



YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedure #108.0, Student Accommodation – Attendance Areas and Student Transfers

Application

Policy and Procedure #108.0, Student Accommodation – Attendance Areas and Student Transfers outlines how the York Region District School Board maintains viable attendance areas (also known as [school boundaries](#)) for public schools in York Region. The procedure outlines the steps that are followed when an attendance area is determined or under review and the process for student transfers.

[Policy and Procedure #680.0, Student Transportation](#) addresses student transportation.

Stakeholder Groups with Responsibilities Under this Policy

- Board of Trustees
- Director of Education
- Associate Directors of Education
- Superintendents of Schools
- Planning Services
- Principals
- School Councils
- Parents

Relationship to Board priorities

This policy and procedure supports the priority of creating positive relationships among students, staff, parents/guardians, and community members in the Multi-Year Plan by ensuring communities are consulted when a school boundary is created or modified.

This policy and procedure supports the priority of equity as per the Director’s Annual Plan by ensuring access to all schools through the transfer process is equitable for all students.

Implementation Timelines

Immediate

Summary of Changes

<p>Overview of Major Changes to the Document</p>	<p>This is a new procedure that outlines the registration, organization and recall process for overflow and holding schools due to accommodation needs as outlined in Policy and Procedure #108.0, Student Accommodation. The process for sending and recalling students who have been assigned to overflow schools is also outlined.</p>
<p>Who is affected by these changes and what is the impact on current practice?</p>	<ul style="list-style-type: none"> • All staff members are responsible for being aware of this procedure and any associated responsibilities. • This procedure clearly outlines the roles for the sending overflow community school, overflow receiving school and holding schools for registration, organization, sending and recalling students. • Staff responsible for the supervision and maintenance of employee records must be aware of and abide by the requirements of this procedure.

Feedback, Timelines and Next Steps

Approved for posting at the February 18, 2014 Senior Team Meeting, this procedure was adopted by the system as a Working Document. Comments will be received for six school months and will be considered by the Policy and Procedure Review Committee in November 2014.

This new procedure outlines the student registration, organization and recall process when overflow and holding schools are required due to accommodation needs as outlined in Policy and Procedure #108.0, Student Accommodation. It ensures that the Board has a consistent approach in the consultation and decision-making process for determining when holding and/or overflow is required as well as outlining how recalling students should occur for students on overflow or for those that are in a holding school situation.

All principals should be aware of their responsibilities under this procedure and the recall criteria for students in Grade 1-8 Regular/Optional Programs and Kindergarten.

Questions about the content of the Student Accommodation: Overflow and Holding Schools procedure should be raised with your principal, manager or supervisor. If additional clarification is required, principals, managers and supervisors may contact Superintendent of Schools – Operations and Labour Relations Scott Yake.

In accordance with *Board Policy #285.0, [Board Policies, Procedures and Supporting Documents](#)*, the Board welcomes all comments and suggestions on Board policy.

Input is an important component of the review process. If you feel a policy and/or procedure needs to be revised, it is most helpful if you **outline clearly the specific section(s) of the policy and/or procedure in which you are not comfortable, the reason(s) for your concern(s) and also suggest specific alternate wording to reflect your position.**

Specific recommendations should be submitted via e-mail to policy.committee@yrdsb.ca, or to the attention of the Assistant Manager, Board and Trustee Services by fax at 905-727-3984 or in hard copy at the following mailing address:

*York Region District School Board
The Education Centre – Aurora
Attention: Assistant Manager, Board and Trustee Services
60 Wellington Street West, Box 40
Aurora, ON L4G 3H2*

Questions about the [policy and procedure review process](#) can be directed to the Assistant Manager, Board and Trustee Services at policy.committee@yrdsb.ca or 905-727-0022 extension 2217.

