CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO
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BOARD ADMINISTRATIVE PROCEDURE

ADMINISTRATIVE PROCEDURE

1112 School Boundary Review

DIRECTIONAL POLICY

1100 Nurturing & Protecting Resources

Title of Administrative Procedure:

School Boundary Review

Date Approved:

October 7, 2025

Projected Review Date:

October 2030

Directional Policy Alignment:

This Administrative Procedure aligns with the Nurturing and Protecting Resources Directional Policy by ensuring optimal use of school facilities which directly supports financial and operational sustainability.

Alignment with Multi-Year Strategic Plan:

The School Boundary Review Administrative Procedure supports the Board's goal to create safe, supporting, and healthy learning environments by leveraging all available resources.

CDSBEO Strategic Plan 2025-2030

Purpose

This procedure outlines the processes for conducting School Boundary reviews and specifies when formal consultation is required.

School Boundary Reviews may be recommended or required for a variety of reasons, including but not limited to:

- Changing demographics.
- Program or grade structure changes.
- New school openings.
- School additions; or
- To address other accommodation issues line with *Board Policy C8: Pupil Accommodation Review*.

Action Required

1. Technical Background Report

When a school boundary review is being considered, Board staff will prepare a Technical Background Report and present it to the Board of Trustees. The report will include:

- Identification of the Family of Schools and schools proposed for inclusion in the review.
- A rationale for the Boundary Review, which provides data and analysis on:
    - Enrolment projections and trends,
    - Utilization of school facilities,
    - Capacity of the affected schools,
    - Student population densities,
    - Proximity to other schools.
    - The impact on feeder schools and surrounding schools; and
    - Relevant mapping.
- Consideration of input, impacts, and recommendations from Student Transportation of Eastern Ontario.
- A recommendation to proceed with either an Administrative or Standard School Boundary Review, based on the percentage of impacted students.

2. Administrative School Boundary Review

An Administrative School Boundary Review (outlined in Appendix A) may be initiated if one or more of the following criteria are met:

- The proposed boundary change affects less than 10% of the total student enrolment at any school involved in the review, up to a maximum of 25 students.
- The boundary adjustment is technical or administrative in nature and does not impact current students.
- Establishing a Holding Area and assigning a Holding School would effectively address the accommodation issue on an interim basis.
- There is an immediate or urgent need to implement a boundary change.

3. Standard School Boundary Review

A Standard School Boundary Review (outlined in Appendix B) may be initiated if the proposed boundary change impacts more than 10% but less than 50% of the student enrolment at any school involved in the review.

4. Exceptional Circumstances

In certain exceptional circumstances, a Boundary Review may be bypassed with the approval of the Board of Trustees. For example, this may occur in cases of catastrophic loss of capacity requiring the immediate relocation of students and staff for safety reasons.

5. Communication and Consultation

Communication with affected families and school communities will be an integral part of any School Boundary Review. The consultation process may be informal or formal, as outlined in the respective review process outlined in the appropriate appendices.

Responsibilities

The Board of Trustees is responsible for:

- Reviewing and approving recommendations related to School Boundary Reviews.
- Ensuring alignment with Board policies and strategic goals.

The Director of Education is responsible for:

- Overseeing the School Boundary Review process.
- Making recommendations to the Board of Trustees related to School Boundary Review.

The Superintendents of Education and Business are responsible for:

- Supporting the boundary review process.
- Acting as representatives on the School Boundary Review Committee when required.

The Principals and Vice-Principals are responsible for:

- Acting as representatives on the School Boundary Review Committee.
- Supporting communication and engagement with school communities.

Definitions

- **School Boundary:** A geographic area that determines students' eligibility to attend a specific school or program (e.g. French Immersion) based on their primary address. Each school is assigned a defined School Boundary, which may be adjusted due to factors such as enrolment trends, new school construction, program changes, or the alignment of elementary and secondary boundaries.

- **Holding Area**: A geographic area removed from an existing School Boundary and redirected to a designated Holding School. Holding Areas may be established to accommodate planned or prospective residential developments or areas experiencing significant enrolment growth. They are intended to support effective enrolment management and student accommodation planning.

- **Holding School**: The designated school where students from a Holding Area are assigned to attend temporarily until a long-term accommodation solution is implemented.

Appendices

- Appendix A – Administrative School Boundary Review Process
- Appendix B – Standard School Boundary Review Process
- Appendix C – School Boundary Review Committee
- Appendix D – Holding Areas

References

1. Education Act
   Education Act, R.S.O. 1990, c. E.2 | ontario.ca

2. Pupil Accommodation Review Procedure C8:1
   C8:1 Pupil Accommodation Review