



Halton District School Board

Report Number: 11090

Date: May 25, 2011

INFORMATION FOR DECISION

TO: The Chair and Members of the
Halton District School Board

FROM: D. Euale, Director of Education

RE: Secondary School Boundary Changes –Oakville Secondary Schools

RECOMMENDATIONS

Be it resolved that the Halton District School Board adjust the boundaries for the secondary schools in Oakville as outlined in Scenario 5, Report 11090, effective September 2012.

Be it resolved that SRA #103 provide Grade 9 and 10 English programming in the year 2012-2013, add Grade 11 in 2013-2014 and add Grade 12 in 2014-2015.

Be it resolved that SRA #103, provide Grade 9 French Immersion Programming in September 2015 with an additional grade added in each successive year.

Be it resolved that consideration be given to initiating the Grade 9 French Immersion program prior to September 2015, in the year that sufficient enrolment exists within the SRA #103 French Immersion boundaries, for two Grade 9 French Immersion classes

Be it resolved that Grade 11 and 12 English program students within the SRA # 103 boundaries, attending White Oaks Secondary School in 2012-2013, continue at White Oaks Secondary School until such time as they graduate. Transportation will be provided for these students.

Be it resolved that students who initiate their program in Grade 9 at T.A. Blakelock High School due to the unavailability of program at SRA #103 be allowed to continue at T. A. Blakelock High School until they graduate, with transportation.

Background

In the 2008 Long Term Accommodation Plan (LTAP), the Board identified the opening of a new high school in Oakville (SRA #103) for September 2012 as a 1200 on-the-ground (OTG) pupil place capacity school.

The procedure followed for the boundary review of the SRA # 103 area is as described in the Halton District School Board Administrative Procedure: *School Boundary Reviews* (September 2010). A Boundary Review Steering Committee (BRSC) first met on November 24, 2010 and continued with meetings until May 18, 2011.

On January 11, 2011, a Public Information Meeting was held at Abbey Park High School (*Appendix A*). Invitations were provided for all schools involved to send to their community via school newsletter and school website. All schools north of Queen Elizabeth Way, west of Sixteen Mile Creek and east of Bronte Creek were part of this boundary review: Abbey Lane Public School, Pilgrim Wood Public School, Heritage Glen Public School, Palermo Public School, Emily Carr Public School, Captain R. Wilson Public School, Forest Trail Public School and West Oak Public School. Invitations were also sent to parents of students presently attending White Oaks Secondary School, Abbey Park High School and T.A Blakelock High School, secondary schools affected by the construction of a new high school.

More than 400 people attended this Information Meeting. Participants had the opportunity to complete an Expression of Interest Form (*Appendix B*) indicating their desire to participate on the Boundary Review Committee (BRC). This information was provided to the eleven School Councils. Each School Council combined this information with knowledge of their community and provided two representatives. (Members of the BRSC also participated as members of the BRC.)

The BRC consisted of twenty-two parents and eleven staff. The BRC had eight meetings in the time period between February 10, 2011 to May 10, 2011. Staff worked with the BRC parents to provide them with information on each school affected by the boundary review. Some of the data that was examined by the BRC included:

- Enrolment data, on the ground capacity, % utilization, portable capacity;
- Information on secondary school programs in the three high schools, viable programs, transportation costs, walking maps for each school, etc.

The BRC used the criteria (*Appendix C*), as described in the HDSB Administrative Procedure: *School Boundary Reviews*, which were further refined and added to (*Appendix D*). The BRC reviewed ten scenarios, as developed by the Boundary Review Steering Committee, and created five additional scenarios. (*Appendix I*) Each of the fifteen scenarios were assessed as per the established criteria (*Appendix D*.)

Over a number of weeks, the BRC used the criteria to reduce the number of viable scenarios. Throughout this process they consulted with their School Councils and parents to determine which criteria were held in highest regard. The BRC shared this information and used it to arrive at four criteria that were ranked as “most important” to their communities: *enrolments that will allow for program viability in all schools; minimizes the cost of transporting students (supports walk to schools); a balance in the enrolment in all affected high schools; and, allows for stable long-term boundaries*. They used the top ranked criteria to further assess the scenarios and arrived at three scenarios that best fit all criteria. Three scenarios (1, 5 and 10) were selected for the public consultation.

Throughout the process, a Question and Answer area was maintained on the Board Website (*Appendix E*). At each BRC meeting, members of the BRC reviewed both the questions and draft staff responses prior to staff posting the questions and answers on the website. All meeting minutes and all fifteen scenarios were posted on the website.

A public information meeting was held on April 7th at Iroquois Ridge High School (*Appendix A*). At this meeting, staff and school representatives of the BRC shared information on the process used, the recommended scenarios, their perspectives on the process, and explained the consultation process which included the submission of comments on a feedback form (*Appendix F*). A summary of information collected from the feedback forms is included in *Appendix J*. Approximately one hundred and twenty-five forms were received.

Subsequent to the meeting, additional Q and A’s continued to be posted on the Board’s website.

The following issues were identified during the consultation process:

- ✓ walkability/transportation costs
- ✓ long-term viable boundaries
- ✓ the issue of French Immersion elementary students and English program students living north of Upper Middle being able to attend the new high school
- ✓ cohorts remaining together

The BRC met three times subsequent to the Public Information Meeting to review the three remaining scenarios in light of the public feedback. Throughout the process, the BRC worked together cohesively to represent the views and perspectives of their communities and to work towards a recommendation to the BRSC that would best ensure a sustainable, viable community school offering programs for the students in the community.

Reducing the three scenarios to one recommended scenario was very difficult for the BRC as no one scenario appeared to meet all of the criteria. As such, the BRC sent forward three scenarios (1, 5 and 10) to the Boundary Review Steering Committee with a list of “*Possible Improvements and Points to Consider*” (Appendix K) for each of the three. One of these suggestions was to consider opening SRA #103 with Grade 9 and 10 regular track program only.

