

ADMINISTRATIVE PROCEDURE

General Overview



The School Boundary Review Administrative Procedure (AP) outlines the process by which the HDSB will determine school boundaries and attendance areas:

1. A Boundary Review Steering Committee (BRSC) made up of school board staff and trustees is formed, which then determines the type of process to be undertaken (Pathway 1 or 2) and which schools to involve.
2. If a Pathway 1 is selected, a Boundary Review Committee (BRC) made up of BRSC members plus parent representatives from each affected school community is then established.
3. The BRC is responsible for representing their communities, and the group, in developing options to then engage in consultation with the community, prior to making a recommendation to the BRSC.
4. The BRSC makes a recommendation to the Director of Education who then presents to the Board of Trustees for final consideration and approvals.
5. There are opportunities for community delegations before final approval by the Board of Trustees.

Background & Board Resolution



At the November 4, 2025 Board meeting, HDSB Trustees approved a motion to balance enrolments in Southwest Burlington. The motion read:

BE IT RESOLVED THAT, *the Board of Trustees direct staff to initiate and complete a boundary review for ERA 101 Aldershot, Parkway Belt, & Downtown Burlington (formerly ERA 100 and 101), ERA102: South QEW Between Guelph & Burloak (formerly ERA 101 and 102), ERA 103 Northwest Burlington to balance enrolments at affected schools within existing and future communities for both the English and French Immersion program.*

Primary Mandate of the Review



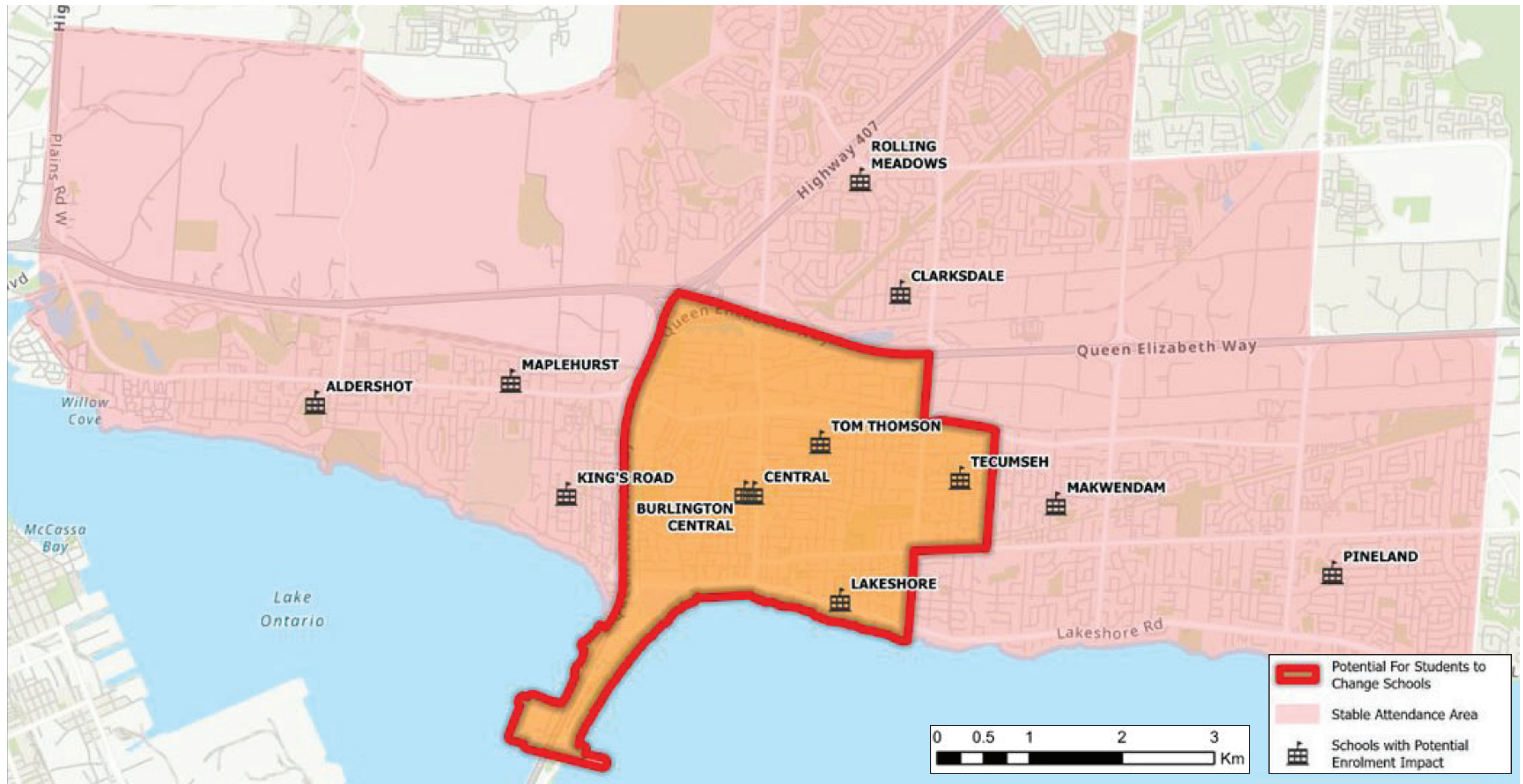
The mandate of the Boundary Review will be to:

1. Address the over-utilization at Tom Thomson PS for better site utilization
2. To simplify Grade 6 to 7 and Grade 8 to pathways, and reduce split cohorts.
3. Ensure long-term balanced enrolments that minimize the need for temporary accommodations such as portables.
4. Make better use of the underutilized schools.
5. Explore alternative uses for surplus space in elementary schools, in coordination with Facility Services and Planning strategies.

Effective Date: September 2027

BOUNDARY REVIEW

Burlington Southwest Boundary Review Study Area



Criteria to Evaluate Options



GEOGRAPHIC AREA AND BARRIERS:

Can boundaries comprised of multiple Zones that are geographically contiguous be created, taking into account any physical barriers (natural or constructed)?

VIABILITY OF PROGRAMS:

Can the number of students required to offer and maintain a program in an educationally sound and fiscally responsible way be maintained?

STUDENT EXPERIENCE:

Can the number of school moves students have experienced be minimized? Can cohorts/families be kept together? What strategies can be employed to improve the transition of students resulting from a boundary review process?

Other:

Other criteria recommended by the BRSC or BRC.

BALANCE OF OVERALL ENROLMENT:

Is student access to programs, resources, and extracurricular opportunities optimal? Is over and underutilization of buildings avoided to the extent possible, reducing where possible the use of portable classrooms in the short, medium and/or long-term?

STABLE LONG-TERM BOUNDARIES:

Do the projections show long-term stability and result in avoiding the need for additional boundary changes in the short term?

PROXIMITY TO SCHOOLS:

Are there opportunities for maximizing walk-to schools, safe school routes, and incorporating natural boundaries into the proposed options? Can transportation requirements and costs be minimized?

