

SCHOOL CATCHMENT BOUNDARIES

Background

Under the School Act the Board must establish a catchment area for each school in the district. The Board further has the duty, after considering the recommendations of the Superintendent, to assign students to various schools in the District and the power to divide the District into attendance areas for the purpose of assigning students to various schools. The attendance areas are defined by the Board and are subject to periodic review.

Guiding Principles

Establishing School Boundaries

- Boundaries are established to manage enrolment at schools,
- Boundaries are established to optimize capacity utilization for schools,
- Boundaries are established in the interests of student safety, using major (arterial) roads and natural boundaries to define catchment areas whenever possible,
- Boundaries should be established prior to requesting funding for capital projects,
- School communities impacted by boundary changes will have the opportunity to provide feedback and input on proposed catchments.

Reviewing school boundaries and recommending boundary adjustments

- Boundary changes to manage enrolment at schools will be recommended only when all other enrolment management tools have been considered including but not limited to:
 - Restricting out of catchment registration,
 - Withdrawing non-district students at the end of the school year,
 - Review of district programs located at schools under boundary review.

Enrolment Management - Sibling Priority for children registering for Kindergarten

When boundary adjustments are made to existing catchments. The Adjusted Sibling Priority for Kindergarten Applicants ('grandparent provision') enrolment procedure will apply.

The Adjusted Sibling Priority for Kindergarten Applicants are applicable as long as there is an older sibling attending the **regular program** at the former catchment school.

Adjusted Sibling Priorities for **Kindergarten** Applicants:

1. Kindergarten Siblings of continuing catchment students attending concurrently who register at their English catchment school by January 31st.

2. Kindergarten Siblings of continuing students attending concurrently, who are now non-catchment as a result of the boundary change, who register at their English catchment school by January 31st.
3. Kindergarten catchment students.

Procedures

1.0 Establishing and Changing Catchment Areas

- 1.1 Catchment areas may be reviewed whenever:
 - 1.1.1 A school cannot currently or is forecast to not be able to accommodate catchment students who wish to attend,
 - 1.1.2 A school is underutilized,
 - 1.1.3 A school is identified for permanent closure,
 - 1.1.4 A new school is opened,
 - 1.1.5 Other extraordinary or unusual circumstances as identified by the Superintendent.
- 1.2 The catchment review will consider the following:
 - 1.2.1 Current enrolment status,
 - 1.2.2 Forecast enrolment changes for 10 years,
 - 1.2.3 School capacity and utilization,
 - 1.2.4 Capital Plan Priorities.
- 1.3 The following District and School staff will participate in the review process:
 - 1.3.1 Principals of schools whose catchment boundaries are being reviewed,
 - 1.3.2 Director of Educational Planning,
 - 1.3.3 Superintendent's office,
 - 1.3.4 Secretary Treasurer's office,
- 1.4 The review process will include the following:
 - 1.4.1 District staff inform the Facilities Planning Committee of proposed catchment changes or options for catchment changes,
 - 1.4.1 District staff will initiate a public consultation process,
 - 1.4.2 At least one public consultation meeting will be held to discuss the proposed changes,
 - 1.4.3 The Director of Educational Planning will consult with the City of Vancouver Planning and Traffic departments and Parks Board as necessary (or UBC/UEL staff).
- 1.5 The Secretary Treasurer in conjunction with the Director of Educational Planning will prepare a report with recommended changes to the Facilities Planning Committee. The report will be comprised of the following components:
 - 1.5.1 A description and graphical presentation of the recommended changes,
 - 1.5.2 A rationale for the recommended changes,
 - 1.5.3 Impact of the recommended changes,
 - 1.5.4 Community feedback regarding the option(s) presented to the communities impacted by recommended changes,

- 1.5.5 A recommendation with respect to the sequence and timing for implementation of the boundary change,
- 1.5.6 A recommendation with respect to a communications plan.
- 1.6 The Facilities Planning Committee will provide its recommendation(s) to the board.
- 1.7 The board will review the recommendations from the facilities planning committee and determine whether or not to approve the recommendations.
- 1.8 The secretary treasurer will oversee the communication and implementation of the boundary change.
- 1.9 The Director of Educational Planning will ensure that appropriate updates are made to catchment maps and the school locator are undertaken.
- 1.10 The Director of Educational Planning will ensure that any necessary changes to enrolment procedures are implemented and tracked.
- 1.11 The school principal will be responsible for informing the school community when changes are made to the school catchment area.

Reference: Sections 2, 3, 3.1, 7, 20, 22, 65, 74.1, 75, 75.1, 85 School Act
Board Policy 2 Role of the Board
AP 220 District programs
AP 300 Admission to School

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