Document History and Previous Versions

Approved 1997

Revised 2004

Revised 2011

Working Document May 2013

Revised February 2014

Working Document Procedure #108.1, Student Accommodation – Attendance Areas and Student Transfers
February 2014

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property; or partaking/volunteering in Board or school-sponsored events and activities will respect the policies and procedures of the Board. The term “parents” refers to both parents and guardians in all Board policies and procedures.



Board Policy #108.0 Student Accommodation - Attendance Areas and Student Transfers

Document Integration Project Format

The York Region District School Board believes in maintaining viable attendance areas (also known as [school boundaries](#)) for public schools in York Region. [Board Policy and Procedure #680.0, Student Transportation](#) addresses student transportation.

Responsibilities

Board of Trustees is responsible for:

- reviewing the *Student Accommodation – Attendance Areas and Student Transfers* policy in accordance with the priorities in the [Trustees' Multi-Year Plan](#) and the approved policy review cycle;
- understanding and communicating with members of the community about the *Student Accommodation – Attendance Areas and Student Transfers* policy, as required; and
- approving attendance areas or any changes to an attendance area for public schools in York Region.

The Director of Education is responsible for:

- implementing and operationalizing the *Student Accommodation – Attendance Areas and Student Transfers* policy.

The Associate Directors of Education are responsible for:

- determining circumstances, as defined in this policy, where a student will be directed to attend a school other than his/her community school.

Superintendents are responsible for:

- reviewing attendance areas and determining program locations with Planning Services;
- holding public information sessions to explain the boundary review process, sharing information about boundaries and receiving feedback from students and parents in school communities affected by the proposed boundary change;
- following public consultation, bringing forward the attendance areas for approval by the Board of Trustees; and
- considering and, where appropriate, approving student transfers.

Planning Services is responsible for:

- identifying students to attend a school other than their community school for situations that include, but are not limited to, optional programs, overflow, primary class size compliance, administrative reasons or holding schools; and
- providing staff support to superintendents of schools during the boundary review process.

Principals are responsible for:

- communicating to the parent and student community about attendance areas and situations in which students have been identified to attend a school other than their community school due to situations such as, but not limited to, optional programs, overflow, primary class size compliance, administrative reasons or holding schools.

Parent(s)/Guardian(s) are responsible for:

- initiating the student transfer process if they wish to have their child transferred to another school; and
- transporting their children, if a transfer is approved, to another school.

Legislative Context

Education Act

Definitions

Attendance Area (also referred to as a School Boundary)

Each school has a defined attendance area, appropriately sized to accommodate sustainable student enrolment. Attendance areas are subject to change based on enrolment trends, construction of new schools, program changes and alignment of elementary and secondary boundaries.

The following are considerations which may affect where students attend school: programs for exceptional student, optional programs, student transfers, and students directed to attend a school other than the community school because of overflow, enrolment pressure, primary class size, a holding school situation, school capacity and/or exceptional circumstances.

The physical school boundary is defined by geographical features including, but not limited to, roads, railway tracks, rivers and land parcels.

Community School

Community school refers to the school the Board assigns a student to attend for regular programming (English track) based on the location at which the student resides. Transportation zones apply.

A student may be designated to attend a school other than the community school in the attendance area in which their residence is located in the following circumstances. These are handled on a case-by-case basis and without prejudice:

- for reasons determined by the Associate Director(s) of Education; and
- where the student has been excluded, suspended or expelled and it is in the best interest of that student, other students and/or staff for that student to attend a different school other than his/her community school.

Exceptional Students

Exceptional students are students identified by an Identification, Placement and Review Committee (IPRC). Exceptional students may be enrolled in a program not located at their community school. Transportation zones apply unless specified by the IPRC.

Holding Area

Holding areas are not considered part of the permanent long-term attendance area. A holding area may be created to accommodate students for an interim period.

Holding School

A holding school is a school at which students are attending until long-term accommodation is available and is not part of the student's attendance area. Examples of holding school situations include, but are not limited to, enrolment pressure, construction of a new school or renovation of an existing community school.