The Boundary Review Steering Committee carefully studied the BRC recommendations, revisited the process and recommended to the Director that Scenario 5, with the addition of French Immersion as soon as the numbers within the boundary area warrant a program, was the choice that:

- would best meet the criteria as established by the BRC;
- would best respond to the consultation feedback; and,
- would ensure a sustainable, viable high school in this community.

Rationale for Scenario #5:

- It was one of the recommendations of the Boundary Review Committee and received favourable feedback in the public consultation process;
- It ensures sustainable enrolment and viable programs for SRA #103 as well as for the three secondary schools impacted by the opening of SRA #103: Abbey Park High School, T.A. Blakelock High School and White Oaks Secondary School;
- Grade 8 cohorts from the following schools can remain together as they enter their high school years: Palermo Public School, Emily Carr Public School, Captain R. Wilson Public School, West Oak Public School, Heritage Glen Public School, Pilgrim Wood Public School and Abbey Lane Public School; and,
- SRA #103 would be a walk to school.

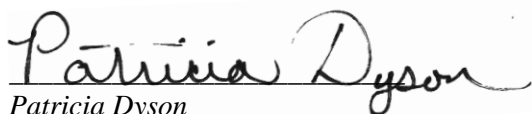
The decision to attempt to provide French programming earlier than 2016 is recommended because:

- In 2012-2013 any Grade 9 student residing within Scenario 5 boundaries may be able to attend the new high school in their community;
- This enables children in all programs to walk to a local high school; and,
- French Immersion graduates of Palermo will not exist until the 2015-2016 school year. An earlier start up of French programming (2012-2013) will ensure the existence of both English and French programming at SRA #103.

Conclusion:

Scenario 5, including the potential addition of Grade 9 French Immersion programming starting in the 2012/2013 school year, does address most of the criteria as identified during this boundary review process. As well, the additional recommendation of providing a Grade 9 French Immersion program also attempts to address and mitigate the issues with minimal impact to existing and future secondary school students within Oakville.

Respectfully submitted,



Patricia Dyson
Superintendent of Education

David Euale
Director of Education

APPENDICES

- Appendix A: Public Information Meeting
- Appendix B: Expression of Interest Form
- Appendix C: Criteria to Measure Impact and Effectiveness
- Appendix D: Criteria As Added by the Boundary Review Committee and Top Four Criteria
- Appendix E: HDSB Website Questions and Answers
- Appendix F: Public Consultation Feedback Form
- Appendix: G: Current Boundaries
- Appendix H: Agenda for Public Information Meeting
- Appendix I: Committee Composition and Meeting Dates
- Appendix J: Summary of Feedback Forms
- Appendix K: Possible Improvements and Points to Consider
- Appendix L: Three Scenarios: # 1, # 10, # **5**
- Appendix M: Walking Map for SRA # 103

Appendix A

JANUARY 11 OPEN HOUSE



Open House Information meeting for the new northwest Oakville high school

All residents are invited to attend an Open House Information evening to learn about the new northwest Oakville high school. This high school is currently under construction at 2820 Westoak Trails Blvd and is scheduled to open in Fall 2012.

At the meeting parents and community members may view the school's architectural plans, speak with trustees and staff members, and learn about the process for making decisions about the new school.

The Open House will be held on:

Date: Tuesday, January 11, 2011
Time: 7-8:30 p.m.
Location: Abbey Park High School (Cafeteria)
1455 Glen Abbey Gate



APRIL 7 PUBLIC
INFORMATION MEETING

Public Information Meeting Regarding New Oakville High School Boundary Review

The Halton District School Board invites the public to attend an information meeting regarding boundaries for SRA 103 (the new high school in Oakville located at 2820 Westoak Trails Boulevard). The meeting will take place on:

Thursday, April 7, 2011
7-8:30 p.m.
Iroquois Ridge High School
1123 Glenashton Drive, Oakville

Purpose: To share information about the boundary review process for SRA 103, review scenarios for the boundaries, and provide members of the public with an opportunity to provide feedback on the scenarios. Please refer to the Halton District School Board website at www.hdsb.ca prior to the meeting. The scenarios will be posted as soon as they are available.



Halton District School Board
David Euale, Director Don Vrooman, Chair
905 335-3663 Toll free 1 877 618-3456
Fax: 905 335-9802 www.hdsb.ca



EXPRESSION OF INTEREST FORM
New Oakville High School at 2820 Westoak Trails Boulevard

Background: A Boundary Review Steering Committee, which consists of Superintendents and Trustees, is presently reviewing northwest Oakville student enrolments and programs. This group will soon merge with parent and community representatives to form a Boundary Review Committee for the new Oakville high school planned to open in September 2012.

Parents of students enrolled in Halton DSB northwest Oakville elementary schools or at Abbey Park High School, White Oaks Secondary School or Blakelock High School, have the opportunity to have representation on a Boundary Review Committee. The Boundary Review Committee will be composed of members of the Steering Committee plus parent representatives from affected school communities. The Boundary Review Committee may also have two community representatives serve on it.

The mandate of the Boundary Review Committee is to:

- use criteria to examine and measure initial options generated;
- reach consensus on recommended options and seek community feedback on these options; and,
- make a recommendation to the Director for the new high school boundaries.

The final decision on the new high school boundaries will be made by the Halton District School Board trustees in late May to mid June.

If you are interested in being a part of this process, or in providing information to the Boundary Review Committee, please complete the information below. Drop the form in the box at the Open House or submit this form to the principal of your elementary or secondary school by Thursday, January 13, 2010.

If you do not have children in a Halton District School Board school deliver the form to the JWS Singleton Centre, 2050 Guelph Line care of Katherine Olsen by Thursday, January 13, 2010.

