

School Boundary Review Process	
Adopted: May 1, 2017	Last Reviewed/Revised: December 4, 2023
Next Scheduled Review: 2026-2027	
Associated Policies & Procedures: I-29 School Boundary Review Process II-51 Optional French Programming (Early French Immersion and Extended French) VI-53 Optional French Programming V-18 Community Engagement and Public Consultation Policy	

Purpose

The purpose of this procedure is to outline the process for reviewing and/or changing school attendance boundaries.

Application and Scope

This procedure applies to the review process for the creation and/or alteration of school boundaries for schools under the jurisdiction of the HCDSB.

This procedure applies to schools of the HCDSB offering elementary and/or secondary programs. Wherever possible, schools should only be subject to a School Boundary Review process that has the effect of re-directing student enrolment only once in a five-year period, unless high rates of growth in developing areas or other circumstances that necessitate a review, as determined by the HCDSB.

Definitions

School Boundary Review Committee (SBRC): The School Boundary Review Committee is an advisory committee established by the Director of Education, or designate, that represents the affected school(s) of a boundary review. The Committee will act as the official conduit for information shared between the Board and the affected school communities.

Long-Term Capital Plan: an information report prepared by HCDSB staff that provides the community with an annual update on pupil accommodations in the HCDSB's jurisdiction. This report summarizes the HCDSB's Long-Term Capital Plan (LTCP), long term enrolment forecasts, future new capital and consolidation projects, and accommodation strategies to be undertaken going forward.

Long-Term Capital Plan: an information report that outlines potential projects that Planning Services and Facility Management Services anticipates to undertake following Board of Trustee approval. These

potential projects may include, but are not limited to, School Boundary Reviews; Pupil Accommodation Review; new Capital Projects; or School Consolidation and Closure projects.

SBRC Working Meeting: a meeting of the SBRC members to discuss a School Boundary Review, including the gathering of feedback from the affected school communities of a School Boundary Review process. Meetings may be held virtually, in-person, or in a hybrid format.

Development Area: a geographic area that is anticipated to receive a significant number of new housing units that is anticipated to generate a significant number of students.

Functional Building Capacity (FBC): the capacity of the school as determined by HCDSB staff, by loading all spaces within the facility that are actually used by the school for instructional purposes, to current Ministry standards for class size requirements and room areas. Typically, only classrooms are loaded, as this gives a better estimate of the number of students that can be accommodated within the school at one time.

Holding Area: a development area that has begun generating student enrolment, and is awaiting the construction of a Home School. These areas are directed to a Holding School in the interim.

Holding School: the school holding students within a designated Holding Area, temporarily, until such time as the Home School in the community is constructed and ready to accommodate the students.

Home School: the ultimate school identified to house the student enrolment generated from Development Areas and Holding Areas.

On-the-Ground Capacity (OTG): the capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public Delegations: an individual or group of stakeholders making a presentation to the Board of Trustees (the Board) at a Regular Meeting of the Board in accordance with HCDSB policies.

School Boundary Review Initiation Staff/Action Report: a report prepared by HCDSB staff with an explanation of the present accommodation issue(s) and the rationale to initiate a school boundary review process. The report also contains a recommendation to Trustees with respect to the need to initiate the process, and identify which school or schools should be subject to a school boundary review process.

Interim Staff Report: a report prepared by HCDSB staff to the Board of Trustees with respect to a school boundary review process that incorporates the results of the SBRC working meetings and all the information obtained during community consultations. Staff must present a recommended option(s) as part of this report.

Final Action Report: a report prepared by HCDSB staff that incorporates the same information presented in the Interim Staff Report, and the public delegations (and any staff response to such information) as an addendum.

Optional Program: a program that is outside of the standard Regular Track educational programming offered at HCDSB elementary and secondary schools.

School Boundary: a delineated geographical area for a particular school and/or program identifying where students are to receive their educational instruction, based on their home address.