Optional Program

An optional program is a program a student may choose to attend. An optional program is not Ministry-mandated, but offered by the Board and may or may not be located at the student's community school.

Students attending optional programs **do not receive transportation** unless approved by the Board of Trustees or if the program is located at a student's community school. In all cases, transportation zones apply.

Overflow

Overflow refers to situations in which the Board directs students to attend a school other than their community school or optional program for a specific period of time. The overflow students' attendance area does not change. Overflow may occur for a specified period if:

- individual grades have exceeded acceptable enrolment levels;
- timetables cannot be created for a student at a secondary school;
- the overall enrolment exceeds the capacity of the school; or
- the school is unable to reorganize grades during the year.

School Boundary

See definition of Attendance Area.

Student Transfer (as per [Board Policy #680.0, Student Transportation](#))

Students who transfer out of their community school are **not eligible for transportation**.

A transfer form must be completed and submitted to the Superintendent of Schools for consideration. Approval of a student transfer does **not** provide entitlement for the siblings of that student to attend that same school.

Transportation Zones (as per [Board Policy #680.0, Student Transportation](#))

a) Transportation Zone

This is an area designated by Board policy as eligible for school vehicle transportation.

- Measurement methods to establish transportation zones are completed along pedestrian routes within a municipality and recognize roadways, municipal walkways and parks. Measurements shall be made from the edge of a student's driveway to the closest access to the school property.

b) Non-Transportation Zone

This is an area designated by Board policy as ineligible for school vehicle transportation.

- Junior Kindergarten to Grade 3 – a child who lives within 1.2 kilometres of the school is **not eligible for Board-provided transportation**.
- Grade 4 to Grade 8 – a child who lives within 1.6 kilometres of the school is **not eligible for Board-provided transportation**.
- Grades 9 to 12 – a secondary school student living in an area served by public transit is **not eligible for Board-provided transportation**.
- A secondary student living more than 3.2 kilometres from the nearest secondary school in an area not served by public transit is eligible for Board-provided transportation.

For more detailed information on the Board's *Student Transportation* policy and procedure, please refer to [Board Policy and Procedure #680.0, Student Transportation](#).

Policy History

Approved 1997

Revised 2004

Revised 2011

Working Document May 2013

Revised February 2014

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Board Procedure #108.0

Student Accommodation - Attendance Areas and Student Transfers

This procedure outlines the steps followed when an attendance area is determined or under review, and the process for student transfers.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the *Student Accommodation – Attendance Areas and Student Transfers* procedure.

The Associate Director(s) of Education may:

- direct a student to attend a school other than the student's community school.

Superintendents shall:

- review, consider and, where appropriate, approve student transfers;
- ensure that requests for student transfers consider factors, such as, but not limited to;
 - staffing and accommodation,
 - class size, and
 - the number of students requesting transfers from sending and receiving schools;
- review, consider and, where appropriate, approve student transfer lists annually submitted by principals;
- if registrations from new development provide documentation of a purchase with a closing date prior to October 31st and the Principal in consultation with Planning Services is able to confirm construction status, they may register at their assigned community/holding school;
- if registrations from new development provide documentation of a purchase with a closing date after November 1st and the Principal in consultation with Planning Services is able to confirm construction status, they may apply to attend a school through the transfer process;
- where a student has been directed to attend a school other than their community school, and where accommodation is available, give consideration through the student transfer process for the student's sibling(s); and
- for the boundary review process;
 - annually present proposed boundary changes (including transportation impact) that may be required for implementation within the following 18 months to the Board of Trustees,
 - following the presentation to trustees, inform all affected students, their parents and school councils at least two weeks before the meeting date of the date, location and time of the public information session, and
 - hold a public information session, in consultation with the local trustee(s) when a proposed boundary change will affect 25 or more students.

Superintendents may:

- identify students as overflow;
- direct students to attend a school other than their community school to meet kindergarten class size requirements, or in situations where space does not accommodate all children registered for kindergarten;
- direct students to a holding school; and

- direct students to attend a school other than their community school or optional program in exceptional circumstances.

