



Responsibility:	<i>Superintendent of Business Services and Treasurer of the Board</i>
Legal References:	<u><i>Education Act, R.S.O. 1990, c.E.2, subsections 33(1), 33(6), 35(1), 36(1) 39, 40, and 171 (1) par. 7;</i></u> <u><i>Planning Act, R.S.O. 1990, c.P.13.</i></u>
Related References:	<u><i>Board Policy 4000 - Pupil Accommodation Review</i></u> <u><i>Board Policy 4009 – Student Transportation</i></u> <u><i>Board Policy 4012 - School Attendance Areas</i></u> <u><i>Board Policy 4022 - School Size and Configuration</i></u> <u><i>Administrative Procedure 1030 – Student Out of Boundary Requests – Secondary Schools (Grades 9-12)</i></u> <u><i>Administrative Procedure 1040 – Out of Boundary Requests – Elementary Schools</i></u> <u><i>Administrative Procedure 4260 - Student Transportation</i></u> <u><i>Administrative Procedure 4860 - Pupil Accommodation Review</i></u> <u><i>Administrative Procedure 4992 - Temporary Student Accommodation for Development Areas</i></u> <u><i>Ministry of Education Pupil Accommodation Review Guideline - April 2018</i></u>
Revisions:	<i>March 2019, January 2023, March 2025</i>
Reviewed:	<i>June 2016, November 2017</i>

1. Preamble

This Procedure outlines the processes to modify attendance area boundaries and provides guidelines for conducting school boundary reviews within the Waterloo Region District School Board (WRDSB). This Procedure provides three distinct processes for modifying attendance boundaries based on the criteria described herein.

This Procedure is applicable when reviewing school boundaries where no school closure or consolidation is proposed. School closures and consolidations are subject to the Pupil Accommodation Review Process (Administrative Procedure 4860). This procedure does not apply to Development Areas excluded from school attendance boundaries. Development Areas are administered in compliance with Administrative Procedure 4992 - Temporary Student Accommodation for Development Areas.

2. Standard Boundary Review Process

2.1 Formation of Boundary Review Steering Committee

The Boundary Review Steering Committee (BRSC) is established via Planning and Senior Administration. Schedule B provides the BRSC Terms of Reference.

2.2 Initial Report Preparation and Presentation

The BRSC will prepare an Initial Report and present it to the Board of Trustees (Board) for information. The guidelines for the report are provided in Schedule 'A.' This Report will:

- Define the review area and schools identified for inclusion in the proposed Boundary Review;
- Provide the rationale for the proposed Boundary Review;
- Include enrolment projections, utilization of school facilities and references to the Long-Term Accommodation Plan and WRDSB capital plans, where applicable; and
- Include (if applicable) initial scenario(s).

The Board may otherwise approve the commencement of the Boundary Review.

2.3 Public Engagement

Parent, caregiver, family, community and stakeholder input enhances scenario development during the review process and is critical to informing the BRSC's analysis. Feedback will be sought through a robust engagement plan developed by the Boundary Review Steering Committee under the guidance of the Communications Team.

This plan can be comprised of a broad range of engagement tools, including but not limited to:

- Public Open House / Information Sessions
- School Council Meetings
- Web page/engagement platform updates
- Feedback Forms
- Email and telephone conversations

In determining the engagement model, the Boundary Review Steering Committee will consider

- The proposed timeline
- Barriers to accessing a given tool
- Opportunities to improve accessibility
- Opportunities to include all voices
- Ways to make providing input more straightforward
- Ways to ensure stakeholders feel heard and understood

The proposed engagement plan comprises a section of the Initial Report.

2.4 Draft Final Report

The BRSC's summary of findings and recommendations, and the recommendation for a preferred solution, will be made publicly available at least 21 days before the Final Report is presented to the Board of Trustees.

Comments and questions from the public will be collected, reviewed, and responded to until 10 days before the Board or Committee of the Whole Meeting. At the BRSC's, additional community meetings or engagement tools may be used to collect feedback on the Draft Final Report.

2.5 Final Report to the Board of Trustees and Public Delegation

The Final Report will summarize analysis undertaken by the BRSC, comments and considerations provided through public information sharing and community engagement, and it will identify the recommended solution. The Final Report and recommendations will be presented to the Board for decision-making.

In advance of a decision by the Board, the Board will invite delegates to register and speak to the recommendations of the Final Report.

2.6 Transition and Implementation

A Transition Committee, composed of the administrators and superintendents of the affected schools, will collaborate to identify opportunities to ensure a smooth transition for all impacted students and families.

The Transition Committee may consult with staff, students, parents, and caregivers as needed. As appropriate, updates will be shared with the community.

3. Abridged Boundary Review Process

In some cases, an Abridged Review process may be warranted. This simplified process may be recommended at the discretion of WRDSB staff, considering the following:

- There are limited options for student accommodation available;
- There are a limited number of schools in the review area;
- The implementation of a boundary review is time-sensitive or critical; and/or,
- In other situations, as deemed advisable by Leadership Council.

3.1 Public Engagement

WRDSB staff will engage with families directly impacted by a proposed boundary change.

3.2 Recommendation Report to the Board of Trustees and Public Delegation

The Recommendation Report will summarize public consultation and present the recommended accommodation solution for the Abridged Boundary Review. The Recommendation Report will be presented to the Board for a decision.