Study Area: the smallest delineated geographical area based on neighbourhoods, student/population density, man-made barriers (e.g., roads) and/or natural physical barriers that may create distinct communities, which are used to subdivide school boundaries to review boundary changes.

Principles

This procedure will uphold the principles identified in *Policy I-29 School Boundary Review Process*.

Requirements

1. Long-Term Capital Plan

- 1.1 An annual update of enrolment and review of accommodations is to be conducted for every school, and the Board is presented with a proposed project list of those schools needing to undertake the appropriate boundary review process. Planning Services in collaboration with Facility Management Services prepare this report annually.
- 1.2 School communities are informed about the annual Long-Term Capital Plan update through the Strategic Communications Department.

2. Identification of Development Areas, Holding Areas, and Holding Schools

- 2.1 As part of the Long-Term Capital Plan, HCDSB staff will identify Development Areas and Holding Areas in each community.

3. School Boundary Review Committee

- 3.1 The School Boundary Review Committee (SBRC) holds an advisory role, and is tasked and committed to actively and equitably provide feedback on behalf of the affected school communities and acts as an official conduit for information shared between the HCDSB and the school communities.
- 3.2 The School Boundary Review Committee (SBRC) shall review potential boundary options with an objective lens, which seeks to benefit Catholic school communities as a whole, and not the individual.
- 3.3 The advisory School Boundary Review Committee Membership will be the following:
 - 3.3.1 Chairs of affected Catholic School Councils in collaboration with the affected school Principal will appoint two (2) representatives to join the School Boundary Review Committee.
 - 3.3.2 The Director of Education will appoint one (1) of the affected Family of School Superintendents as the Chair of the Boundary Review Committee. The Director

also has the discretion to appoint a second Family of School Superintendent as co-chair.

3.3.3 Additional HCDSB staff will participate as members of the committee as required.

4. Criteria Based School Boundary Review Processes

There are three (3) boundary review processes, each based on a specific set of criteria. These include the Minor School Boundary Review Process; the New Development/Holding Area Administrative School Boundary Review Process; and the Standard School Boundary Review Process.

4.1 Minor School Boundary Review Process

- 4.1.1 The *Minor School Boundary Review Process* can be undertaken at the discretion of the HCDSB if the boundary change proposal meets the criteria set out below. The minor process should be pursued in instances where there is a limited number of options, or in the event that the impact does not affect a large number of school communities.
- 4.1.2 Three (3) or more of the following criteria must be met in order to initiate this process:
 - 4.1.2.1 Number of Schools involved is lesser or equal to 3
 - 4.1.2.2 Number of Students predicted to be affected by the proposal is lesser or equal to 100
 - 4.1.2.3 Rural Study Areas are proposed to be moved to another home school
 - 4.1.2.4 Number of Study Areas to be relocated is lesser or equal to 2
 - 4.1.2.5 Need for a School Boundary Review is a result of opening a new school
 - 4.1.2.6 Holding Area was previously identified to the community and is now being directed to its designated existing school.
- 4.1.3 The minimum process milestones for a Minor School Boundary Review Process are:
 - 4.1.3.1 School Boundary Review Initiation Staff/Action Report
 - 4.1.3.2 Board Approval + Notification of Process to affected school communities
 - 4.1.3.3 Establish School Boundary Review Committee (SBRC)
 - 4.1.3.4 SBRC Working Meeting #1
 - 4.1.3.5 Community Consultation
 - 4.1.3.6 SBRC Working Meeting #2
 - 4.1.3.7 Interim Staff Report

- 4.1.3.8 Public Delegations
- 4.1.3.9 Final Action Report
- 4.1.3.10 Notification to affected community
- 4.1.3.11 Implementation of approved school boundaries