Planning Services shall:

- in consultation with superintendents of schools;
 - review school attendance areas, as required, and
 - for the schools identified for a boundary review process,
 - notify trustees each year of schools identified for a potential boundary change that may be required for implementation within the following 18 months,
 - following information being given to the trustees, ensure that the affected school principals receive notification to share with parents that Planning Services will attend a school council meeting outlining the proposed boundary change,
 - circulate a notice of a public information session to each affected school and in local newspapers indicating the date, location and time of the public information session, at least two weeks before the meeting date,
 - ensure that feedback forms are available during the public information session and after the public information session in the office of schools affected by the proposed boundary change,
 - ensure that the presentation from the public information session is available on the Board's website 24 hours after the meeting,
 - ensure that at the public information session, information is made available on how public delegations may be made to the Board Standing Committee,
 - present to Program Planning Committee the recommended attendance area(s), a review of the process followed and the public input received,
 - distribute a notice to each impacted school indicating the recommended attendance boundary that will be presented to the Board Standing Committee, and
 - formally present to the Board of Trustees, the recommended attendance area(s), a review of the process followed and the public input received.

Planning Services may:

- recommend to the superintendent of schools that students attend a school other than their community school or optional program; and
- when exceptional circumstances exist, present an alternate timeline for the boundary review process and the communication plan to the affected area to Program Planning Committee for approval.

Secondary Principals shall:

- review student transfers and forward them to the superintendent of schools for approval for the entire duration of secondary school; and
- share with parents any notifications provided by Planning Services inviting them to attend a school council meeting outlining proposed boundary changes; and
- communicate with Planning Services regarding construction status for registrations from new development.

Elementary Principals shall:

- review student transfers and forward them to the superintendent of schools for approval, and
- by February of each year;
 - review the list of students currently on transfer,
 - send a letter to the parents of students on transfer to notify them that their child is still considered a transfer student and to seek confirmation that they wish their child to continue to attend the school, in order to notify and seek approval of the superintendent of schools,
 - compile a final list of students currently on transfer and forward it to the superintendent of schools for approval, and
 - once approval has been received from the superintendent of schools, communicate with parents of students on transfer that their child may, or may not, continue to attend the school; and

- share with parents any notifications provided by Planning Services inviting them to attend a school council meeting outlining proposed boundary changes, and
- communicate with Planning Services regarding construction status for registrations from new development.

School Councils shall:

- submit feedback on proposed school boundary changes to the school office or to the superintendent of schools no later than two weeks after the public meeting.

Parents shall:

submit their feedback regarding proposed boundary changes to the school office or superintendent of schools no later than two weeks after the public meeting;

- understand if [Policy or Procedure #680.0, Student Transportation](#) is amended that impacted students, identified to remain at the school, must comply with the most current policy;
 - if they wish to have their **child transferred to a school outside of their community school**;
 - complete the [Student Transfer Form](#) and submit it to their community school,
 - understand that students on transfer are **not entitled to transportation**,
 - understand that approval of a transfer does **not entitle** siblings of the transfer student to attend the same school, and
 - understand that they must complete a transfer form for each sibling, and the same criteria for admission applies;
- if they wish to have their **child attend an optional program that is offered in a school other than their community school**, understand that;
 - once admitted, their child will have the right to continue that program until completion, or until a more suitable program is recommended for the student, or until the program is moved from that location,
 - if they withdraw their child from the optional program, they must apply for a student transfer to have their child continue that school's regular program and are **not entitled to transportation**, and
 - if they wish to have siblings of a child enrolled in an optional program attend the same school, they must complete the transfer application form for each sibling and the same criteria for admission applies;
- understand that their child may be **directed by the Board to temporarily attend a school other than their community school or optional program and in these situations**;
 - the attendance area for their community school or optional program does not change, but space or timetable is not available,
 - students may be redirected by the Board back to their community school or optional program as space becomes available,
 - if they wish to have their child remain at a school other than their community school or optional program, they may apply for a student transfer, and
 - sibling(s) are **not entitled** to attend a school other than their community school and if they wish to have siblings attend the same school, they must complete the transfer form for each sibling;
- understand that **when a school boundary has been changed**;
 - all students are to attend the school serving the newly defined attendance area (their new community school or optional program) unless directed otherwise by the Board,
 - existing students who do not wish to attend their new community school may apply for a transfer to the current school location, if space is available, and will not be entitled to transportation as per [Board Policy #680.0, Student Transportation](#),
 - implementation of the new boundary may be phased in over a multi-year period, and
 - sibling(s) are **not entitled** to attend a school other than their community school or optional program and if they wish to have siblings attend a school other than their community school or optional program, they must complete the transfer form for each sibling;
- understand that when a **new elementary school** opens;
 - all students must move from their holding school to their new community school or optional program, unless otherwise specified by the Board, and

