

School Boundary Review Policy 320



Category:	Administration
Administered by:	Director of Education or Designate
First adopted:	October 2011
Revision History:	June 2016
Next Review:	2020-2021 School Year

1. Policy Statement

- 1.1 It is the policy of the Upper Grand District School Board (UGDSB) to support and provide direction necessary to achieve the board's overall Vision, Guiding Principles and Strategic Plan priorities.
- 1.2 The UGDSB reviews its schools' accommodation capacities on a regular basis. This ensures that the efficient use of space positively impacts on the board's ability to deliver equitable and effective program offerings in environments across its jurisdiction that enhance learning opportunities and well-being for students.

2. Details

- 2.1 A School Boundary Review is an exemption to an accommodation review process in accordance with Section 8 of the Pupil Accommodation Review Procedures Manual 305-A.
- 2.2 A Boundary Review is conducted when the school board is proposing the relocation (in any school year or over a number of school years) of students or grades, in which the number of students or enrolment of the grades is less than 50% of the school's enrolment, or when an entire program is not being proposed for relocation. This calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years.
- 2.3 A School Boundary Review process shall consider the board's changing enrolment patterns, school accommodation requirements and school facility utilizations. The board will assess existing school attendance area boundaries to determine whether a reconfiguration of boundaries would serve the best interests of the students and the board over the long-term.

- 2.4 Where possible, School Boundary Reviews will consider a logical grouping of schools including proposed new construction in a board defined review area.
- 2.5 The selection of a school or group of schools for a School Boundary Review will be considered if one or more of the following conditions apply:
 - 2.5.1 There is an excess or an insufficient number of pupil spaces in a school or within the attendance area.
 - 2.5.2 Declining enrolment has created a negative impact on learning opportunities for students at a school or group of schools.
 - 2.5.3 A school or group of schools is unable to provide a suitable and equitable selection of learning opportunities for students.
 - 2.5.4 Program and learning opportunities could be enhanced by reorganization involving a school or group of schools.
 - 2.5.5 Teaching/learning spaces are not suitable to provide the programs needed to serve the students and the community, and retrofitting may be cost prohibitive.
 - 2.5.6 Other schools that do not meet these conditions may still be included in the School Boundary Review due to their proximity to the identified school(s) and to ensure a comprehensive analysis of possible accommodation options.

3. References

This policy operates in conjunction with:

- Education Act
- UGDSB Policy 305 – Pupil Accommodation Review
- UGDSB Policy 319 – Community Planning and Facility Partnerships
- UGDSB Policy 200 – Community Use of Schools

School Boundary Review Procedures Manual 320-A



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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, Finance, Operations and Capital, 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' Christmas, 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.

Consultation¹

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.

¹ International Association for Public Participation (IAP2 Spectrum of Public Participation, 2007)

Example techniques

- Public comment
- Focus groups
- Surveys
- Public meetings

Long-term capital and accommodation planning

A comprehensive review that considers the condition and utilization of current facilities, and possible accommodation solutions designed to enhance achievement, learning opportunities and well-being for students.

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).

Overcrowded

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. The board uses two points of reference to compare school utilization; Underutilized and Overcrowded.

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 long-term capital and accommodation planning information to address the future accommodation needs of its students including:
 - Enrolment projections
 - School capacity/utilization
 - Renewal needs
 - Potential consolidations (closures)
 - Construction projects (new schools, additions, significant renovations)

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 changing demographic patterns, student enrolment, changes in curriculum, facility conditions, and initiatives introduced by the Ministry of Education 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 **Overcrowded**

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.

