

BOUNDARY REVIEW PROCEDURE

RATIONALE:

A boundary review is a process undertaken to create or modify school attendance boundaries. A school boundary may require modification to:

- accommodate new school construction
- balance student enrolment
- address site or facility constraints; and/or
- support evolving program needs

The following procedures provide the method through which a boundary review process will be conducted by Hamilton-Wentworth District School Board staff.

TERMINOLOGY:

Boundary Review Advisory Panel: Includes a minimum of two representatives from each affected school. Membership may consist of representatives from School Councils and/or Home & School Associations (where applicable). The school representatives (provided through the principal), along with the Boundary Review Resource Team members, analyze Boundary Review data, accommodation challenges, and boundary solutions.

Boundary Review: A formal process of public consultation undertaken to evaluate, create or modify school attendance boundaries.

Boundary Review Resource Team: This team includes the Family of Schools Superintendent, Trustee, Principal and Vice-Principal of the affected school(s), along with Planning, Accommodation and Rentals and other Board Administrative Support staff. The mandate of the Resource Team is to lead the Boundary Review process, including the establishment of boundary recommendations, the evaluation of the viability of the boundary modifications and facilitation of community consultation.

Consensus: The Boundary Review Advisory Panel reaches a decision that all panel members can support, even if some members have reservations. It emphasizes broad agreement, acceptable compromise, and collective endorsement rather than identical positive votes from everyone (i.e. a unanimous vote).

Final Staff Report: The Report to the Board of Trustees outlining the final recommendations from staff for the school Boundary Review, with feedback from the Boundary Review Advisory Panel.

Initial Staff Report: The Report to the Board of Trustees from staff outlining the rationale and scope of the proposed Boundary Review.

Long-Term Facilities Plan: A comprehensive planning document illustrating municipal demographics, condition and utilization of current facilities and accommodation analyses designed to enhance student

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achievement. The plan is meant to support and promote the goals of the Multi-Year Strategic Plan, Board Improvement Plan, Human Rights Policy, Multi-year Accessibility Plan, Indigenous Education Circle Strategic Action Plan and other HWDSB Policies and Plans.

PROCEDURES:

1.0 Board Approval and Methods for Initiation of a Boundary Change Review

- 1.1 The need for boundary reviews will be identified in the Long-Term Facilities Plan. An Initial Boundary Review Report will be submitted as part of the Long-Term Facilities Plan Accommodation Strategy Schedule Report.
- 1.2 Initiation of a boundary review may be brought forward by the Director of Education outside of the Long-Term Facilities Plan planning cycle.
- 1.3 The Board of Trustees approves the initiation of a boundary review through a Board motion.

2.0 Reports for Trustee Decision from Staff

- 2.1 Initial Boundary Review Report
 - 2.1.1 Outlines the rationale and scope of the proposed Boundary Review. Included as an appendix to the Accommodation Strategy Schedule as part of the Long-Term Facilities Plan.
 - 2.1.2 Report to include:
 - i. Background information of the schools involved
 - ii. Enrolments - historic, current and 5-year projection
 - iii. School capacity, portables and utilization
 - iv. Current teaching spaces
 - v. Map of the area with school locations and applicable program attendance boundaries
 - vi. A public consultation plan including advisory panel meetings, public meeting, and launch of the boundary review Engage platform and HWDSB website.
- 2.2 Final Boundary Review Report
 - 2.2.1 Outlines detailed methodologies used and community feedback collected throughout the boundary review process and the resulting staff recommendation.
 - 2.2.2 Report to include:
 - i. Background
 - ii. Consultation methodology
 - a. Advisory Panel and Public meetings

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- iii. Accommodation Options
 - a. Enrolments – historic, current, and projected
 - b. Boundary Maps
 - c. Evaluation criteria
- iv. Staff Recommended Option
- v. Community Feedback
- vi. Conclusion
- vii. Next steps

3.0 Boundary Review Advisory Panel

- 3.1 The Boundary Review Advisory Panel may include up to two (2) representatives from each affected school.
 - 3.1.1 Representatives can be on a per program basis (e.g. English, French Immersion)
 - 3.1.2 Representatives can be either school council representatives and/or Home and School Association representatives (where applicable).
 - 3.1.3 Where possible, parent representatives should reside in an area that could be affected by a boundary change or relocation. Parent representatives are expected to speak on behalf of all families.
 - 3.1.4 Should there be the requirement to ‘re-elect’ a representative, it shall be through the process of assignment used to delegate/vote the initial representative by the school council.
- 3.2 Boundary Review Resource Team members include:
 - 3.2.1 Superintendent of Equity and Student Achievement (Facilitator)
 - 3.2.2 Manager of Planning, Accommodation and Rentals
 - 3.2.3 Trustee(s) of affected schools
 - 3.2.4 Planning & Accommodation staff
 - 3.2.5 Principal and/or Vice-Principal(s) of affected schools
 - 3.2.6 Research and Analytics staff
 - 3.2.7 Communications & Community Engagement Staff
 - 3.2.8 Hamilton-Wentworth Student Transportation Services Staff
 - 3.2.9 Other Board staff as deemed necessary (Facility Services, Program, etc.)

