

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

POLICY STATEMENT

School Boundaries and Boundary Adjustments

The Algonquin and Lakeshore Catholic District School Board promotes the efficient use of school facilities and resources, through the maintenance of attendance boundaries which encompass the neighbourhoods in which attending students live. Approval may be given for a student to attend a school other than the one designated for their area of residence, for specific reasons and subject to Board policy regarding transportation.

School Boundary adjustments, when necessary, will be considered by the Board, following consultation with the affected school communities.

Approved: February 25, 2003

Revised: April 24, 2006

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

POLICY MANAGEMENT PRACTICES

I - School Boundaries

1. Subject to the provisions of the *Education Act (Ontario)*, all students having the right of attendance shall be admitted to the geographically appropriate school under the jurisdiction of the Algonquin and Lakeshore Catholic District School Board.
2. Information regarding in-force boundaries for all elementary and secondary schools may be obtained from the school principal or from the Transportation Authority.
3. The residence of each student shall be used to determine which school that student should normally attend.
4. The school principal is empowered to admit students from outside the boundary of the school to which the admission is sought, subject to the provisions of this policy.
5. In considering a request for out of boundary admission, the principal shall consider the following requirements:
 - (i) That appropriate reason is provided by the parent(s) or guardian(s), in the form of a written request, to register the student in the out of boundary school.
 - (ii) That the admitting principal shall consult with the principal of the home school.
 - (iii) That there is space in the admitting school to accommodate the student.
 - (iv) That facilities and special services are available to meet the program needs of the student.
 - (v) That the admission of the student does not result in an increased cost for the Board.
 - (vi) That, subject to the provisions of Board policy for the transportation of students, transportation to and from the out of boundary school shall be the responsibility of the parent(s) or guardian(s) or student.
 - (vii) Permission given for a student to attend under the provisions of this policy shall be subject to annual review by the school principal, in consultation with the appropriate supervisory officer.

6. The principal shall report annually, no later than October 31, to the appropriate supervisory officer, on the number of out of boundary admissions. A summary of these reports shall be reviewed by Senior Administrative Council during the month of November.
7. Where the principal has concerns about an admission request, (s)he shall forward the request to the appropriate supervisory officer.
8. Specific attendance boundaries may be established for admission to French Immersion and International Baccalaureate programs. In the event that no specific attendance boundaries exist, admission to such programs may be available to eligible students, subject to the availability of transportation, at the school which offers that program and which is closest to the attendance area in which they reside.

II - School Boundary Adjustments

1. School attendance boundaries may require adjustment from time-to-time. Demographic changes, residential development, the construction of new schools, and changes to transportation infrastructure may all precipitate this requirement. Long range planning will be used to predict accommodation needs and to provide adequate notice of proposed boundary changes to school communities. School communities will have the opportunity to provide input into proposed boundary changes before recommendations are made to the Board.
2. School attendance boundaries will be established through a process which considers; natural geographic boundaries, bus transportation, road patterns, municipal and neighbourhood boundaries, and the relative locations and sizes of school facilities.
3. Adjustments to school boundaries may be either permanent or interim.
 - (a) Permanent Boundary Adjustments may result from several influences including; changes in enrolment and changes to infrastructure, service and programming which are projected to extend beyond a period of three years, including the construction of new schools, and the consolidation or closure of schools.
 - (b) Interim Boundary Adjustments may result from temporary influences including: the temporary accommodation of enrolment growth prior to the construction of a new school and prior to the establishment of permanent boundary adjustments. Interim boundary adjustments will typically not endure longer than three years.
4. When boundary adjustments are contemplated, an administrative proposal will be prepared by Planning Services in consultation with the appropriate supervisory officer(s). This proposal, which will identify an area, and a time frame for review, will require Board approval before a review is conducted.
5. The proposal to conduct a review, if accepted by the Board for consideration, will be shared, through school principals, with appropriate representatives of their school communities. Their input will be sought and facilitated.

6. Following initial consultation and refinement of the proposal, broader public input will be sought at a public meeting.
7. Following the consultation process, an administrative report and recommendations will be forwarded, by Planning Services, to the Finance and Operations Committee of the Board.
8. Details of the new or revised school boundaries, and the implementation schedule, will be communicated in writing via the school principal(s) to the affected school communities.
9. When possible, the implementation schedule will allow for the above process to be concluded prior to the commencement of pupil registration for the subsequent school year.
10. When and if the implementation schedule for specific school boundary adjustments provide “grandfathering” options for students currently in the schools affected by the boundary changes, such provisions shall be:
 - (1) Specific to unique implementation schedules.
 - (2) Limited in duration to expire at a time specified in the implementation schedule.
11. Where a school is facing a significant declining enrolment situation and is remote from resources and where boundary adjustments are not being considered the school community and the system’s administration will pursue support for the school including but not limited to the provision of transportation assistance if such is reasonably available to facilitate out of boundary student attendance.

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