



Pupil Accommodation Reviews

Board Received: November 26, 2012

Review Date: December 2015

Policy Statement

The Grand Erie District School Board reviews student accommodation when needed. The Board is responsible for:

1. The establishment of schools that are viable organizational units that support student achievement
2. The provision of appropriate accommodation for all students
3. The operation and maintenance of school buildings in an effective and efficient manner, consistent with available funding
4. The provision of opportunity for community input
5. Ensuring that recommendations submitted to the Board are in accordance with this policy.

Accountability:

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Improving student accommodation
– Community involvement
– Policy is followed

Criteria for the Initiation of an Accommodation Review

A school or group of schools may be designated for an accommodation review if:

1. the school(s) are no longer a viable operating unit from a program or administrative perspective.
2. a school is not organized as a JK-8 school.
3. there is excess capacity in other schools that may accommodate the students.
4. a school is below 75% of its rated capacity.
5. the physical condition of the school building is deteriorating.
6. the student population in a school area is projected to decline or there is no projected growth for a school that is below 75% of its rated capacity.

Procedures

1. The goal of the accommodation review process is to provide structured consultation process with the full involvement of the local community. This process will have a quality learning environment for students as its foundation.
2. The Accommodation Review Committee (ARC) will operate in accordance with all Board policies, administrative procedures and by-laws, and the Terms of Reference set out in Appendix A.
3. Formation of the ARC:

a) Mandate

The ARC is to receive input, prepare and study alternatives on student accommodation options, respecting the school or group of schools under review. The ARC prepares a final report representing public input and makes recommendations to school board administration, who will then present them to the Board. The ARC has no decision making power, but its report will be used by the Board during its deliberations.

b) Preparation

- i. The Board will appoint an Accommodation Review Committee (ARC) to conduct the community review phase of the process.
- ii. There will be at least a 30 day period from the date an accommodation review is announced and approved by the Board to the first meeting of the ARC. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.

c) Membership of the ARC

- i. one representative appointed by the School Council of each school involved in the study,
- ii. one Federation representative (two, if both elementary and secondary schools are involved),
- iii. one C.U.P.E. representative,
- iv. one community business representative,
- v. one local municipal council member
- vi. Alternate members will be named at the beginning of the process and allowed to vote in member's absence.

Non-voting members:

- vii. Two Trustees,
- viii. Superintendent of Education
- ix. and the Principal of each school involved in the study
- x. A Trustee will chair the committee and the Superintendent may co-chair.
- xi. The Director of Education, Superintendent of Business and the Board's Planning Officer will be a resource to the committee. Other Board staff may be involved, as necessary.
- xii. The ARC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

d) Role of Members**i. School council**

- Represent the views of the school community
- Provide input into the valuation template
- Provide input to the ARC

ii. Federation/CUPE

- Represent the views of their union members
- Provide input into the valuation template
- Provide input to the ARC

iii. Community/Council

- Represent the views of the broader community
- Provide input to the valuation template
- Provide input to the ARC

iv. Trustees

- Chair the ARC meetings
- Act as a resource to the ARC

v. Superintendent of Education

- Act as a resource to the ARC

vi. Principal

- Act as a resource to the ARC
- Respond to inquiries from the school community about the process
- Keeping their school community informed
- Share information via school newsletters and other means of communication
- Provide input to the valuation template

4. Meetings of the ARC**a) Overview**

- i. Where possible meetings of the ARC will be held in schools within the designated review area.
- ii. All ARC meetings will be open to the public.
- iii. All meetings will be publicized on the Board's website (granderie.ca) in appropriate local media and through the schools involved in the review.
- iv. Agendas and minutes of the ARC meetings and information relating to the review will be posted on Board's website.
- v. All information shared, developed and discussed will be posted on the Board's website and available in printed form upon request through any of the schools involved in the study.

b) Public Meetings

- i. An ARC must meet a minimum of four times. This consultation period begins with the first meeting of the ARC. The public consultation period must be at least 90 days. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays. **At least one meeting will be to hear delegations from the public (Per bylaw 11)**

c) The first meeting of the ARC shall be an organizational meeting for the purpose of:

- Reviewing this policy and terms of reference of the ARC (Appendix A) which explains the processes of the ARC
- Explaining the role of the members of the ARC i.e. The ARC will be developing a recommendation to the Board of Trustees regarding accommodation at the schools being reviewed. Explaining that Senior Administration will also be developing a recommendation to the Board of Trustees.
- Explaining the processes, timelines and expectations of the ARC
- Explaining effective means of communication regarding the ARC
- Reviewing the Demographic School Profiles(Appendix B) provided by Board staff
- Reviewing the Valuation Templates (Appendix C1-C4) and customizing them to fit the schools under review.
- These templates will weigh each of the following considerations:
 - o The value of the school to the student
 - o The value of the school to the community
 - o Its value to the school system
 - o Its value to the local economy

The “value of the school to the student” shall be the highest priority consideration.

