

<b>Topic:</b>	<b>School Boundary Review(s)</b>
<b>Effective:</b>	<b>September 2016</b>
<b>Cross-Reference:</b>	<b>Education Act</b>
<b>Review/Revision Date:</b>	<b>September 2019</b>
<b>Responsibility:</b>	<b>Superintendent of Education</b>

**INTENDED PURPOSE:**

The Halton District School Board is committed to providing the best educational opportunities and learning environment for its students. The Board has authority under Section 171 (1), s.7 of the Education Act to determine the number and kind of schools to be established and maintained and the attendance area for each school. Changes in student enrolment, program demands, new school construction and other factors may result in the need for changes to school boundaries.

The Halton District School Board is committed to a transparent process for decision-making related to program, accommodation and school boundary reviews. This Administrative Procedure outlines a framework for managing the complex issue of school boundary reviews. School boundary reviews will adhere to principles and practices outlined in the HDSB policy and this administrative procedure, but should be flexible enough to be responsive to the unique characteristics of the area under review and the needs and expectations of the community.

**PROCEDURES:**

**Long-Term Accommodation Plan**

The Halton District School Board develops a Long Term Accommodation Plan (LTAP) on an annual basis. The public is invited to submit their input on the LTAP, which is then reviewed by Trustees and Board staff. Revisions could be made to the LTAP based on the content of the community input. The basis of the plan is to identify new capital initiatives as well as to address accommodation pressures due to new residential development, changing demographics and program pressures. The LTAP identifies review areas and schools where enrolment issues will occur in the immediate future, resulting in the need to undertake a School Boundary Review.

Based on the LTAP, the Director will submit to Trustees for approval, any school boundary reviews to be initiated within that school year. Upon approval, the Director will announce these boundary reviews to the affected school communities.

**Boundary Review Steering Committee (BRSC)**

Once the Board has approved the initiation of a school boundary review, the Superintendent of the affected Family of Schools will establish the Boundary Review Steering Committee and lead the school boundary review process. This committee will consist of:

- Family of Schools Superintendent(s) of all affected areas
- Superintendent from a non-affected area
- Senior Manager of Planning Services
- Trustee(s) for all of the affected areas, including Trustee who will co-chair the Boundary Review Committee

As necessary, the committee may also include the following supplementary members:

- Superintendent of Program
- Superintendent of Business Services
- Superintendent of Student Services

The affected school Superintendent will chair the committee. The Steering Committee will review school enrolments, school capacities and school programs. It should be noted that the Boundary Review Steering Committee is not a decision making body and does not make the final decision regarding any potential change to boundaries as a result of a School Boundary Review Process.

### **Steering Committee Mandate:**

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

### **Director's Role:**

- The Director will present to the Board both the Steering Committee's recommendation as well as the Director's own recommendation should the two not completely align.
- The Director will select a non-affected Trustee as the co-chair of the Boundary Review Committee.

### **Board of Trustees Role:**

- The Board will receive the recommendation(s) first as information and then again for an opportunity to vote.
- The Board of Trustees will vote on the recommendations which may result in approval of the recommended option, approval with amendments or rejection of the recommended option.
- The final decision rests with the Board of Trustees.

### **Regional Programs and Boundary Reviews**

The Superintendent of Student Services will make a recommendation to Administrative Council regarding the inclusion of regional special education (SPED) classes in a particular school boundary review. Administrative Council will make a decision regarding inclusion of a regional class in the school boundary review. The Superintendent chairing the Steering Committee will communicate this decision before the first Boundary Review Committee meeting.

### **Boundary Review Committee (BRC)**

#### *Review Committee Composition:*

- A non-affected Superintendent and a non-affected Trustee will jointly chair the Boundary Review Committee
- All members of the Steering Committee
- Parent representatives from all affected communities (2 per school, individual School Councils to select parent representatives)
- Principals of affected schools are not on the Committee, but may be called upon to verify information as required.

**Review Committee Mandate**

- Work collaboratively to examine the initial boundary options generated by the Steering Committee;
- Provide detailed feedback on the initial options, request modifications or additional options, if required;
- Over the course of a number of working meetings and based upon a set of agreed upon criteria, the committee will arrive at one or more preferred options;
- Preferred option(s) submitted to the Steering Committee to be considered for recommendation to Administrative Council and the Director;
- Final recommendations will be developed through a consensus process;
- Parent representatives speak on behalf of all students, regardless of school, program, or grade;
- Staff's role on the committee is as a resource - to respond to inquiries and to provide committee members with the data and administrative experience required to assess options.