Name: _____ Phone No. _____

Email: _____

I have children who attend: _____
Insert Name of School(s)

I do not have children who presently attend Halton DSB Schools: _____
(Check if Applicable)

I will soon have children attending a Halton DSB school in Ward 4 Oakville: _____

I wish to be considered as a Parent Representative/Community Representative on the
Circle One of Above

Boundary Steering Committee:

Yes
No

My interest in the process for determining the boundaries and programs at the new Oakville High School is:

Comments:
(Use the back if required)

CRITERIA TO MEASURE IMPACT AND EFFECTIVENESS OF BOUNDARY OPTIONS

Possible criteria could include but should not be limited to:

- Balance of overall enrolment in each school in the review area to maximize student access to programs, resources, and extra-curricular opportunities.
- Continuity of placement and possible relocation of regional programs within the review area
- Expansion and placement of new ministry or board programs
- Viable numbers in a dual track school to support both English and French programs
- Proximity to schools (walking distances, safe school routes, natural boundaries)
- Accommodation of students in permanent school facilities and minimal use of portable classrooms
- Stable, long-term boundaries
- Cost effectiveness of transportation
- Fiscal responsibilities
- The grand parenting of students in the graduating class
- The number of school moves students have experienced
- Other criteria recommended by committee or community members

Appendix D

The following criteria were used by the Boundary Review Committee (BRC) to examine the various scenarios of potential boundaries. They used these criteria to develop the recommendations that will be presented to the broader community at the public consultation meeting on April 7th, 2011. These criteria are the same as those in the procedure that has been posted on the website, but they have been restated to facilitate understanding of their meaning.

There are also two criteria in the original procedure that are assumptions that the BRC worked with. Both fiscal responsibility and the grandfathering of grade 12 students are assumptions that have been made and therefore are givens to this process.

Bold and italicized indicates the criteria that have been determined by the BRC as priority criteria.

Scenario Criteria

- A. The scenario suggests an enrolment that will allow for expansion.
- B. The scenario suggests enrolments that will allow for program viability in all schools.***
- C. The scenario minimizes the cost of transporting students (supports walk-to schools/respects homebuyers).***
- D. The scenario will keep Grade 8 cohorts together.
- E. The scenario suggests a balance in the enrolment in all affected high schools.***
- F. The scenario minimizes the use of portables.
- G. The scenario allows for stable long-term boundaries.***
- H. The scenario addresses the program needs of students in the immediate area.
- I. The scenario minimizes and respects the number of student moves.
- J. The scenario keeps siblings together.

SRA 103 - New Oakville High School Boundary Review
QUESTIONS & ANSWERS

UPDATED!

- Q. With respect to the FI boundary in Scenarios 5 and 10, what happens to the small cohort of children that attend Forest Trail that live west of Third Line in the 1.6 km optional attendance area when it comes to high school? According to the boundary, this small group of children would then be split from their Forest Trail cohort (who would go to TA Blakelock) to attend SRA103 #1. Would it be possible for them to attend TA Blakelock with their cohort?**
- A. In Scenarios 5 and 10, the FI program at SRA103 #1 will begin September 2016. It is expected at this time that any FI students that go to Forest Trail and live west of Third Line in the 1.6 km optional attendance area would attend SRA103 #1 for the FI program. There may be opportunity for these students to attend TA Blakelock with their FI cohort under optional attendance but a decision will be made at a later date under careful consideration.
- Q. In Scenarios 5 and 10, why does the FI program at SRA103 #1 start September 2016 instead of September 2015? In 2015 grade 9 FI students from the proposed SRA103 #1 FI boundary would need to be bussed to TA Blakelock then moved to the new high school for FI in 2016. This grade 9 FI class are the current (2010-2011) grade 4 Palermo FI students; these are the FI students that started FI at Forest Trail in Sept 2007, then held at Lorne Skuce in 2009 when construction of Palermo PS was delayed, and then located to Palermo PS when the school opened Sept 2010.**
- A. In discussion with staff from School Programs, it was deemed to be best practice that a high school should open with at least two sections per grade for program viability and to begin a new program with at least grades 9 and 10. September 2016 will be the first year where the grade 9 and 10 FI classes that came from Palermo FI; this is the reason why the FI program at SRA103 #1 is proposed to start September 2016 in Scenarios 5 and 10. No decision has been made about the FI program at the new high school but there will be opportunity to revise the implementation of the FI program if it has been determined that a FI program will be established at the new high school.
- Q: What are the start-up costs for a high school FI program? What is the funding per student in the English program and in the FI program?**
- A. In the HDSB, a new secondary school FI program start up cost is \$3100 per section for the first year and \$950 per section in the second year. This amount is allocated to school accounts and is used for French learning materials such as textbooks and teacher resources. The library components of French fiction and non-fiction books would be part of the capital budget.

SRA 103 - New Oakville High School Boundary Review QUESTIONS & ANSWERS

The scenarios that see a new FI program starting up at SRA103 #1, the FI students that attend the new school would generate Grants for Student Needs (GSN) to support the program as would the English students at the new high school. The GSN generated amount is unknown at this time but the GSN for a student in the English program and a student in the FI program is the same.

Q. Can you please tell me when the boundaries for the new Oakville High School will be finalized?

A. The Boundary Review Process to establish a boundary for the new SRA 103 Oakville High School is currently underway. Based on the current timelines, a recommendation could be brought to the Board of Trustees by June of 2011 for their decision. Please visit the [SRA 103 HS website](#) for updates and information.

Q. Will the new High School offer French Immersion? Will it be a single track French Immersion school only?

A. No decision has been made about French Immersion at the new High School. Of the three scenarios being presented to the community at the upcoming public meeting, [Scenario 1](#) does not include FI at the new school, [Scenario 5](#) and [Scenario 10](#) do include FI at the new school. No secondary schools can be single track FI schools, in part because of the FI delivery model at the secondary level. Additionally there are no single track FI secondary schools in the Halton DSB.

Q. Will there be any provision for high school students who want to remain at their current school beyond the usual grade 12 grandfathering?

A. Some grandfathering will certainly occur. A decision will be made at a later date as to which grades (if any) beyond grade 12 will qualify for grandfathering. This issue will be given careful consideration.

Q. Will there be any changes to the 'optional attendance' status (open or closed) of other Oakville high schools when the new boundaries take effect?

A. Optional Attendance will be applied as per the [Board Procedure](#). If there is space in any of the schools (both from a program perspective and population), optional attendance will be considered.

Q. Numbers shared by Boundary Review Committee representatives do not match the actual numbers for schools found in the [LTAP 2010](#). Why and what were the changes to affect the number discrepancies?