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- 3.3 The mandate of the advisory panel, in collaboration with the resource team, is to analyze boundary solutions to identify accommodation challenges, through discussions and inquiries about boundary options and/or information. This includes, but not limited to:
 - 3.3.1 Evaluation criteria – may include but not limited to:
 - i. School enrolment does not exceed maximum accommodation capacity,
 - ii. Balancing English and French Immersion program enrolments,
 - iii. Reliance on temporary accommodation is balanced and feasible,
 - iv. Limit the number of school moves- Strive to keep families together,
 - v. Geographically contiguous boundaries- Walkability and limit bus times,
 - vi. Availability of Before and After school child care,
 - vii. Additional evaluation criteria can be added depending on the review area, such as facility limitations (i.e., septic, well water, site size).
- 3.4 Discussing the viability of other alternatives to proposed boundary recommendations.
- 3.5 Identifying key considerations and applying them to recommendations or alternatives explored.
- 3.6 Engaging the community of identified schools.
- 3.7 Reviewing community feedback.
- 3.8 Strive for consensus on an option to be captured in final report to the Board of Trustees.

4.0 Public Consultation

- 4.1 All data, reports, submissions, or parent comments received during the boundary review process are subject to Freedom of Information/Protection of Privacy legislation. All written public comments received by staff will be distributed to the Board of Trustees in their entirety. Public comments received throughout the process may be shared with the public and may become part of the public record.
- 4.2 Following the presentation of the Initial Boundary Review Report and the Board of Trustees approval to conduct a School Boundary Review, Board Staff will provide written notice to:
 - 4.2.1 The affected school communities
 - 4.2.2 The Ministry of Education through assigned Capital Analyst

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- 4.3 The Initial Boundary Review Report and a copy of the Boundary Review Process will be posted on the board’s website following the Board of Trustees’ decision to proceed.
 - 4.4 The Boundary Review Resource Team will undertake school visits to acquaint themselves with each facility and address any inquiries the school administration may have.
 - 4.5 The Boundary Review Resource Team will facilitate Advisory Panel meetings to present information in the Initial Boundary Review Report and boundary option(s) in order to facilitate discussion and solicit feedback.
 - 4.6 The Boundary Review Resource Team will facilitate a public information session to share information in the Initial Boundary Review Report, information gathered from Advisory Panel meeting(s), and boundary option(s). The intent of the Public Information Session is to respond to questions of clarification and receive feedback on the boundary option(s).
 - 4.6.1 Meeting format may take on a variety of formats including, but not limited to, an open house, presentation, workshop, and/or small group discussions.
 - 4.6.2 The Superintendent of Equity and Student Achievement and Manager of Planning, Accommodation and Rentals will facilitate the public information session.
 - 4.6.3 Community engagement methods such as the Board Engage platform, Research and Analytics Team Members and written feedback on site to be collected at the information session.
 - 4.7 The Boundary Review Resource Team will solicit public input throughout the entire process through surveys, the board Engage platform, board website, and an email address dedicated to a specific Boundary Review process.
 - 4.8 The Boundary Review Resource Team and the Advisory Panel will consider input received from the public prior to the preparation of the Final Boundary Review Report.
 - 4.9 Once the Final Boundary Review Report is submitted to the Board of Trustees, members of the public may register as a delegation to provide their comments directly to the Trustees. Delegations must adhere to the instructions for delegation outlined on HWDSB’s website.
- 5.0 Board Approval**
- 5.1 The Superintendent of Student Achievement and Manager of Planning, Accommodation and Rentals will present the Final Report and recommended option for Board approval, through the Director of Education.

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6.0 Boundary Review Implementation

6.1 Resource Team will begin the process of implementation, including informing other HWDSB departments of the pending boundary change. The Superintendent of Equity and Student Achievement will form a transition committee to support students, staff, families, and community members through the changes.

7.0 Timelines

Action	Timeline
Accommodation strategies signaled through the Long-Term Facilities Plan (LTFP) or presentation of a Boundary Review Report to Board from Finance & Facilities Committee.	Annually (LTFP), or as a result of a recommendation from the Director of Education, or initiated by the Board of Trustees.
School community notice of Board decision to establish a boundary review.	Following the Board decision to commence a boundary review.
Establishment of the Advisory Panel.	As scheduled once School Councils are established in the beginning months of the school year and delegates may be selected.
Advisory Panel meeting(s).	As scheduled by the Superintendent of Equity and Student Achievement for the review
Public information session or other community feedback and engagement method.	Notice to be provided to school community(s) a minimum of 10 business days* prior to the date of the public information session.
Advisory Panel and Resource Team meeting(s).	Upon conclusion of the public engagement session or community feedback and engagement.
Additional information session(s) or community engagement (if required).	As scheduled by Superintendent of Equity and Student Achievement for the review.
Delivery of Final Report to Board of Trustees.	Earliest available Board meeting following the last advisory panel meeting.

** Calendar days that are not a weekend or statutory holiday. It also does not include calendar days that fall within the Board’s winter, spring and summer breaks.*

Revisions:

Procedure updates, May 2026