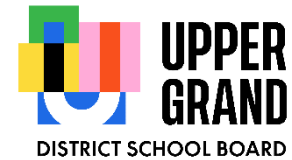


# School Boundary Review Procedures 320-A



<b>Category:</b>	Administration
<b>Administered by:</b>	Director of Education or Designate
<b>First Adopted:</b>	October 2011
<b>Revision History:</b>	June 2016, October 2023, June 2024
<b>Next Review:</b>	2024-25 School Year

## 1. Terms and Definitions

### **Attendance area**

A geographical area where the boundaries of which are designated by the board to provide for the educational needs of the children of the area.

### **Board staff**

Refers to resource staff from different board departments including but not limited to: Superintendents of Education, Chief Financial Officer, Facility Services, Planning, and the principal(s) for the schools involved.

### **Business day**

A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' winter, spring, and summer breaks periods.

### **Consolidation**

The reorganization of students into one or more schools within the same review area and/or into a new school.

### **Consultation<sup>1</sup>**

#### *Public participation goal*

To obtain feedback on analysis, alternatives and/or decisions.

#### *Promise to the public*

We will keep you informed, listen and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.

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<sup>1</sup> International Association for Public Participation (IAP2 Spectrum of Public Participation, 2007)

### *Example techniques*

- Public comment
- Focus groups
- Surveys
- Public meetings

### **Long-term Accommodation Plan**

A document that considers the utilization of current facilities, enrolment projections, and possible workplan priorities in alignment with the vision of the board's Multi-Year Plan (MYP).

### **On the ground (OTG) capacity**

Refers to the capacity of a school as determined by the Ministry of Education by loading all instructional spaces within a facility to current Ministry standards for class size requirements and room areas. OTG capacity does not include capacity in temporary facilities (i.e. portables or portapaks).

### **Overcapacity**

Full Time Equivalent (FTE) enrolment exceeds a school's On the Ground (OTG) capacity resulting in a utilization rate of 110% or higher.

### **Review area**

The review area may include the attendance area of an individual school or group of schools, family of schools, municipal or any other geographic area.

### **Self-Contained Special Education classroom**

A classroom where a small group of students with similar needs are instructed for at least 50% of the day (partially self-contained) to a majority of the day (fully self-contained).

### **Underutilized**

Full Time Equivalent (FTE) enrolment falls below a school's On the Ground (OTG) capacity resulting in a utilization rate of 80% or lower.

### **Utilization**

A measure of the extent to which a school is operating at full capacity. Utilization rate compares a school's enrolment to its OTG capacity.

## 2. Background to the School Boundary Review

- 2.1 The UGDSB is committed to improving the learning environment in its schools and enhancing learning opportunities and well-being for students.
- 2.2 The UGDSB will prepare and update its Long-Term Accommodation Plan to address the future accommodation needs of its students including:
  - Enrolment projections
  - School capacity/utilization
  - Possible workplan priorities.

## 3. Criteria Used to Determine the Need for a School Boundary Review

- 3.1 The UGDSB recognizes that various factors impacting program and/or accommodation, including opening of new schools, changing demographic patterns, student enrolment, changes in curriculum, facility conditions, and provincial policy changes may affect its ability to deliver educational services efficiently and effectively across its jurisdiction. One or a combination of these factors may trigger the need to undertake boundary reviews.
- 3.2 One or more of the following criteria may be evident in order to initiate a school boundary review:
  - 3.2.1 **Underutilization**

Any school where its enrolment falls or is projected to fall below 80% utilized a minimum of two (2) years prior to the current year and projected for a minimum of the next two (2) years.
  - 3.2.2 **Overcapacity**

Any school where its enrolment exceeds or is projected to exceed 110% utilized a minimum of two (2) years prior to the current year and projected for a minimum of the next two (2) years.
  - 3.2.3 **Program**

Any school where the program delivery or school operation requires a higher allocation of resources to maintain equitable programs when compared to the average allocation of resources jurisdiction-wide.

### 3.2.4 **Opening of New School**

Defining attendance boundaries for new school sites.

