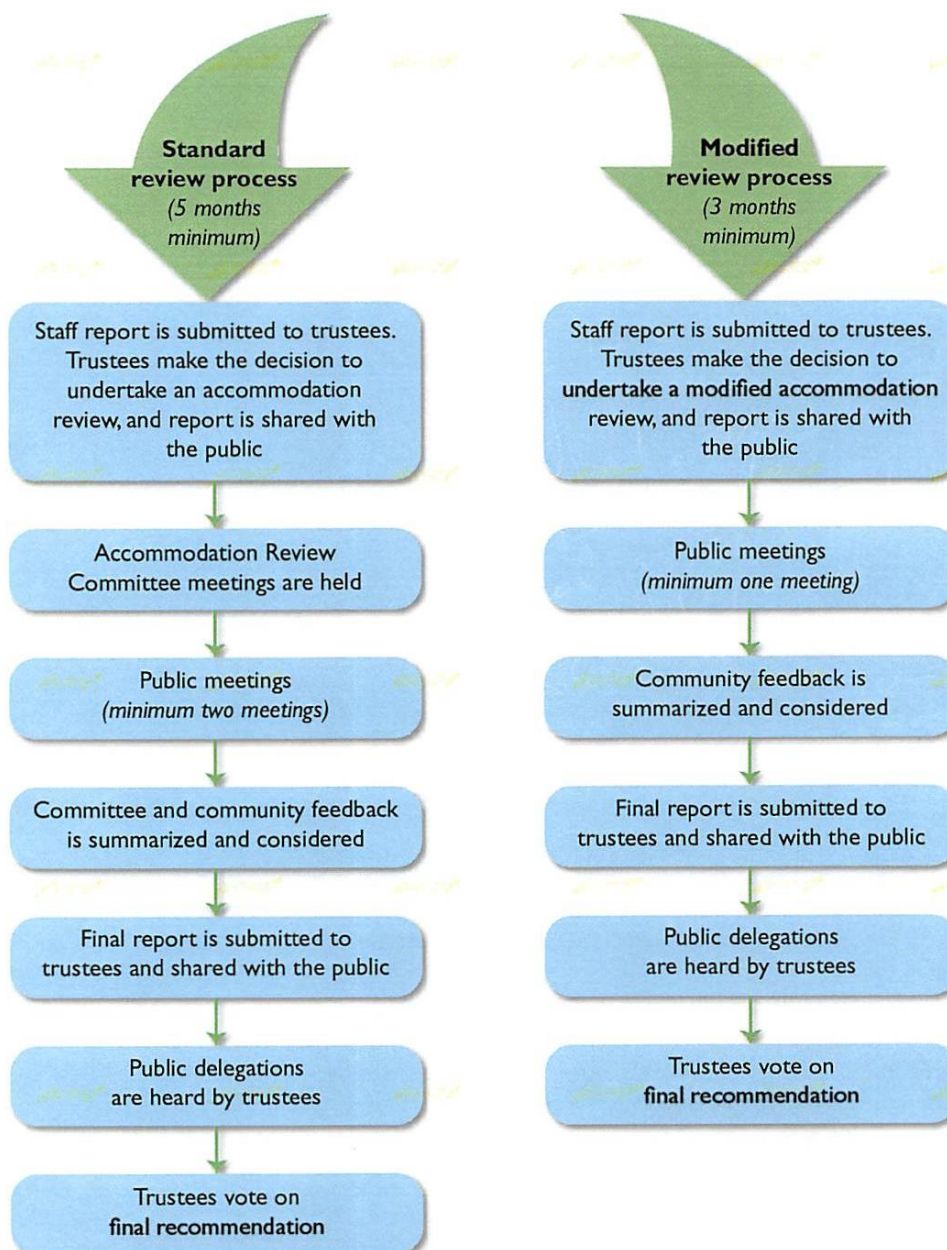


- 10.17 The School Board must hold at least one public meeting. Beginning with the date of the Board of Trustees' approval to conduct a modified pupil accommodation review, there must be no fewer than 40 business days before this public meeting is held.
- 10.18 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.
- 10.19 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.
- 10.20 If there is an additional public meeting, there must be no fewer than 10 business days before the public delegations.
- 10.21 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.
- 10.22 There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

APPENDIX A: TIMELINES: STANDARD AND MODIFIED ACCOMMODATION REVIEW

Action	Standard	Modified	When
Presentation of initial report from Administration to the Board of Trustees	✓	✓	Discretion
Board decision to conduct an Accommodation review	✓	✓	Discretion, at regular meeting of the Board
Notice of Board decision to conduct an accommodation review to parents, guardians, school and broader community	✓	✓	Within five business days of the Board's decision
Formation of Accommodation Review Committee	✓		Prior to first public meeting
Consultation meetings with municipal and community partners	✓	✓	As required, prior to final public accommodation review meeting
Notice of the first public accommodation review meeting to school and broader community	✓	✓	At least 10 business days prior to the meeting
First public accommodation review meeting	✓	✓	No sooner than 40 business days following the Board's decision
Information package prepared for ARC	✓		No later than ARC's first working meeting of the ARC
Working meetings of the ARC	✓		As scheduled by ARC, after the first public meeting, prior to final public meeting
Notice of final public accommodation review meeting school and broader community	✓		At least 10 business days prior to the meeting
Final public accommodation review meeting	✓		No sooner than 60 business days following the first public meeting
Final report from administration posted on website.	✓	✓	No fewer than 10 business days following final public meeting
Meeting for public delegations/input	✓	✓	No fewer than 10 days following presentation of report from administration to SE/SCC
Follow-up meeting to prepare recommendation to Board	✓	✓	No fewer than 10 business days following the SE/SCC meeting for public input
Public Board meeting to determine accommodation recommendations	✓	✓	Regularly scheduled Board meeting held no sooner than 10 business days following the SE/SCC meeting for public delegations, and prior to summer break
NOTE: Additional Public Meeting if School Closure is Introduced in final staff report	✓	✓	No fewer than 20 business days from the posting of the final staff report with no fewer than 10 business days before the public delegations.

Pupil Accommodation Review Processes



Appendix B: Exemption Process