- Once reviewed, the Valuation templates for the value of the school to the student, the community and the local economy will be completed by each school principal in consultation with the school council, staff, community business representative and a municipal council member. The valuation template for the value of the school to the school system will be completed by Board Staff. The completed School Profiles for each school shall be provided to the ARC. The completed profiles will be shared with the public on the Board’s website.

d) Board staff will bring additional information during the review, as requested by the ARC to support their work. Individual members cannot request information without the support of the ARC

- The meetings of the ARC will include the sharing and consultation/discussion of the Board’s accommodation option(s) that addresses the Criteria for the Initiation of an Accommodation Review. The accommodation option(s) will address: where the students would be accommodated; required changes to facilities; program matters; transportation; and any related funding issues. Long-term enrolment data and partnership opportunities, where they exist, will also be presented. The ARC

shall consider the options, determine which option(s) can be supported or recommend alternative options.

- There will be an opportunity for public questions and input at each meeting.
- The ARC will seek consensus on preferred options (as indicated by a show of hands) before a formal vote is taken. Consensus decision-making is a group decision making process that seeks the consent, not necessarily the agreement, of participants and the resolution of objections. Consensus is defined by Merriam-Webster as, first, general agreement, and second, group solidarity of belief or sentiment.

When everyone on the committee has had the opportunity to express his or her ideas, and the will of the group is evident to all (even to those who might oppose it), the group has reached consensus and should be prepared to move forward with everyone's support.

Should consensus not be reached, a formal vote will be taken.

- The ARC report may recommend accommodation options and capital investment consistent with the ARC Terms of Reference. ARC recommendations shall address every school in the designated review area.
- The final meeting must be for the purpose of sharing the final report of the ARC with the committee and the community prior to submission to the Director of Education.
- The ARC will submit its report to the Director of Education and Secretary of the Board and will be immediately posted on the board's website.

5. ARC Final Report

The ARC presents its report to the Board of Trustees at the next regularly scheduled Committee of the Whole # 2 meeting after it is submitted to the Director of Education.

6. Board Review and Decision

The final decision regarding pupil accommodation rests with the Board of Trustees. The Board makes its decision after a review of:

Recommendations from the Accommodation Review Committee;
Recommendations from the Director and Superintendents (Senior Administration)

The Board can approve none, some or all of the recommendations presented to it by the ARC or by Senior Administration.

- Senior Administration reviews the ARC report.
- Senior Administration prepares a report, including their recommendations for presentation to the Board of Trustees at the Committee of the Whole #2 meeting where the ARC report is being presented.

- The Board of Trustees will vote on the recommendations no earlier than 60 days from the date of the Board meeting following that Committee of the Whole #2 meeting. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.
 - The report and recommendations of Senior Administration will be made available to the public when it is presented to the Trustees
 - The recommendations of Senior Administration will be available on the Grand Erie District School Board website and at all schools involved in the study, 60 days prior to the Board meeting at which a decision will be made.
 - There is opportunity for public input prior to the final Board decision, either through delegation at a regular Committee of the Whole or Board meeting or, if necessary, at a special Board meeting. (Bylaw 11)
 - The Board of Trustees will make their decision(s) having considered the recommendations contained in the ARC report and recommendations of the Senior Administration.
 - The decisions of the Board of Trustees will be posted on the Board's website and made available in all schools in the review area.
7. A review of the Grand Erie District School Board's accommodation review process may be sought through the Ministry of Education's "Administrative Review of Accommodation Review Process".

Reference: Ministry of Education Pupil Accommodation Review Guideline (revised June 2009)



Terms of Reference Accommodation Review Committee

1.0 Statement of Purpose and Responsibility

The Grand Erie District School Board believes that there is connection between quality accommodations and student achievement. The Board is responsible for the efficient and effective use of our school buildings and will ensure that students are learning in a high quality environment that supports excellent program delivery.

An Accommodation Review Committee is constituted to provide advice and recommendations to the Grand Erie District School Board on pupil accommodation matters for a school or group of schools. The context for the committee is the Board's intent to:

- provide appropriate accommodation that supports and enhances student achievement
- ensure the efficient use of its building consistent with available funding
- ensure that schools can provide viable organizational units
- find efficiencies that support sound budget practices
- have community input on accommodation decisions

The Board of Trustees will approve the creation of an accommodation review committee.

2.0 Committee Composition

An Accommodation Review Committee shall be comprised of:

- vii. one representative appointed by the School Council of each school involved in the study,
- viii. one Federation representative (two, if both elementary and secondary schools are involved),
- ix. one C.U.P.E. representative,
- x. one community business representative,
- xi. one local municipal council member
- xii. Non voting members:**
- xiii. Two Trustees,
- xiv. Superintendent of Education
- xv. and the Principal of each school involved in the study

Board staff will be a resource to the committee as required.

