

Boundary Review Procedure

RATIONALE:

School boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.

Adjustments to school boundaries may be necessary to balance enrolments between schools to optimize the use of existing “brick and mortar” facilities and decrease the dependence on temporary accommodations.

This procedure provides the method through which boundary review consultations will be conducted by Hamilton-Wentworth District School Board staff.

TERMINOLOGY:

Boundary Review Report: Initial report to the Board of Trustees outlining the rationale and scope of a potential boundary review.

Final Report: Report to the Board of Trustees outlining the final recommendations for any school boundary change.

Long-Term Facilities Master Plan: A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

PROCEDURES:

1. Board Approval and Initiation of a Boundary Change Review (Boundary Review Report)

- 1.1. The need for boundary reviews will be identified in the Long-Term Facilities Master Plan, however, there may be, from time to time, the need to bring forth a boundary review recommendation outside of the Long-Term Facilities Master Plan planning cycle.
- 1.2. In the event that a school council suggests the need for a boundary review, the principal of the school will approach the Superintendent of Student Achievement with the inquiry.
- 1.3. The Planning & Accommodation Department of the Facilities Management Division and the Family of Schools Superintendent of Student Achievement (SOSA) for the schools identified brings forth a Boundary Review Report with a recommendation to the Board for approval for a boundary review consultation.

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1.4. The Board of Trustees approves the initiation of a boundary review as a result of an accommodation review decision.

2. Boundary Review Advisory Panel

2.1. Boundary Review Advisory Panel may include the following membership:

Up to two representatives from each affected school. Representatives can be either:

School council representatives and/or Home and School Association representatives (where they may exist).

2.2. Boundary Review Resource Staff will include the following:

- a) Chair: SOSA
- b) Resource Staff: Planning and Accommodation staff member.
- c) Trustee(s) of schools affected.
- d) Principals of schools affected.

2.3. The Boundary Review Advisory Panel will meet a minimum of twice and will review (where applicable) the following:

- a) Rationale for change.
- b) Initial recommended boundary change(s).
- c) Enrolment & facility utilization impacts.
- d) Transportation impacts.
- e) Community consultation.
- f) Implementation considerations including phasing in of a boundary change, financial impacts, timelines, and temporary and permanent status of the boundary change.

2.4. The mandate of the advisory panel is to provide feedback and advice, through the process of discussions and inquiries about HWDSB recommendations and/or information. This includes, but is not limited to, reviewing Boundary Review guiding principles and engaging community voice (e.g., public meeting).

2.5. The SOSA and the Planning and Accommodation department may present at least one recommendation and/or boundary information for community consultation.

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3. Community Consultation and Engagement

- 3.1. The SOSA will chair a public meeting and/or use other community feedback and engagement methods to allow the community an opportunity to provide input regarding the recommendation(s) and/or boundary information.

4. Community Consultation and Engagement Review

- 4.1. The SOSA and the Planning & Accommodation department will review community and advisory panel feedback and create a report with recommendation(s).

5. Board Approval

- 5.1. The SOSA and the Planning & Accommodation department will present the report, through the director of education, as well as the results of community consultation at a Board of Trustees meeting.

6. Timelines

Action	Timeline
Accommodation strategies signaled through the Long-Term Facilities Master Plan (LTFMP)	Annually
Presentation of a Boundary Review Report to Board from Finance & Facilities Committee.	As a result of a recommendation from a SOSA and Planning and Accommodation, or initiated by the Board of Trustees.
Establishment of the advisory panel	Following the Board decision to commence a boundary review.
School community notice of Board decision to establish a boundary review and public meeting or other community feedback and engagement method (e.g., HWDSB Engage).	Following the establishment of the advisory panel
First advisory panel meeting	As scheduled by chair of the advisory panel

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Public meeting or other community feedback and engagement method.	Not before a minimum of 10 business days* from the date of school community notice of public meeting
Second advisory panel meeting	Upon conclusion of the public meeting or community feedback and engagement. May be the same evening as a public meeting or a future date.
Additional public meeting/s or community engagement (if required)	As scheduled by chair of the advisory panel.
Delivery of Final Report to Board of Trustees and posted publicly	Earliest available Board 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 break.