A. This discrepancy has to do with what has been 'included' in the LTAP versus the scenarios presented to the Committee. An assumption has been made that the self-contained classes were not included as part of the boundary review. The secondary centre at T.A. Blakelock and the Essential program at White Oaks SS are two examples of numbers included in the LTAP but excluded from BRC scenarios.

Appendix E

SRA 103 - New Oakville High School Boundary Review QUESTIONS & ANSWERS

Q. How were the three scenarios selected by the BRC for presentation to community at the upcoming public meeting?

A. In applying consistent criteria to the 15 scenarios, the BRC selected 3 recommended scenarios that best meet the needs of all students across this review area. The criteria are [available here](#).

Q. Will Gifted and IB (International Baccalaureate) Programs be offered at the new high school?

A. In terms of an IB program at the new school, it is a complex process to being an accredited IB school. It could take at a minimum 3 years once the school is built and populated to be an accredited IB school.

At this point in time we do not know whether there will be a gifted site at the new high school.

Q. How many students attending Forest Trail live south of Upper Middle road?

A. Based on the October 31, 2010 Trillium Extract, these are the numbers for Forest Trail:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
South of Upper Middle Only	47	42	43	35	37	35	28	21	288
Forest Trail Total	136	116	117	97	110	107	86	60	829

Q. At the April 7, 2011 Public Information Meeting, only three scenarios were presented to the community (Scenarios #1, #5, #10), there was no discussion of other scenarios supported by the BRC. Why did the feedback sheet include "Other(identify) # " under the section "We support the following scenario(s)"?

A. This category on the feedback sheet aligns clearly with the Board's procedures related to community consultation. More specifically, the procedures indicate that the Boundary Review Steering Committee will present the preferred option(s) that have been considered to the community. The community will have the opportunity to give feedback on the impact of each option. The community may suggest revisions to the criteria used to assess options or offer revisions to options presented or suggest new scenarios for the Boundary Review Steering Committee to consider.


The rationale for the inclusion of this opportunity is that Board has learned in the past that if the public is not provided with the opportunity to give their individual input (on perhaps their own scenario or permutation) they would provide it in any event. Moreover, the BRC and the BRSC would be subject to criticism if that opportunity was not available.

Appendix E

SRA 103 - New Oakville High School Boundary Review QUESTIONS & ANSWERS

It should be noted that when the BRC is reviewing any of the “Other(identify) #” scenarios, they will be reviewed utilizing the priority criteria that have been selected by the BRC.

Appendix F

 Halton District School Board
J.W. Singleton Education Centre
2050 Guelph Line
P.O. Box 5005
Burlington, Ontario L7R 3Z2

Phone: (905) 335-3663
(877) 618-3456

Fax: (905) 335-9802

SRA103 Northwest Oakville High School Boundary Review **Public Consultation – Feedback Form**

We support the following scenario(s)

#1 **#5** **#10** **Other (identify) #**

Rationale

Questions/Suggestions

Program

Optional Attendance/Grandfathering (please note that all three scenarios show SRA103 opening as Gr9-11 with gr12 students being grandfathered at their existing high school).

Transportation

Other

Contact Information

NAME:

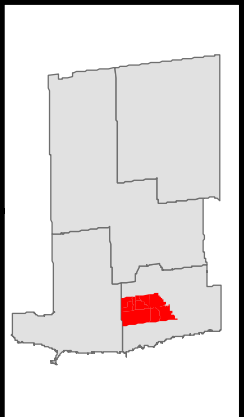
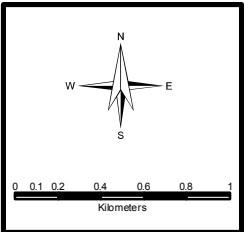
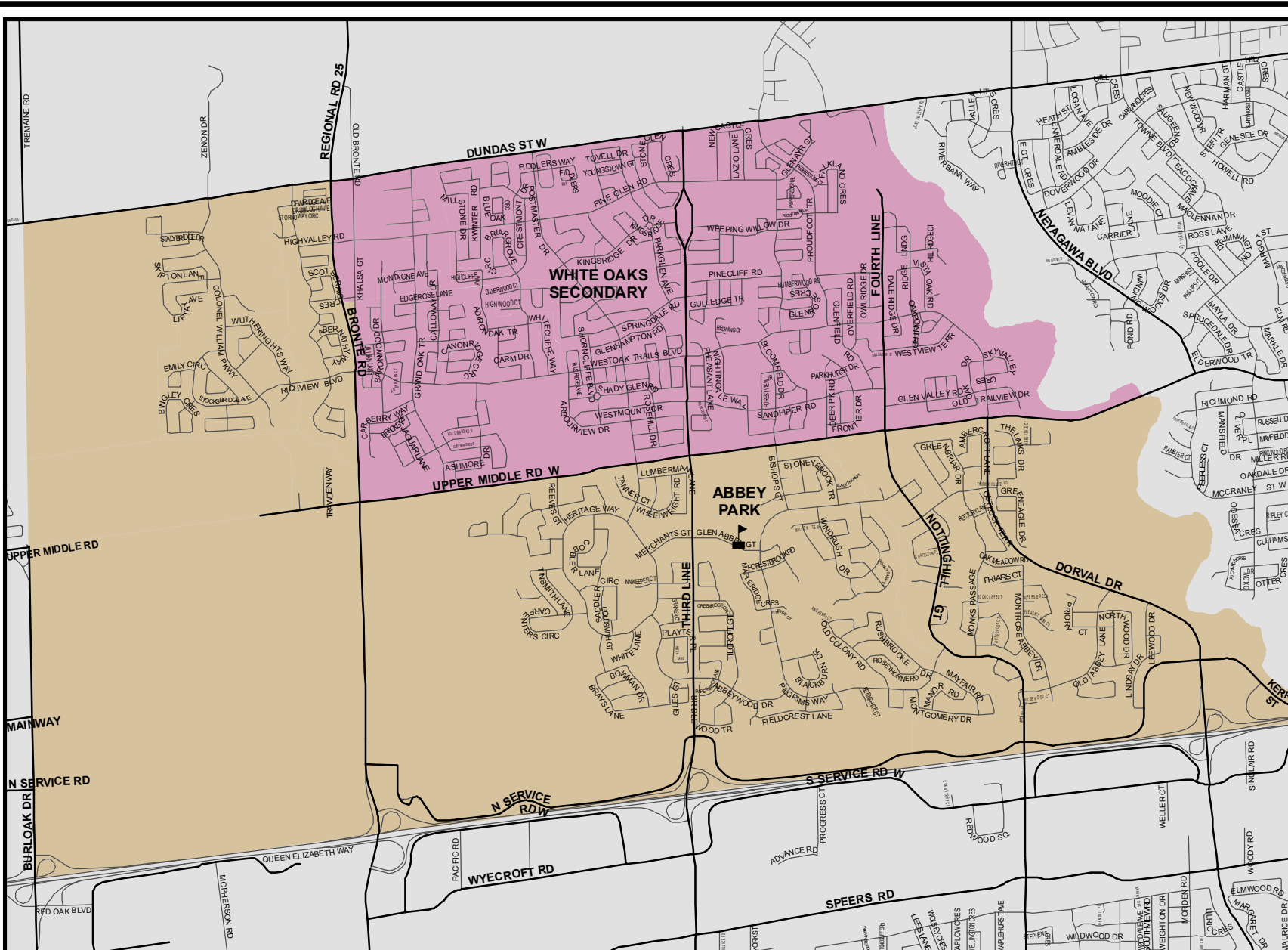
ADDRESS:

TELEPHONE:

EMAIL:

Your feedback is requested by **Monday April 18, 2011**

To submit your form you may; hand in at the meeting, fax (number above), email plan@hdsb.ca or drop it off at your local school.



School Information

Abbey Park H.S. 9-12
 1455 Glen Abbey Gate
 (905) 827-4101

White Oaks H.S. 9-12
 1330 Montclair Dr.
 (905) 845-5200

(Refer to NE Oakville
 Boundary Map for school
 location)

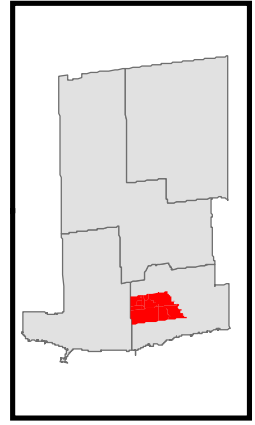
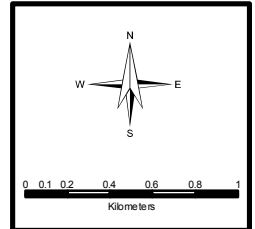
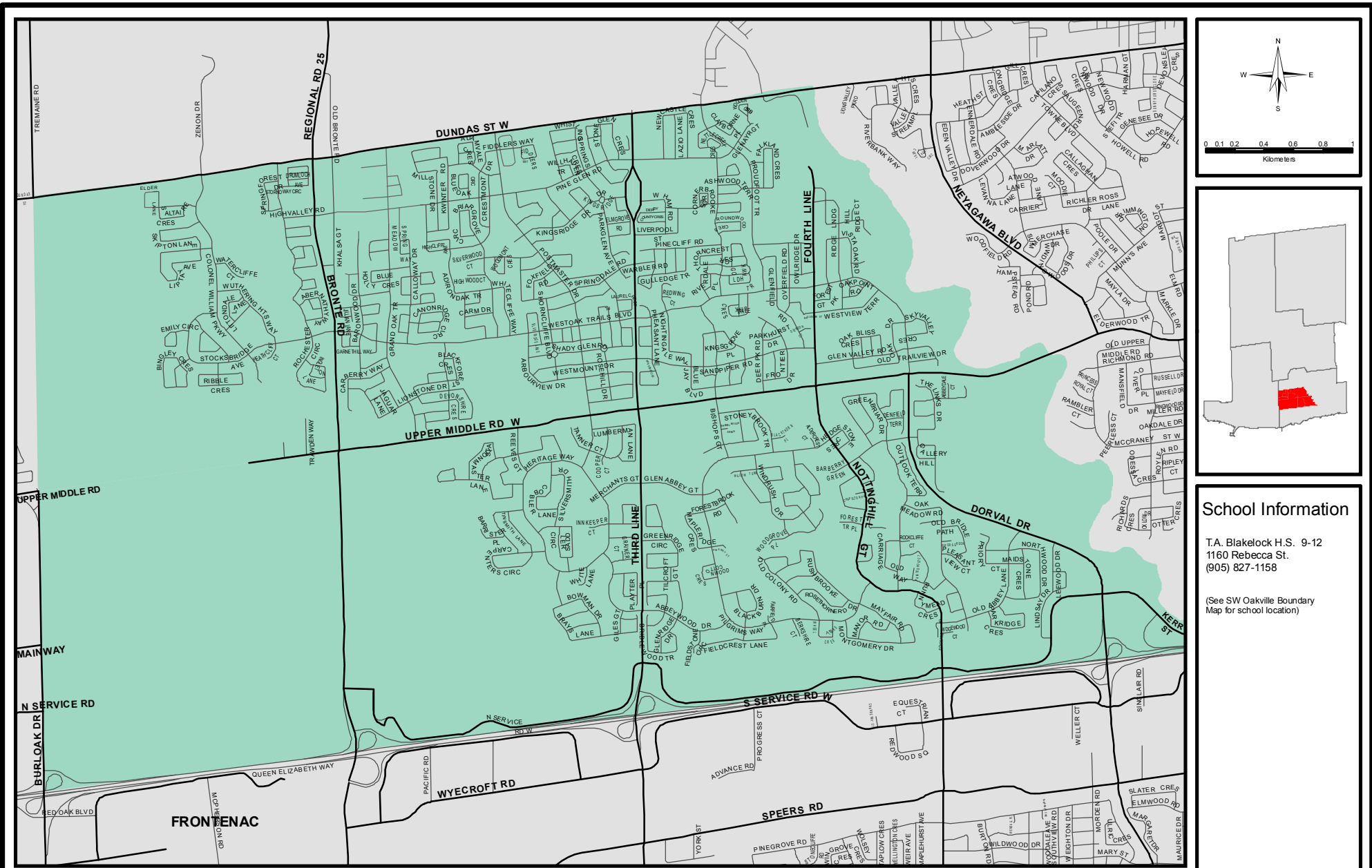
Halton District School Board
 Planning Department



**NW Oakville Secondary Schools
 Regular English Program 9-12
 2010 - 2011 School Year**

The street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy.