3.0 Committee Operating Procedures and Scope

- 3.1 Minutes will be kept of all meetings.
- 3.2 Where possible meetings will be held in all schools in the review area.
- 3.3 The chair of committee will be a Trustee. The Superintendent of Education may be co-chair.
- 3.4 The committee will operate by consensus and will vote as necessary.
- 3.5 The committee will act in accordance with all Board policies, administrative procedures and by-laws.
- 3.6 There will a minimum of four meetings. The final meeting will be for the purpose of sharing the ARC recommendations with the community.
- 3.7 That one or more meetings will be to hear delegations.(in accordance with By-Law 11)

- 3.8 There shall be at least 90 days between the first and last meeting of the committee. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.
- 3.9 The meetings of the ARC will include the sharing and consultation/discussion of the Board's data and at least one student accommodation option developed by Senior Administration. The accommodation option(s) will address: where the students would be accommodated; required changes to facilities; program matters; transportation; and any related funding issues. Long-term enrollment data and partnership opportunities, where they exist, will also be presented. The Superintendent will present the Demographic School Profile for each school in the review area. Board staff will bring additional information during the review, as requested by the ARC to support their work. Individual members cannot request additional information without the support of the ARC.
- 3.10 The Valuation Templates will be customized, if necessary, and the completed templates will be reviewed by the committee.
- 3.11 There will be an opportunity for public question and input at each meeting.
- 3.12 The committee will submit its report, including its advice and recommendation to the Director of Education and Secretary of the Board.
- 3.13 The report will also include committee minutes, profiles for schools and information received by the committee.
- 3.14 The committee may recommend accommodation options and capital investment consistent with the statement of purpose and responsibilities set out in part one of this document.
- 3.15 The ARC will be disbanded by the Board.



**Grand Erie District School Board
DEMOGRAPHIC SCHOOL PROFILE**

School	
What is your vision for your school?	

Demographics

Grade Configuration					
Current Enrolment					
Enrolment history past 5 years					
Enrolment projections next 5 years					
Staffing: Enrolment by grade	Current Enrolment	Staff		Current Enrolment	Staff
JK			Grade 5		
SK			Grade 6		
Grade 1			Grade 7		
Grade 2			Grade 8		
Grade 3			Other		
Grade 4					
% of students bussed					
Out of catchment students in attendance					
Catchment students attending other schools					
Special programs at this school					
Other important demographics					

Facility Information

Age of Facility					
Capacity		OTG			
		RCM			
		Total		Current utilization	
Number of portables in use					
Gym size					
Library size					
Accessibility issues					
Facility upgrades identified over next 5 years					
Well water?			Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Septic system?			Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Other important facility issues					

Appendix C–1



**The Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE STUDENTS**

(Note: The Value to the Student is to be the paramount consideration in the valuation process)

Value to the Students		
Program Offerings		
Does the School have the capacity to offer:		
Junior Kindergarten?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Senior Kindergarten?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
K – 8 Structure?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Grade 9 to 12 Structure?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is there sufficient enrolment within each grade/division to offer a quality learning environment? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Large blocks of literacy (2 hours) and math (1 hour) instruction?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Arts Programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Technical Education (secondary)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Information Technology to support the curriculum?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Physical Education and DPA (in elementary)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Pathways Program?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Library?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Lead and/or specialized teachers with specialized skills?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Specialized programs (i.e. second language learning)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What is the nearest access to similar programs? (Be specific by program)		
Are there programs that make this school unique? (Be specific by program)		
Additional Comments:		

Does the school have the capacity and numbers (according to Board (B) or Ministry (M) formula) to support:						
		B	M		B	M
A full-time Principal	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Vice-Principal State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A full-time Secretary State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Teacher Librarian State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Guidance State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
A Learning Resource Teacher State FTE:	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Custodial	Yes	<input type="checkbox"/>	<input type="checkbox"/>	No	<input type="checkbox"/>	<input type="checkbox"/>
Does the school have programs and supports for students at risk? List programs:					Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have remedial programs onsite during the day and after school? List programs:					Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have access to these programs in nearby facilities? Comment:					Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school location easily attract parent/family/community partnerships/volunteers? Comment:					Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have the capacity and numbers to support Early Childhood Centres?					Yes <input type="checkbox"/>	No <input type="checkbox"/>

Quality of the Learning Environment		
Literacy Resource Centre (e.g. Levelled Book Room) Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Science and Technology Labs: Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Arts Facilities (Music, Drama, Art) Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Gymnasium	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Library	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Auditorium/Cafeteria	Yes <input type="checkbox"/>	No <input type="checkbox"/>
A stage	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Staff/Visitor Parking	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Student drop-off and pick-up area for parents	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Bus Loading Zone	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have property to accommodate development or additions?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have appropriate closed classroom space for:		
Literacy	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Music	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Media	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What is the school community capacity to support initiatives?		

