 **Waterloo Region District School Board**

# SCHOOL BOUNDARY STUDY PROCESS

| Step | Public Process | Staff Process |
|---|---|---|
| **Identify Study Area** | | Identify areas for study and prepare report to Board |
| **Board Approval to proceed** | Report to Board recommending Boundary Review | |
| **Principal(s)/ Superintendent(s)/ Planning Staff** | Initiate process: Select school council representation, members of the community, Learning Services staff and others (e.g. municipal planning staff, etc.), to participate on boundary study working group. | Establish Boundary Study Area Working Group. Define Issues, and determine study objectives. |
| **Working Group Meeting** | Explain the process. Identify the issues, objectives & timelines. Review background information and input. Confirm issues to be addressed by boundary study. Refer others to appropriate party. Refine study area and study objectives. | Develop enrolment projections Identify Facility requirements. |
| **First Public Meeting** | Explain the process. Identify the issues, objectives & timelines. Review background information and input. Confirm issues to be addressed by boundary study. Refer others to appropriate party. Receive feedback. | |
| **Working Group Meeting** | Review feedback Scenario development and review. Identify preferred schenario. Identify transitions. | Review feedback Develop scenarios Identify transitions |
| **2nd Public Meeting** | Presentation of preferred scenario(s). Receive feedback. | Review feedback Refine and confirm preferred scenario |
| **Working Group Meeting** | Review feedback Confirm preferred scenario Review transitions | |
| **3rd Public Meeting (Optional)** | May be held if more than one scenario remains that best meet objectives. | Review feedback |
| **Report to the Board** | Recommendation: Includes timing, transportation, capital, phasing, and other related items. | Prepare report to the Board |
| **Board Decision** | May be approved, changed or deferred. If deferred, cycles back to working group and review of scenarios. | |
| **Implementation** | Communication to: schools and all affected parties, and our community partners (e.g. childcare provider, etc.) | Implement student/school transition plans. Develop transportation and facility plans. |