PROCESS



Mandates of the Committees

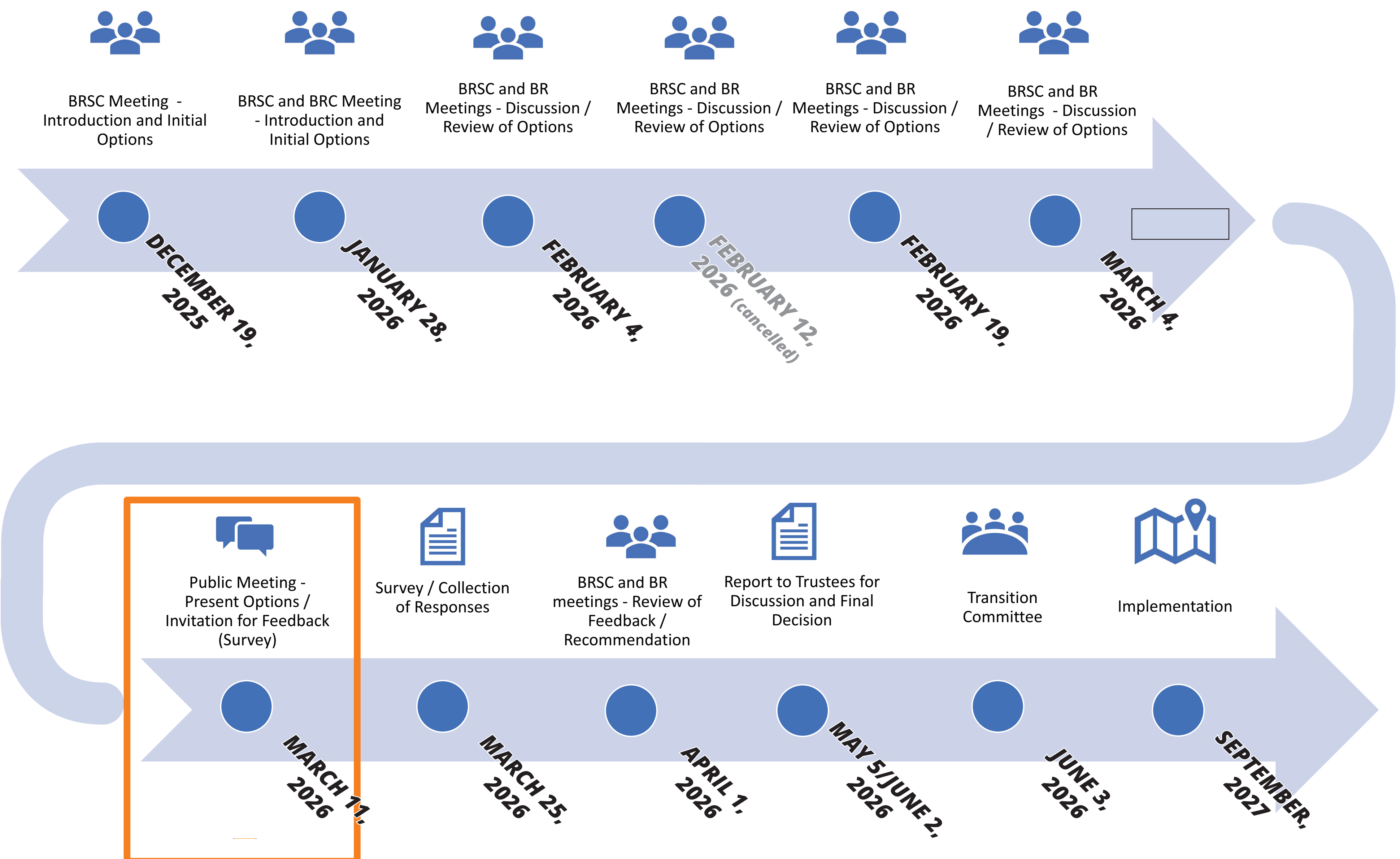
BOUNDARY REVIEW STEERING COMMITTEE (BRSC)

1. Determine and communicate which schools are part of the Boundary Review process
2. Make the determination as to which consultation process pathway will be utilized. The options are:
PATHWAY 1: Consult with the community through Public Information Meetings regarding the Boundary Review Committee's preferred option(s);
OR
PATHWAY 2: Inform the community of the recommended option(s).
3. Generate the initial boundary options for consideration by a larger Boundary Review Committee (BRC).
4. On behalf of the Boundary Review Committee, recommend preferred option(s) to Administrative Council and the Director.

BOUNDARY REVIEW COMMITTEE (BRC)

1. Examine the initial boundary options generated by the BRSC;
2. Provide detailed feedback to the BRSC on the initial options, request modifications if necessary from the BRSC, and/or request additional options for review;
3. Evaluate the impact and effectiveness of each option presented by the BRSC, taking into account the Boundary Review Criteria outlined below, and any additional criteria considered appropriate under the circumstances;
4. Participate in the community consultation process;
5. Model consensus decision-making and constructive discussion and debate; and,
6. Identify one or more preferred options, based on community input, and submit to the BRSC to be considered for recommendation to the Director of Education.