Is the school universally accessible?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Partially?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments:					

Safety and Security		
Is the school environment safe and secure for students? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school environment contribute to a feeling of safety and security for students? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do present staffing levels contribute to a feeling of safety and security for students? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Additional Comments:		

Extracurricular		
Does the school offer opportunities for a variety of extra and co-curricular activities in:		
List Athletic Opportunities	Number of Students	Comments
List Arts Opportunities	Number of Students	Comments

List Leadership Opportunities	Number of Students	Comments	
Does the school have sufficient green space and playing fields?			
Does the school have adequate playing fields to support the physical education program? Comment:		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate playing fields to support the extra-curricular program? Comment:		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have adequate green space for student use during breaks/recess? Comment:		Yes <input type="checkbox"/>	No <input type="checkbox"/>

Student Bussing		
Does student bussing reduce opportunities for students to participate in extra-curricular activities? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is bus ride time a concern of students and parents? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Length of Time on Bus (One Way)		
	#Primary #Junior #Intermediate	
0-15 minutes		
16 – 20 minutes	_____	
20 - 25 minutes	_____	
25 – 30 minutes	_____	
35 – 40 minutes	_____	
40 – 45 minutes	_____	
more than 45 minutes	_____	

What opportunities are available to access existing town facilities?

Other Value to Students?

Additional Comments



Appendix C–2

The Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE COMMUNITY

Value to the Community		
What do you consider to be your school community?		
Use of Facilities and Green Space for Community Use		
Daycare Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Are there plans for local partnerships for delivering daycare and other community and social services? Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Youth Activities Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Cultural Events and Observances Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Social and Recreational Sports Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Partnership Initiative with the Government Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Other Uses/Rentals, Etc. Explain:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other Comments:		
Single School Community		
Is this the only school in the community?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, how does this impact the community?		
Range of Community Program and Recreation		
How many hours per week is this school used for other community activities (e.g., sports, recreation and fitness; non-profit and community groups for youth and adults; community meetings):		
Fall		
Type of Activity	Hours Used	Number of People Served
Winter		
Type of Activity	Hours Used	Number of People Served
Spring		
Type of Activity	Hours Used	Number of People Served
Summer		
Type of Activity	Hours Used	Number of People Served
How/what programs could the school attract?		

<p>If the school were to close/change, is there local capacity to accommodate those currently using the school for community purposes? Explain:</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Have there been significant upgrades to the school in the past five years completed in partnership with the community?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Does your school offer adult learning programs?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>What other value is your school to the community? (e.g. Heritage Value)</p>		



**The Grand Erie District School Board
SCHOOL PROFILE – VALUE TO THE SCHOOL SYSTEM**

Appendix C–3

Value to the School System
What will be the impact on the capacity of the system to offer programs in the following areas if this school closes/changes?
Range of Programming
(e.g. range of core programming in secondary or opportunities for enhanced programming)
Student Supports:
(e.g. Guidance – Learning Resource Teacher)
Effective Intervention Programs:
(e.g. Student Success)
Extracurricular Activities:
Effective Partnerships:

Operational Considerations		
<p>Is there adequate and appropriate classroom and specialty classroom space in this school? Explain:</p> <p>Is there a possible loss of students to other school systems if this school closes/changes? Explain:</p>		
<p>Is there adequate space in nearby schools to accommodate the students at this school? Explain:</p>		
<p>Does the school generate enough funding to sustain itself without drawing funding from other budget lines? Comments:</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>Additional Comments:</p>		

Facilities:		
Is the school's Facilities Condition Index better than the Board average?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the presence of the school reduce travel costs that would otherwise be necessary?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Will closing/changing the school help the School Board avoid incurring significant repair costs that are not covered by targeted renovations programs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is the projected replacement cost less than the cost of major repairs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
What is the impact of this school's closure/change on facility operating and capital budgets?		
Other value to the school system?		
Additional Comments:		



**The Grand Erie District School Board
SCHOOL PROFILE –VALUE TO THE LOCAL ECONOMY**

Appendix C–4

Value to the Local Economy		
Define the area the school considers to be its local economy.		
Comment on each of the following areas in relation to the local economy.		
A. Attracting and retaining families in the community		
Is the location of this school important in terms of attracting families? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is an alternate school location available that is considered to be within the community? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is this the only school in the community? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
B. Cooperative Education and Partnership Opportunities		
Are these experiences available in the community? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the school have significant and on-going business partnerships in the community? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>

C. The School as a Local Employer		
Does the school generate employment beyond its staff? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Does the location of the school have a direct impact on local businesses? Comment:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
D. Other Value to the Local Economy?		
Comments:		