## 4. **School Boundary Review Process**

4.1 A boundary review is an administrative process involving a committee of school board staff responsible for proposing solutions to identified accommodation issues. A boundary review may be undertaken when UGDSB identifies an accommodation issue from time to time.

4.2 The board staff committee is comprised of the following:

- the appropriate Executive Committee member(s)
- Superintendent(s) of Education for the schools in the area under review
- Planning department representative(s)
- Facility Services representative(s)
- Principals of the schools included in the boundary review
- Service de transport de Wellington- Dufferin Student Transportation Services representative(s)
- Communications department representative(s)
- People, Leadership and Culture department representative(s)
- Other staff as needed, i.e. Student Support and Program Services representative(s).

4.3 The school boundary review shall have regard for:

- the impact on students and families within the schools under review
- continued program delivery in the area under review
- the long-term and ongoing effective and efficient operation of the boards' schools
- resultant alterations required to affected schools and/or their grounds and the associated costs thereof
- student transportation.

- 4.4 Staff will prepare reports for trustee consideration. A boundary review will be initiated by an approved recommendation by the Board of Trustees.
- 4.5 The staff reports presented to trustees may include the following:
- impacted schools
  - rationale for the need for a school boundary review
  - background information
  - timeline for the process
  - supporting analysis
  - communication plan.
- 4.6 Prior to the presentation of the staff report to the Finance and Facilities Committee, the staff reports will be shared with the local trustee(s) for their review and consideration.
- 4.7 **Public Meeting**
- 4.7.1 Board staff will facilitate a public information session to present the information on scenarios and recommended board staff committee option for the boundary review.
- 4.7.1.1 The intent of the public information session is to respond to questions of clarification and receive feedback on the recommended option(s).
- 4.7.1.2 The board staff committee will consider input received from the public prior to preparation of the final boundary review report.
- 4.8 The recommendation report presented by board staff may include the following:
- summary of public and stakeholder feedback
  - board staff committee recommendation(s) and justification for the recommendation(s)
  - timelines for implementation of the decision
  - communication plan.

- 4.9 At a board meeting where the Board of Trustees considers Boundary Review recommendation(s):
- recommendation(s) may be accepted by the Board of Trustees by resolution and the boundary change(s) implemented as set out in the staff report, OR
  - recommendation(s) may be referred back to board staff for additional action as directed by the Board of Trustees, OR
  - a decision may be deferred for additional consideration by the Board of Trustees.
- 4.10 A transition plan will be put in place following the Board of Trustees' decision on the boundary review.
- 4.10.1 A Transition Planning Team will be established and will communicate the transition plan including timelines to all affected school communities.
- 4.10.2 The Transition Planning Team may include the Superintendent of Education and principal(s) for the affected schools, and other board staff as appropriate. The Superintendent of Education will lead the School Transition Planning Team.
- 4.10.3 The specific transitional planning needs of students in Self-Contained Special Education classes will be addressed in accordance with the Board's Special Education Plan.

## 5. Communications

- 5.1 A Communications Plan will form an Appendix to the initial staff reports.
- 5.2 Following the presentation of the staff report and the Finance and Facilities Committee recommendation to conduct a school boundary review, board staff will provide written notice to each of the following:
- 5.2.1 The affected school communities.
- 5.2.2 The affected lower and upper tier municipalities and other interested community partners.
- 5.2.3 The Directors of Education of the coterminous school boards in the areas of the affected school(s).

- 5.2.4 The Ministry of Education
- 5.3 All boundary review reports will be posted on the board's website after presentation to the Finance and Facilities Committee.
- 5.4 The staff reports and a copy of the School Boundary Review Policy 320 and Procedure 320-A will be posted on the board's website and provided in hard copy, if requested, following the Finance and Facilities Committee's decision to proceed.
- 5.5 Information prepared by the staff committee for presentation at the public information session will be posted on the board's website.
- 5.6 Comments received at the public information session will be posted on the board's website.
- 5.7 Board staff will issue a Frequently Asked Questions (FAQ) document as needed to respond to inquiries and input received.
- 5.8 All reports, information and comments posted on the board's website will be available in accessible formats on request.
- 5.9 Information will be shared using other platforms as identified in the staff report (e.g. school websites, social media, newsletters etc.).