The Boundary Review Committee will develop a shortlist of criteria to measure the impact and effectiveness of options.

**Criteria** (could include but should not be limited to the following)

- **Viability of Program** – *How many students are required to offer and maintain program in an educationally sound and fiscally responsible way?*
- **Proximity to schools** -- *Are opportunities for walk-to schools being maximized, school routes safe, and natural boundaries incorporated into the proposed options?*
- **Portables and Portapaks** -- *Are students being accommodated in permanent facilities and is the use of portable classrooms minimized in the proposed options?*
- **Balance of overall enrolment** -- *Is student access to programs, resources and extra-curricular opportunities being maximized? Is over and underutilization of buildings avoided to the extent possible?*
- **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?*
- **Transportation** -- *Does the option demonstrate cost effective transportation?*
- **Fiscally Responsible** -- *Does the option strive to reduce unnecessary costs?*
- **Student Experience** -- *Does the option demonstrate an effort to reduce the number of school moves students have experienced? Are cohorts kept together?*
- **Other** -- *Any other criteria recommended by the Boundary Review Steering Committee or Boundary Review Committee*

**Consultation Process Pathways***Pathway 1: Consulting with the Community*

The Steering Committee may decide to consult with the community through Public Information Meetings and through the solicitation of community input regarding the preferred option(s).

The Steering Committee, in partnership with the Boundary Review Committee will organize and host public information meetings. The Steering Committee and the Boundary Review Committee will collaborate to present the preferred option(s) to the community. The community will then have the opportunity to provide input on the impact of each option. The community may offer revisions to options presented or suggest new option(s) for the Boundary Review Steering Committee and Boundary Review Committee to consider. A parent representative from the Boundary Review Committee may be invited to speak to the meeting attendees about the role of the Boundary Review Committee and about the work performed by Boundary Review Committee representatives in analysing the options.

Community input could be requested through a combination of methods including but not limited to; online feedback forms, community meetings, website questions and answers, e-mail and dialogue with members of the committee.

The Boundary Review Committee will be given the opportunity to review the community input and consider revisions to the preferred option(s) and/or additional option(s) suggested by the community. The Steering Committee may then amend the preferred option(s) based on the input of the BRC in their review of community input. Alternatively, blended components of several option(s) and/or the development of new option(s) may be undertaken.

### **Purpose of Community Input:**

- Assist the Boundary Review Committee and Steering Committee in gauging the impact of the preferred option(s)
- Identify modifications that would improve the preferred option(s)
- Identify new option(s) for development and consideration
- Develop necessary caveats to the recommendation of the preferred option(s) e.g., grandparenting, optional attendance, transportation

### **Pathway 2: Informing the Community**

The Steering Committee may decide to **inform** the community of the recommended boundary changes.

Considerations for notifying the community:

- all stakeholders are to be notified including
  - those who may be directly affected (e.g., families with children in affected schools)
  - those who may not be directly affected but may have an interest in the outcome of the review process (e.g., neighbours, daycare providers, local businesses and community groups)

**Note:** Pathway 2 exists for unique circumstances when there are limited possible options to review. Pathway 2 is not designed for use in the process of establishing a boundary for a newly constructed school. Pathway 2, like Pathway 1, allows for the opportunity to delegate the Board of Trustees regarding the recommended option(s).

### **The Director's Recommendation to the Board**

Following the consultation process, the Boundary Review Committee will indicate its recommended option(s) to the Steering Committee. The Steering Committee will then review the option(s), determine preferred option(s), and develop a Report with the recommended option(s) to be shared with Administrative Council and the Director. The Director then brings the report forward to the Board of Trustees, giving consideration to the recommendation of the Boundary Review Committee (through the Steering Committee). For clarification, the Director has the authority to make a recommendation that is not consistent with what is preferred by the Boundary Review Steering Committee or Boundary Review Committee.

As per Board policy, the Board invites delegates to provide feedback on the Director's recommendation within the timelines outlined in the policy.

### **Communication**

Communication regarding the school boundary review process, options, public information meetings and anything else as required will be shared through a combination of methods including; letters to the community, website postings, notification banners, media releases, social media, and the Home Notification system (synermail).