The Board will invite delegates to register and speak to the recommendations of the Abridged Boundary Review Recommendation Report before making a decision.

3.3 Transition and Implementation

A Transition Committee, composed of the administrators and superintendents of the affected schools, will collaborate to identify opportunities to ensure a smooth transition for all impacted students, staff and families.

The Transition Committee may consult with staff, students, parents, and caregivers as needed and will share updates with the community as appropriate.

4. Administrative Amendments

Periodically, staff may undertake minor changes to an established school boundary outside of a Standard Boundary Review or Abridged Boundary Review process; these are referred to as Administrative Amendments.

In the following circumstances, staff may proceed with undertaking administrative changes to school boundaries:

- When the proposed change(s) to the established school boundary is technical, including minor adjustments or corrections to better align with municipal mapping and property data. No existing students will be impacted as a result of the technical changes;
- When the proposed change(s) to the established school boundary will not affect any students enrolled at the subject school at the time of the proposed change.

5. Implementation

5.1 Decisions regarding changes to school boundaries where existing students may be impacted should not be made after February 28th for implementation in the following school year.

5.2 Following the decision by the Board, an internal transition planning team will be set up to work through the transitions required for staff, students, and resources.

Schedule 'A'

INITIAL REPORT GUIDELINES

The Boundary Review Steering Committee will consider the following items and Board Policies in the preparation of the Initial Report:

1. School Facility Utilization

- Optimize the use of existing school facilities while ensuring that students are accommodated to the extent possible in permanent school facilities;
- Balance enrolment across a Review Area or family of schools;
- Minimize the use of portable classrooms or temporary structures whenever possible, except during the establishment phases of new communities and throughout peak enrolment phases of schools; and,
- Minimize current and future overutilization in school facilities (Refer to *Board Policy 4022 – School Size and Configuration*) based on current and projected enrolments.

2. Community schools

- Where possible, school boundaries should provide continuity to feeder schools; and
- Whenever possible, students should be assigned to the closest school with the appropriate grade offerings.

3. Transitions

- To the extent possible, provide options that prevent the need for students to change schools multiple times in a short period (by WRDSB decision); and
- Where possible, provide options that allow siblings to attend the same school.

4. Transportation

- Maximize the number of students within a school boundary who are within walking distance (refer to *Board Policy 4009 – Student Transportation*); and
- To the extent possible, optimize the cost-effective use of school transportation in accordance with *Board Policy 4009 – Student Transportation*.

5. Program offerings

- Review accessibility, distribution, and equity of program offerings; and,
- Evaluate the cost-effectiveness and sustainability of program offerings.

Schedule 'B'

SAMPLE BOUNDARY REVIEW STEERING COMMITTEE TERMS OF REFERENCE AND MEETING PROCEDURES

The Boundary Review process commences with forming a Boundary Review Steering Committee (BRSC), which will meet regularly throughout the process.

1. Purpose of the Boundary Steering Review Committee

The role of a BRSC is to review and discuss the information and data gathered about the schools in the review area.

- Collect and communicate school and neighbourhood considerations and concerns (public engagement).
- Provide functional analysis of Boundary Review options based on local knowledge, school and area familiarity and experiences.
- Identify and assess key considerations for each proposed option, including but not limited to:
 - Active transportation, neighbourhood connectivity, student accessibility;
 - Availability of before and after school programs, and community programs,
 - Perceived impacts on programming accessibility or availability;
 - Unique community characteristics or specialized needs;
 - History of recent changes to the community; and,
 - Practicality and on-the-ground limitations.

2. Membership

The Boundary Review Steering Committee (BRSC), the WRDSB consist of the following members:

- The Superintendent(s), Student Achievement & Well-Being responsible for the Review Area schools;
- The Superintendent of Business Services and Treasurer of the Board
- The Principal and/or Vice-Principal(s) of the Review Area schools;
- The Senior Manager of Planning
- Additional Planning Department staff as appropriate to the circumstances.

3. Member Expectations

BRSC members are expected to demonstrate a commitment to:

- Work collaboratively to achieve the BRSC's purpose;
- Provide perspective on what is best for the Review Area;
- Attend committee meetings and follow through on any commitments in a timely manner;
- Support the success of the project.

4. Term of the Boundary Steering Review Committee

- Appointments to the BRSC will be for the duration of the Boundary Review;
- Should a representative be unable to complete the term of the Committee, a replacement representative may be identified.

5. Roles and Responsibilities

The Senior Manager of Planning will serve as BRSC Chair(s) and, in this role, will:

- Establish the meeting schedule;

- Provide secretarial and minute-taking support to the committee;
- Circulate agendas and minutes for approval; and,
- Post approved materials to the boundary review webpage.

The BRSC shall make recommendations regarding the following:

- Whether the Boundary Review Process should proceed and by which model;
- Which schools should be part of the Boundary Review Process;
- What to consider in the development of the engagement plan; and
- The BRSC's final preferred option(s) and implementation recommendations for a boundary change.

6. Decision Making

The BRSC does not make any final decisions, but in developing recommendations in providing support to the model chosen, it will consider:

- school historical and projected school enrolments;
- facility statistics;
- school program offerings;
- transportation requirements;
- temporary accommodation needs;
- future planning and school initiatives;
- municipal planning initiatives that may impact local neighbourhoods; and,
- preliminary school boundary options developed Planning.