It is the intention of the HDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Department at 905-335-3663.



School Information

T.A. Blakelock H.S. 9-12
 1160 Rebecca St.
 (905) 827-1158

(See SW Oakville Boundary Map for school location)

Halton District School Board
 Planning Department



**NW Oakville Secondary Schools
 French Immersion Program 9-12
 2010 - 2011 School Year**

The street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy.

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AGENDA

APRIL 7, 2011

Iroquois Ridge High School

- Open House 7:00 PM – 7:30 PM (School Mall)
 - Public Information Meeting 7:30 PM – 8:30 PM (Gymnasium)
- 1. WELCOME**
 - 2. PURPOSE OF MEETING**
 - 3. MEETING NORMS**
 - 4. INTRODUCTIONS**
 - 5. BOUNDARY REVIEW PROCESS**
 - 6. ROLE OF THE BOUNDARY REVIEW COMMITTEE**
 - 7. CRITERIA UTILIZED IN ASSESSING SCENARIOS**
 - 8. PRESENTATION OF SCENARIOS 1, 5, AND 10**
 - 9. FEEDBACK PROCESS**
 - 10. NEXT STEPS AND TIMELINE FOR DECISION**
 - 11. ADJOURNMENT**

Appendix I

Boundary Review Committee Composition

- 2 Parent Representatives from each of the following schools:

Palermo PS	Forest Trail PS	Pilgrim Wood PS
Captain R. Wilson PS	West Oak PS	Abbey Lane PS
Emily Carr PS	Heritage Glen PS	Abbey Park HS
White Oaks SS	T.A. Blakelock HS	

- 2 Community Representatives (solicited but no volunteers)
- Family of Schools Superintendent – Ward 4
- Family of Schools Superintendent – White Oaks Secondary School
- Superintendent of Program
- Superintendent of Student Services
- Superintendent of Business Services
- Manager of Planning Department
- Trustee of Ward 4
- Trustee representing T.A. Blakelock HS
- Trustee representing White Oaks SS
- Associate Director representing the Director

Boundary Review Committee Meeting Dates

February 10, 2011
February 24, 2011
March 3, 2011
March 10, 2011
March 31, 2011
April 7, 2011 (Public Consultation)
April 28, 2011
May 10, 2011

Appendix J

Summary of Public Feedback Comment Forms from SRA103 #1 public meeting (April 7, 2011)

A total of **125** feedback forms were received by HDSB Planning Department.
16 main points were identified from the feedback forms received.

- 1) Support for Scenario #1
- 2) Support for Scenario #5
- 3) Support for Scenario #10
- 4) Support for Other Scenario
- 5) Referenced financial costs
- 6) Expressed concerns about impact on elementary programming
- 7) Expressed concerns about Regular Track/French Immersion balance
- 8) Expressed interest in FI being offered at new high school
- 9) Referenced transportation (bussing/walk-ability)
- 10) Grandfathering/Optional Attendance
- 11) Referenced long-term viability of boundaries
- 12) Expressed interest in Special Programming being offered at new high school
- 13) Support cohorts staying together
- 14) Identified "Process" questions/concerns
- 15) Expressed concern for 2010 FI enrolled grade 4's
- 16) Suggest the new high school be bigger

Here is the percentage breakdown of responses for each point (note: each feedback form may have referenced multiple points)

- 1) 53.6% of forms mentioned support for scenario #1
- 2) 19.2 % of forms mentioned support for scenario #5
- 3) 18.4% of forms mentioned support for scenario #10
- 4) 5.6% of forms mentioned support for another scenario
- 5) 13.6% of forms referenced financial costs
- 6) 2.4% of forms expressed concerns about impact on elementary programming
- 7) 19.2% of forms expressed concerns about Regular Track/FI balance
- 8) 13.6% of forms expressed interest in FI being offered at new high school
- 9) 35.2% of forms referenced transportation (bussing/walk-ability)
- 10) 8.8 % of forms referenced grandfathering/optional attendance
- 11) 28.8% of forms referenced long-term viability of boundaries
- 12) 4.8% of forms expressed interest in Special Programming being offered at new high school
- 13) 17.6% of forms support cohorts staying together
- 14) 16.0% of forms identified "Process" questions/concerns
- 15) 6.4% of forms expressed concerns for 2010 FI enrolled grade 4's
- 16) 0.8% of forms suggested that the new school be bigger

Appendix K

Scenario 5	
POSSIBLE IMPROVEMENTS	POINTS TO CONSIDER
<ul style="list-style-type: none"> • Review before FI starts to make sure long term boundary • More options for AP for optional attendance • Grandfathering • Introduce grade 8 at HS (FI) in 2014 • FI start in 2015 for grade 9 • Offer grade 11/12 FI course • Partnership with French Catholic • Move English boundary north of Upper Middle to allow long term stability • Start Forest Trail kids at new HS to start FI • Flexible boundary, no transportation • Optional attendance 	<ul style="list-style-type: none"> • Will introduction of FI cause school to have first portables and perception of overcapacity introduced • Keeps Palermo together • Keeps cohorts together • Walk to school • Expectation of FI • Overcrowded by 2020 • Don't try to deliver FI at any cost • Will give opportunity for FI for students in community
Scenario 10	
POSSIBLE IMPROVEMENTS	POINTS TO CONSIDER
<ul style="list-style-type: none"> • Optional Attendance for bussing students, and FI Students going to new High School • Start FI sooner in new HS 	<ul style="list-style-type: none"> • Students will walk by new HS to go to another • Splits cohorts (Palermo) • Bussing costs to AP • Most balanced between all High Schools • Abbey Park will be at or close to capacity until 2015 • Does not follow through on LTAP goal of reducing AP overcrowding • Imbalance between High Schools • New school under capacity