- sibling(s) are **not entitled** to attend a school other than their community school or optional program and if they wish to have siblings attend a school other than their community school or optional program, they must complete the transfer form for each sibling; and
- understand that when a **new secondary school** opens;
 - it generally opens with Grades 9 and 10 with an additional grade added each subsequent year for the next two years,
 - all students entering Grades 9 and 10 must move from their holding school to their new community school or optional program, and
 - all students entering Grade 11 and 12 remain at the holding school until graduation and will be entitled to transportation if they qualify as per [Board Policy #680.0, Student Transportation](#).

Parents may:

- apply for a student transfer if they wish their child to attend a school other than their community school or optional program, and students are not entitled to transportation.

Member of the Public shall:

- submit feedback on proposed school boundary changes to the school office or to the superintendent of schools no later than two weeks after the public meeting.

Procedure History

Approved 2011

Working Document May 2013

Revised February 2014, December 2016

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Board Procedure #108.1, Student Accommodation: Overflow and Holding Schools

This procedure outlines the registration and recall process for students of overflow and holding schools designated as such due to accommodation needs as outlined in Policy and Procedure #108.0, Student Accommodation.

Application

This procedure will ensure that the Board has a consistent approach in the consultation and decision-making process for recalling students that have been sent on overflow or are holding for a new community school.

Definitions

Overflow/Holding Class Size Guidelines

The overflow/holding class size guidelines for elementary classes are:

- Kindergarten – up to 30 students
- Grades 1 to 3 – enroll all classes to 23
- Junior/Intermediate classes – one above the board's Junior/Intermediate class size average target defined in the collective agreement

Recall Criteria – Grade 1-8 Regular/Optional Programs

When the community school has space available to recall students in regular or optional programs in grades 1-8 without re-organizing classes, the following criteria will be used, in order, to determine which students assigned to overflow schools will be recalled:

1. Available recall space in a grade(s) as per the overflow/holding class size guidelines.
2. Registration date.
3. Sibling enrolled in the community school in the previous school year.
4. Students who reside nearest to the school.

If one student in a family accepts a recall offer, their sibling does not receive higher priority for recall.

Examples:

If two Grade 3 spaces become available to recall students and there are five students on overflow in Grade 3. School staff would select the first two Grade 3 overflow students with the earliest registration date. If all five students on overflow registered on the same day then students who have a sibling who attended the community school in the previous school year would be called first. If all children have siblings in the school then the child who resides nearest to the community school would be offered recall.

If a space becomes available in a combined class, school staff would review overflow students in both grades to recall. The overflow student who registered first in either Grade 2 or 3 would then be recalled. If there is more than one Grade 2 or Grade 3 students on overflow who registered on the same day then the student who has a sibling who attended the community school in the previous school year would be recalled first. If both children have siblings in the school, then the child who resides nearest to the school would be offered recall.

