



Procedure Section: **Facilities and Equipment**

800

Procedure Name: **School Attendance (Boundary)
Review**

**809
NEW**

PROCEDURE

School Attendance (Boundary) Review

Adopted: September 12, 2023

Procedure

1. Preamble

The Keewatin-Patricia District School Board (Board) is committed to providing its students with facilities that are conducive to their learning and development. It is also committed to fiscal responsibility in ensuring that all its facilities are used to their optimum effectiveness. This administrative procedure implements the Education Act, section 171.7 (Schools and Attendance Areas), and ensures the Board requirement to provide and maintain effective school attendance areas. This procedure ensures that the school attendance review process encourages public participation and open decision making. The Board will consult with the school community in the review process and provide opportunities for members of the school community to express their views prior to the Board's decision on school attendance area (boundary).

2. Guiding Principles

The Board aims to achieve the greatest good for the greatest number of its students and their families. Any decisions made in the school facilities planning process will be implemented in a manner consistent with the Board's mission and vision and will reflect the most prudent use of available resources.

The school boundaries review process will focus primarily on the continued success and well-being of students and the financial viability of the school Board.

To provide the highest quality education programs and services, the Board shall monitor, on an ongoing basis, all factors that may impact on the utilization rate of its student facilities and take them into account in the development and updating of its long-term capital and accommodation plan (LTAP).

3. Scope

This administrative procedure applies to schools offering elementary and/or secondary programs.

4. Terms and Definitions

Attendance Area

A geographical area designated by the Board to provide for the educational needs of the children of the area for elementary and/or secondary school(s), also known as a School Boundary. Every student of the Board shall be located within at least one (1) elementary and one (1) secondary school boundary.

Board Staff

Refers to resource staff from different Board departments including but not limited to: Superintendents of Education, Business Services staff, 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 break periods.

Consolidation

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

Consultation

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.

Example techniques:

- Public comment
- Focus groups
- Surveys
- Public meetings

Long-term capital and accommodation planning (LTAP)

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 (i.e., total number of students the building is designed to hold), 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. Examples

of instructional spaces include standard classroom and purposely designed program spaces such as Science, Music or Shop classrooms. 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.

Study Area

A geographic area which may comprise all, or part of a school attendance area or school boundary.

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.

5. Background to the School Boundary Review

The Board is committed to improving the learning environment in its schools and enhancing learning opportunities and well-being for students.

The Board 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)
- Program changes

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

The Board 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.

6.1 Underutilization

Any school where its enrolment falls or is projected to fall below 80% utilized a minimum of five (5) years prior to the current year and projected for a minimum of the next five (5) years.

6.2 Overcrowding

Any school where its enrolment exceeds or is projected to exceed 110% utilized a minimum of five (5) years prior to the current year and projected for a minimum of the next five (5) years.

6.3 Program

Any school or group of schools 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. Any school or group of schools where the program delivery model is not consistent with system standards.

7. School Boundary Review Process

A Boundary Review is an administrative process involving a Boundary Review Committee (BRC) of the school Board, appropriate Trustee(s), and appropriate resource staff. The BRC is responsible for proposing solutions to the identified accommodation issues. A Boundary Review may be undertaken when the Board identifies an accommodation issue.

The Board BRC is comprised of the following:

- Senior Business Official
- Superintendent of Education(s) for the schools in the area under Review
- Business Services staff representative(s)
- Planning staff or resource representative(s)
- Principals of the schools included in the Boundary Review, as needed
- Transportation Services representative(s), as needed
- other staff, as needed, i.e., Student Support and Program Services representative(s)

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

Terms of Reference for the BRC

- Appointments to the BRC will be for the duration of the boundary study.
- The purpose of the BRC is to conduct a boundary study and to:
 - Represent the interests of the students in the Study Area
 - Review background information and public input
 - Identify issues
 - Confirm study goals
 - Determine study objectives
 - Develop evaluating scenarios
 - Develop recommendations
- At a minimum, members of the BRC shall:
 - Attend meetings regularly
 - Maintain a formal agenda and minutes of all meetings
 - Participate collaboratively in group decision making
- BRC Meeting Procedures
 - An initial meeting schedule will be established by Board staff
 - Changes to meetings, including adding or cancelling may be made by the BRC
 - BRC meetings are not public meetings. Non-members may attend meetings provided they are invited by the BRC
 - Minutes and secretarial support for the BRC will be provided by the Board
 - Minutes will be taken at each meeting and approved at subsequent BRC meetings
 - An agenda for the BRC meeting will be prepared by the Board's staff and/or resource team and sent to the BRC members prior to each meeting

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 conclusion of the Public Information Session(s) (Appendix A).

7.1 Initial Boundary Review Report

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
- background information including goals, objectives, and constraints
- relevant information from municipalities and other community partners including any confirmed interest in using underutilized space
- BRC 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

Following the presentation of the Initial Boundary Review Report and the Board of Trustees approval to proceed, staff will provide written notice of the Board of Trustees decision within five (5) business days to each of the following:

- The affected schools, staff, students and/or parent communities.
- The affected lower and upper tier municipalities and other interested community partners.
- The Directors of Education of the coterminous school boards in the areas of the affected school(s).
- The Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division.

The Initial Boundary Review Report and a copy of the School Boundary Review Policy and Procedure will be posted on the Board's website and provided in hard copy to the persons and entities listed above, following the Board of Trustees' decision to proceed.

Board Staff will facilitate a Public Information Session(s) to present the information in the Initial Boundary Review Report.

The intent of the Public Information Session(s) is to respond to questions of clarification and receive feedback on the recommended option(s).

The BRC will consider input received from the public prior to preparation of the Final Boundary Review Report.

7.2 Final Boundary Review Report

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

At a Board meeting where the Board of Trustees considers the Final Boundary Review Report and recommendation(s) the Board may:

- accept the recommendations by resolution and implement them as set out in the Final Boundary Review Report, or
- alter the recommendations by resolution and implement them as set out in the Final Boundary Review Report, or
- refer the report to Board Staff for additional action

7.3 Transition Plan

A transition plan will be put in place following the Board of Trustees decision to move students in accordance with the recommendations of the Final Boundary Report.

A Transition Planning Team will be established and will communicate the transition plan including timelines to all affected school communities.

The Transition Planning Team may include:

- Superintendent of Education,
- Principal(s) for the affected schools,
- Facilities Services Staff as appropriate
- other Board Staff as appropriate.

The Superintendent of Education will act as the Chair of the School Transition Planning Team.

7.4 Communications

A Communications Plan will be appended to the Initial and Final Boundary Review Reports.

All Boundary Review reports will be posted on the Board's website after presentation to the Board of Trustees.

Information prepared by the BRC for presentation at the Public Information Session will be posted on the Board's website.

Comments received at the Public Information Session will be posted on the Board's website. Board Staff will issue a Frequently Asked Questions (FAQ) document as needed to respond to enquiries and input received.

All reports, information and comments posted on the Board's website will be available in accessible formats on request.