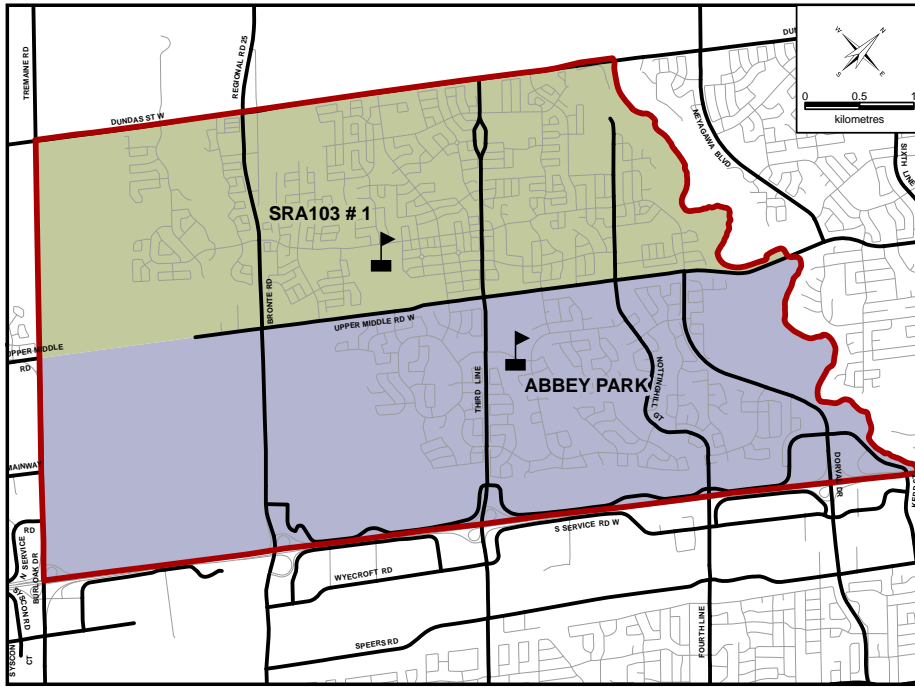
Appendix K

Scenario 1	
POSSIBLE IMPROVEMENTS	POINTS TO CONSIDER
<ul style="list-style-type: none"> • Provide Capital Improvements to TAB • Review new school in 2014 or 2015 and see if convert to scenario 5 • Allow FI courses in Grade 11 and 12 at all schools 	<ul style="list-style-type: none"> • French Immersion stays the same • Leaves room for growth from LTAP • Stabilize Abbey Park • New school opens with low population • Pressure on TAB population (2 year review) • French Immersion – impact on long term stability • No French immersion in Northwest Oakville • Public’s favourite (from feedback) • English boundary is logical • FI cohorts together • Keeps TAB viable • FI Students boundary same • Provides more flexibility in new school • Review in program viability over long term • Students may leave FI to attend new school • Assumption and realities of optional attendance • Most balanced between all high schools

Appendix K

ADDITIONAL INFO	
<ul style="list-style-type: none">• Grandfathering• School start with Grade 9&10• Consider Grade 8 (splitting cohorts, concerns)• Communication out to community – Keep transparency• Optional attendance• Send data to committee with #s of Grade 9s and 10s	

SCENARIO 1 (as recommended)



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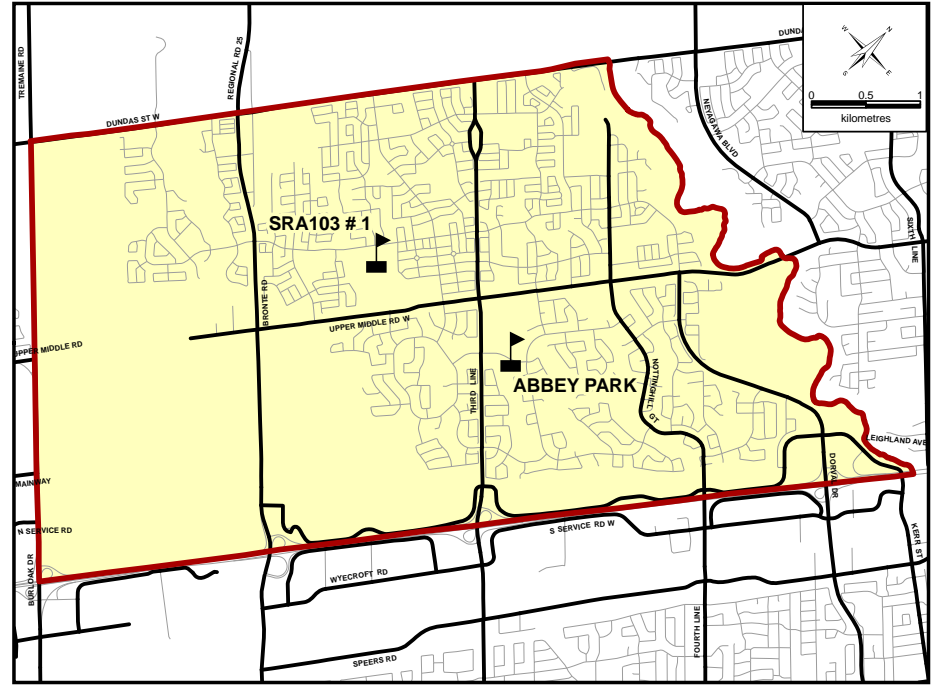
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ENGLISH PROGRAM BOUNDARY

STUDY AREA
SRA 103 # 1
ABBAY PARK

Feb 2011



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FRENCH IMMERSION PROGRAM BOUNDARY