Pathway #1: Milestones with Dates



WHY AN INTEGRATION COMMITTEE?

Mandate and Goal of the Committee

The Halton District School Board remains committed to ensuring that following the completion of a boundary review process, that the work doesn't end there. Now that the boundaries and plans for implementation are set, the mandate of the Integration Committee is to ensure students impacted by the changes have as smooth of a transition into their new HDSB School Community, and is given the time to prepare as they start in a new school environment.

The Goals of an Integration Committee can be summarized as follows:

1. Ease the concerns of students and parents on the transition towards a new school;
2. Create a welcoming atmosphere for new students
3. Ensure that students moving are made aware and comfortable of their new school environments
4. Where possible, bring familiarity into the new school for families and students;
5. Provide the necessary resources and information for transitioning, and provide direction for where supports can be acquired.

WHO SITS ON THIS COMMITTEE?

General Overview of the Integration Committee Membership

Following every decision to relocate students, an Integration Committee will be struck, and will be responsible for planning and executing the successful integration of students and staff who will be moving to a new school. The Superintendent(s) of Education for the family of schools where the students will be moving will serve as the Chair(s) of the Integration Committee. The Integration Committee may consist of the following:

1. The affected School Superintendent(s), who shall serve as Chair;
2. The school administrators of the affected schools;
3. The trustee(s) for the affected schools;
4. The school council chair(s) or designate(s) from affected schools;
5. Additional members, at the discretion of the Integration Committee Board staff may act as a resource to support the work of the Integration Committee

SCHOOL INTEGRATION

WHAT DOES TRANSITION LOOK LIKE?

Legacy Exemption Considerations - BRSC Recommendation

Legacy Exemption: Students who reside at their current home address are permitted to remain at their original school until they complete the highest grade level offered at their current school. Transportation will be provided.

Proposed Legacy Exemptions: Grades 5-8 (2027)

Out of Catchment Status: Students who fill out a application requesting to attend a school outside of their designated home school. Transportation is not provided.

Proposed Out of Catchment Acceptances: Grades K-4 (2027)

Siblings: Students with sibling not attending schools, younger sibling will be directed to the newly designated school for their residence.

New to The Community: Students will be assigned to their local catchment school. They will be ineligible for Legacy Exemption or Out-of-Catchment status.

Example of a Recent Transition/Integration Process

The HDSB is well versed and experienced in undertaking boundary reviews and establishing Integration Committees, given the number of reviews that need to take place on an annual basis. But what does it look like?

Most recently in the City of Burlington (specifically), the Glenview and Maplehurst school communities underwent a boundary review process that saw a total of **71 students** relocate from Glenview to Maplehurst.

Both School communities worked together to establish as smooth and enjoyable of a transition for students, which looked like the following:

1. Hosted an open house at Maplehurst PS for new families that will be transitioning to the new school in the following September, which:
 - Toured the new school, and showed all the facilities that will be made available to future students.
 - Explained what a day in the life at Maplehurst looks like, from bell to bell, home to school, school to home, and everything in between.
 - Provided T-shirts and spirit wear to new students.
2. Maplehurst took feedback from Glenview about friendships to ensure that all students had familiar peers placed with them in their new classrooms.
3. Prior to the September 2023 school start, a second Open House was hosted in August for all new families that were moving into the Maplehurst community, to further welcome all students into the new school for the new year!

PROCESS

WHERE DO I GO FOR MORE INFORMATION?

Find my School, School Transportation, & Walk and Roll Maps

FIND MY SCHOOL



Access this application to confirm your current homeschool and future homeschool following the review.

HALTON BUS



Access this application to confirm whether you'll be eligible for transportation.

WALK AND ROLL MAPS



The walk is closer than you think! To see how close you'll be from your current or future school, visit here!

School Administrations and Websites - Learn More!

LAKESHORE PS



CENTRAL PS



TOM THOMSON PS



KING'S ROAD PS



TECUMSEH PS



MAPLEHURST PS



BURLINGTON CENTRAL



NELSON HS