4.2 Development Area/Holding Area Administrative School Boundary Review Process

- 4.2.1 The New Development/Holding Area Administrative School Boundary Review Process can be undertaken at the discretion of the HCDSB if the boundary change proposal meets the criteria set out below. This process should be pursued in instances where new development areas are being redirected to their home school or where there is minimal to no student impact.
- 4.2.2 The following criteria must be met in order to initiate this process:
 - 4.2.2.1 Number of Schools involved is lesser or equal to 2
 - 4.2.2.2 Holding Area or Development Area was previously identified as part of the Long-Term Capital Plan, and is now being directed to a Home School.
- 4.2.3 The minimum process milestones for the New Development/Holding Area Administrative School Boundary Review Process are:
 - 4.2.3.1 Development Area(s)/Holding Area(s) are identified in the Long-Term Capital Plan
 - 4.2.3.2 Development Area/Holding Area Administrative School Boundary Review Initiation Staff Report
 - 4.2.3.3 Boundary Review Committee Working Meeting #1
 - 4.2.3.4 Community Consultation
 - 4.2.3.5 Interim School Boundary Review Staff Report
 - 4.2.3.6 Public Delegations
 - 4.2.3.7 Final School Boundary Review Action Report
 - 4.2.3.8 Notification to affected community
 - 4.2.3.9 Implementation of approved school boundaries

4.3 Standard School Boundary Review Process

- 4.3.1 The *Standard School Boundary Review Process* can be undertaken at the discretion of the Board if the boundary change proposals do not meet the criteria expressed in the alternate processes listed in Section 4.1 and Section 4.2, or if the Board determines that circumstance warrant a standard process.
- 4.3.2 The minimum process milestones for the Standard School Boundary Review Process are:

- 4.3.2.1 School Boundary Review Initiation Staff/Action Report
- 4.3.2.2 Board Approval + Notification of Process to affected school communities
- 4.3.2.3 Establish School Boundary Review Committee (SBRC)
- 4.3.2.4 SBRC Working Meeting #1
- 4.3.2.5 SBRC Working Meeting #2
- 4.3.2.6 Community Consultation
- 4.3.2.7 SBRC Working Meeting #3
- 4.3.2.8 Community Consultation (optional)
- 4.3.2.9 Interim Staff Report
- 4.3.2.10 Public Delegations
- 4.3.2.11 Final Action Report
- 4.3.2.12 Notification to affected community
- 4.3.2.13 Implementation of approved school boundaries

5. Notification Requirements

- 5.1 The interim Staff Report shall be posted on the HCDSB's website. .
- 5.2 Information will be shared with the affected school community(ies) via email to include the following:
 - 5.2.1 A link to the Interim Staff Report which includes the Boundary Review Committee's final recommendations
 - 5.2.2 the date at which such recommendations will be presented to the Board;
 - 5.2.3 information around the Delegation Process;
 - 5.2.4 The scheduled date the Board of Trustees will render its final decision;
- 5.3 The final decision of the Board of Trustees will be posted and shared with the affected school community(ies) via email and on the HCDSB's website.

6. Exemptions from School Boundary Review Process

- 6.1 In certain circumstances, HCDSB staff may undertake changes to an established School Boundary outside of the School Boundary Review processes in situations that are less complex and where there is minimal or no impact on existing students at HCDSB. The Board shall be informed of these changes outside of a School Boundary Review Process.
 - 6.1.1 When minor adjustments or corrections are required to better align with municipal mapping (e.g. roadway changes), property changes, and study area changes. Staff shall consult with impacted families prior to a decision on the boundary adjustments should there be any students impacted.

- 6.1.2 When school boundaries are established for optional programs that are newly introduced to HCDSB.
- 6.1.3 When the Director of Education determines that school boundaries shall be established for existing optional programs, and where there is minimal or no impact on existing students in the program.
- 6.1.4 When the school and/or program must be temporarily relocated due to repairs or renovations of the existing school facility.
- 6.1.5 When secondary school boundaries are altered to assign a new elementary school to a secondary school Family of Schools. HCDSB staff will review secondary school enrolment and capacity when assigning elementary schools to a Family of Schools. Redirection of an existing elementary school to a different secondary school Family of Schools shall require a School Boundary Review process based on the criteria in Sections 4.1 to 4.3.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY: _____
Director of Education and Secretary of the Board