Recall Criteria – Kindergarten

When the community school has space to recall students in Kindergarten without re-organizing classes, the following criteria will be used, in order, to determine which students assigned to overflow schools will be recalled:

1. Available recall space in Kindergarten as per overflow/holding class size guidelines.
2. Registration date.
3. Sibling enrolled in the community school in the previous school year.
4. Students who reside nearest to the school.

If one student in a family accepts a recall offer, their sibling does not receive higher priority for recall.

Example:

Assuming the same registration date, a Kindergarten student who has an older sibling currently enrolled and who attended the community school in the previous school year will be recalled first. If there are two or more Kindergarten students with older siblings in the community school who registered on the same day the Kindergarten overflow student who resides nearest to the school will be recalled first.

Responsibilities

The Director of Education shall:

- allocate staff and resources to support the Student Accommodation: Overflow and Holding Schools procedure.

Superintendents of Education shall:

- support principals with the accommodation of students in overflow or holding schools, as required.

Principals shall:

- **when processing student registrations;**
 - assign all holding students to the identified holding school in Trillium,
 - assign all overflow students to the community school in Trillium,
 - record each overflow student by date stamp and number of registration,
 - release students from the community school to the overflow school in Trillium,
 - contact Student Transportation Services to arrange transportation as per Policy #680, Student Transportation to the overflow school when required, and
 - in late August, determine if overflow students can be recalled;
- **when organizing a community school;**
 - before students are sent to an overflow school enroll all classes to the overflow/holding class size guidelines, and
 - combine classes across all grades to maximize the ability to accommodate community school enrolment as per the processes outlined in the collective agreement;
- **when recalling overflow students;**
 - make decisions regarding the recall of students in accordance with the *Recall Criteria: Grade 1-8 Regular/Optional Programs* or *Recall Criteria: Kindergarten*,
 - work with the Planning Department to determine which student lives closest to the community school, if required,
 - contact families to offer recall, where applicable,
 - understand that a family may choose to return to the community school or remain at the overflow school for the balance of the current school year, with transportation if they qualify under Board [Policy and Procedure #680.0, Student Transportation](#),

- not offer a family recall twice in one school year if they have already chosen to remain at the overflow school,
- not recall students after the elementary progress report card interview date, and
- give students returning to the community school from French Immersion, Gifted or Community Class programs priority over all recall of overflow or holding students;
- **when organizing a holding school;**
 - enroll all classes to the overflow/holding class size guidelines,
 - ensure a combined class exists across all grades to maximize the ability to accommodate community school enrolment as per the processes outlined in the collective agreement, and
 - understand that in areas under significant development, additional holding sites may be required.

Community Education Centre and Reception Centre staff members shall:

- for all registrations received during the summer months;
 - assign all overflow students to the community school in Trillium,
 - assign all holding students to the identified holding school in Trillium.

Planning Services shall:

- support principals when determining which students live closest to the community school, when required;

Parents/guardians shall:

- understand that as recall spaces become available, principals will consider all children assigned to overflow and offer available spaces to families in accordance with the *Recall Criteria – Grade 1-8 Regular/Optional Programs or Recall Criteria – Kindergarten*;
- understand that they may choose to have their child return to the community school or remain at the overflow school for the balance of the current school year, with transportation provided they meet the eligibility requirements under [Policy and Procedure #680.0, Student Transportation](#);
- understand that if an offer for recall has been declined, that the school will not offer recall a second time in the same school year;
- understand that if two or more siblings (including twins and multiple siblings) are on overflow and one recall space is offered;
 - parents/guardians are responsible for deciding whether they wish one of their children recalled to the community school or if they wish to have both children remain together at the overflow school,
 - a decision to accept the recall offer does not move their other child(ren) to high priority for recall for any future recall opportunities, and
 - if the recalled student did not attend the community school in the previous school year they will then not qualify as a sibling in the school as outlined in the recall criteria; and
- understand that in areas under significant development, additional holding schools may be required.

Department

Education and Community Services

Procedure History

Working Document February 2014
Approved December 2016

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