Primarily, the community will be directed to the HDSB website for information and details of the boundary review. HDSB Planning department will maintain the website which will include, but is not limited to the following;

- school boundary review process
- parent communication releases
- notice of community information meetings
- questions and answers
- reviewed options
- transportation boundaries
- presentation to the community
- timeline
- boundary review committee meeting notes
- final report and recommendation

## **Integration Process**

It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities and neighbourhoods. This process of integration should be carried out in consultation with parents and staff. The affected Superintendent will establish an Integration Committee immediately following the final decision on school boundaries and program placement.

The Integration Committee will plan for and implement the positive integration of students and staff affected by the boundary decision and relocation into their new school environment. The affected Superintendent of Education would act as the Chair of the Integration Committee.

The Integration Committee will consist of the following;

- The affected School Superintendent(s)
- The school administration from the affected schools
- The trustee(s) from affected schools
- The school council chair(s) or designate(s) from affected schools
- Other members the committee feels are required
- Other resource personnel can be invited to assist the committee

## **Norms for Boundary Review Committee Meetings**

The following norms should be considered for use during Boundary Review Meetings. The Boundary Review Committee may revise or expand

1. Recognize individual views and beliefs.
2. Balance advocacy for a position with inquiry to understand another point of view.
3. Communicate ideas positively – be hard on the issues but soft on the people.
4. Trust the intentions and integrity of others.
5. Engage in a collaborative process.
6. Build a safe and inclusive “risk-free” environment.
7. The public may attend the meetings, (including Super Council Representatives) but can only observe the proceedings and not participate.

**APPENDIX 1: SCHOOL BOUNDARY REVIEW PROCESS CHART****Director Announces Boundary Review to Board:****Step 1**

Based on the LTAP, the Director will submit to Trustees for approval, any school boundary reviews to be initiated within that school year. Upon approval, the Director will announce these boundary reviews to the affected school communities.

**Boundary Review Steering Committee Established:****Step 2**

**Membership:** School Superintendent (Chair), Area Trustee(s), Area Superintendent(s), Manager of Planning, Superintendent of Business, Superintendent (Program)

**Mandate:** Review school and area projections, enrolments, school capacities and school programs; develops initial options; recommends proposed options to Administrative Council and the Board; establishes Boundary Review Committee (BRC) and sets BRC meeting schedule

**Public Announcement of School Boundary Review:****Step 3**

For example, public open house.

**Boundary Review Committee Established:****Step 4**

**Membership:** Steering Committee and parent representatives from all affected communities; Superintendent(s) and Trustee(s) from all potentially affected areas

**Mandate:** Examine initial options generated by the Boundary Review Steering Committee; Offer suggestions, revisions to initial options or suggest new options.

**Boundary Review Steering Committee Informing/ Sharing of Decisions:****Step 5**

Receive input from the Boundary Review Committee. Make possible revisions and share the preferred option(s) with all affected communities for either information or for consultation and further input.

*Pathway 1: Consulting with the Community*

If the decision is to **consult with the community**, the Steering Committee and BRC will present the preferred option(s) to the community. The community will share feedback on the impact of each option.

The community may suggest revisions to the criteria used to assess options, offer revisions to options presented or suggest new scenarios.

The feedback received from these community consultations will be considered in the development of the final recommendation. *Proceed to Step 5.1*

*Pathway 2: Informing the Community*

The Boundary Review Steering Committee will **inform the community** of the recommended option(s) which will be presented to Administrative Council and the Director to present to the Board for decision.

The community may delegate the Board. *Proceed to Step 6.*

**Boundary Review Committee Reviews Community Input**

**Step 5.1**

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Considers input from the community consultation; reviews options to be submitted to the Boundary Review Steering Committee.

**Boundary Review Steering Committee Considers Input from  
Boundary Review Committee:**

**Step 5.2**

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Receive feedback from the BRC, together with input from the community, and make possible revisions to the recommendation(s).

**Recommendation to the Board:**

**Step 6**

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The Superintendent(s) responsible for the boundary review will write a report with the recommended option(s). This report will be presented to Administrative Council and the Director to share with the Board for a decision. The report is shared with the Board along with the Director's recommendation(s). As per Board policy, delegations to the Board would occur to receive community opinion on the recommendation within the timelines outlined in the policy.

**Integration Committee:**

**Step 7**

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The Integration Committee will plan for and implement the positive integration of students and staff affected by the boundary decision and relocation into their new school environment. The appropriate Superintendent of Education would act as the Chair of the Integration Committee.