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 Senior Official
- Superintendent of Education(s) for the schools in the area under review
- Planning Department representative(s)
- Capital Department representative(s)
- Operations Department 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)
- 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 Two (2) staff reports shall be prepared and presented to the board. A Boundary Review is initiated by the Initial Boundary Review Report. The Final Boundary Review Report will be presented to the Board of Trustees within thirty (30) business days of the Public Information Session (Appendix A).
- 4.5 The Initial Boundary Review Report will be presented by Board Staff and will include:
- identification of school or group of schools to be included in the School Boundary Review
 - rationale for the need for a School Boundary Review and rationale for exemption from Pupil Accommodation Review Policy 305
 - background information including goals, objectives and constraints
 - relevant information from municipalities and other community partners including any confirmed interest in using underutilized space
 - Boundary Review Committee composition
 - alternative options with analysis and a recommended option(s) with justification for recommendation
 - Board Staff analysis of the capital, renewal or alterations costs of implementing the recommended option(s)
 - proposed timeline for implementation of the recommended boundary changes

- communication plan
- 4.6 Prior to the presentation of the Initial Boundary Review Report to the full Board of Trustees, the report will be shared with the local Trustee(s) for their review and consideration. This report may be revised prior to presentation to the full Board of Trustees.
- 4.7 **Consultation**
- 4.7.1 Following the presentation of the Initial Boundary Review Report and the Board of Trustees approval to conduct a School Boundary Review, Board Staff will provide written notice of the Board of Trustees decision within five (5) business days to each of the following:
- 4.7.1.1 The affected school communities.
 - 4.7.1.2 The affected lower and upper tier municipalities and other interested community partners.
 - 4.7.1.3 The Directors of Education of the coterminous school boards in the areas of the affected school(s).
 - 4.7.1.4 The Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division.
- 4.7.2 The Initial Boundary Review Report 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 following the Board of Trustees' decision to proceed.
- 4.7.3 Board Staff will facilitate a Public Information Session to present the information in the Initial Boundary Review Report.
- 4.7.3.1 The intent of the Public Information Session is to respond to questions of clarification and receive feedback on the recommended option(s).
 - 4.7.3.2 The Boundary Review Committee will consider input received from the public prior to preparation of the Final Boundary Review Report.

- 4.8 The Final Boundary Review Report will be presented by Board Staff and will include the following:
- summary of information contained in the Initial Boundary Review Report
 - summary of comments and questions received from the public
 - relevant information obtained from affected upper and lower tier municipalities/community partners prior to and during the boundary review
 - final Board Staff recommendation(s) and justification for the recommendation(s)
 - timeline for implementation of the recommended boundary change(s)
 - timeline for the implementation of the recommended capital, renewal or alterations projects required
 - critical path resolution of the identified accommodation issue
 - communication plan
- 4.9 At a board meeting where the Board of Trustees considers the Final Boundary Review Report and 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 Final Boundary Review 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 to move students in accordance with Section 4.9.
- 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 act as the Chair of 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 and Final Boundary Review Reports.
- 5.2 All Boundary Review reports will be posted on the board's website after presentation to the Board of Trustees.
- 5.3 Information prepared by the Boundary Review Committee for presentation at the Public Information Session will be posted on the board's website.
- 5.4 Comments received at the Public Information Session will be posted on the board's website.
- 5.5 Board Staff will issue a Frequently Asked Questions (FAQ) document as needed to respond to enquiries and input received.
- 5.6 All reports, information and comments posted on the board's website will be available in accessible formats on request.

320-A Appendix A School Boundary Review Timelines



ACTION	TIME PERIOD	BUSINESS DAYS
Initial Boundary Review Staff Report	Received and approved at Committee of the Whole	0
Written notices sent out to: <ul style="list-style-type: none"> • Affected school communities • Affected lower and upper tier municipalities • Other interested community partners • Coterminous school boards • Ministry of Education 	Within 5 business days of Board approval	5
Public Information Meeting		30
Staff Committee working meetings		
Presentation of Final Boundary Review Staff Report to Trustees	Within 30 days of Public Information Meeting	60
Final Decision of Board of Trustees	No less than 7 days between presentation of Final Staff Report and meeting of Committee of the Whole	67