STUDY AREA
TA BLAKELOCK

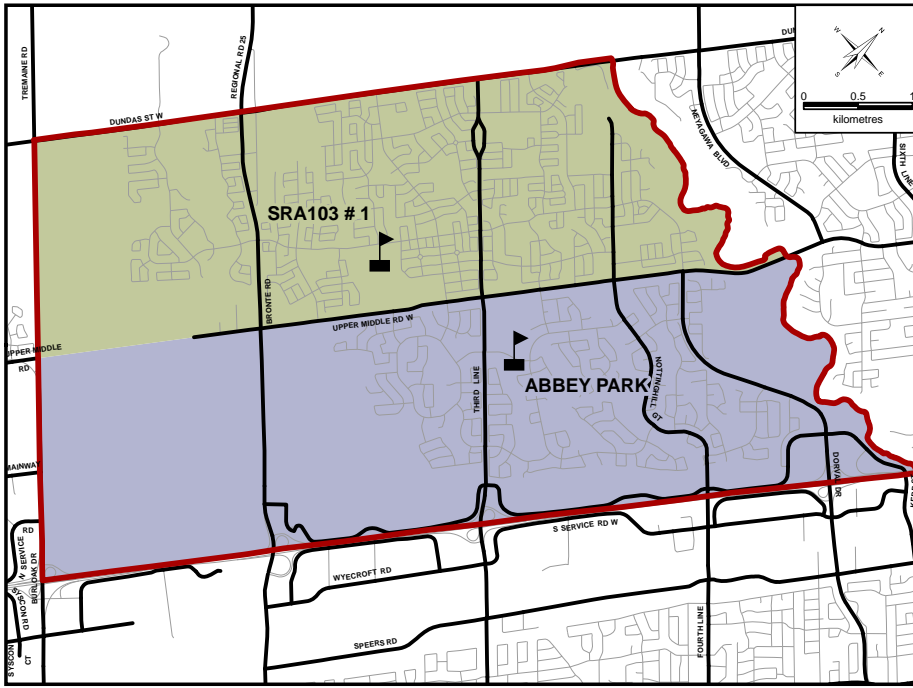
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Scenario 1 (as recommended)

- SRA103 #1 opens as a 9-10 ENG school Sept 2012; Gr11 ENG added Sept 2013; Gr12 added Sept 2014
- SRA103 #1 ENG boundary is the area bounded by Dundas to the north, Upper Middle to the south, Burloak to the west, 16 Mile Creek to the east
- Abbey Park ENG boundary changes and is the area bounded by Upper Middle to the north, QEW to the south, Burloak to the west, 16 Mile Creek to the east
- TA Blakelock FI boundary in Ward 4 does not change
- White Oaks ENG boundary in Ward 4 changes and does not include ENG students west of 16 Mile Creek

School Name	OTG	Port Cap	Total Cap	Program	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
SRA103 #1	1200	12	1476	ENG			468	732	1065	1128	1168	1211	1219	1211	1211	
				FI												
				All	0	0	468	732	1065	1128	1168	1211	1219	1211	1211	
Abbey Park	924	12	1200	ENG	1250	1323	1168	1111	1039	944	970	980	904	915	864	
				FI												
				All	1250	1323	1168	1111	1039	944	970	980	904	915	864	
TA Blakelock	1344	4	1436	ENG	851	812	770	731	710	727	705	664	686	637	638	
				FI	294	302	340	373	399	471	520	601	714	802	865	
				All	1145	1114	1110	1104	1109	1198	1225	1265	1400	1439	1503	
White Oaks	1704	24	2256	ENG	1623	1778	1472	1417	1208	1268	1314	1387	1448	1465	1507	
				FI	210	193	192	209	202	238	271	292	324	339	354	
				All	1833	1971	1664	1626	1410	1506	1585	1679	1772	1804	1861	

SCENARIO 5 (as recommended)



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Planning Department

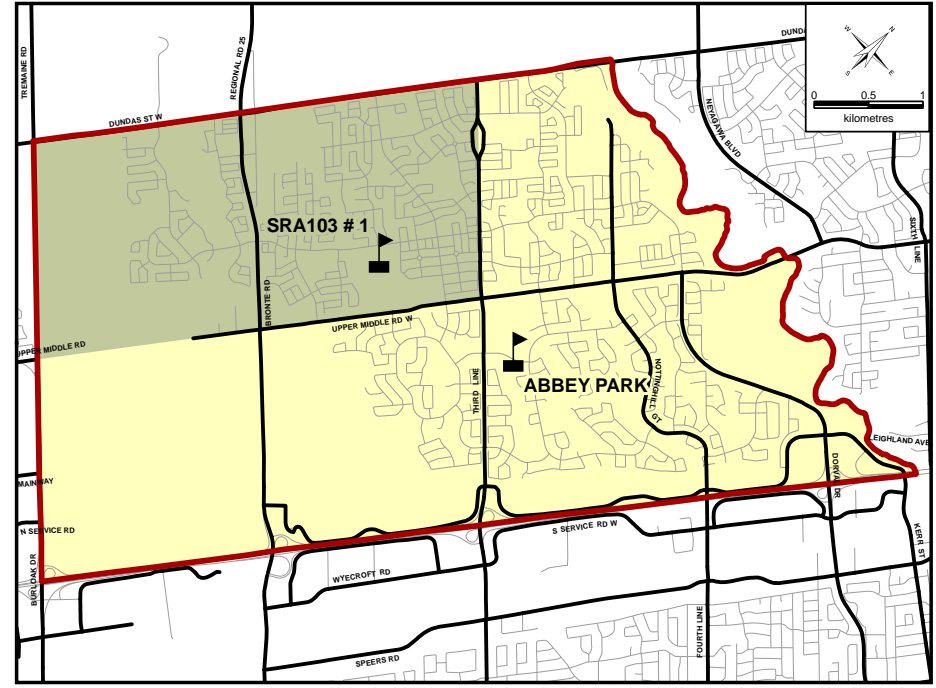
ENGLISH PROGRAM BOUNDARY

STUDY AREA
 SRA 103 # 1
 ABBEY PARK

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FRENCH IMMERSION PROGRAM BOUNDARY

STUDY AREA
 SRA 103 # 1
 TA BLAKELOCK

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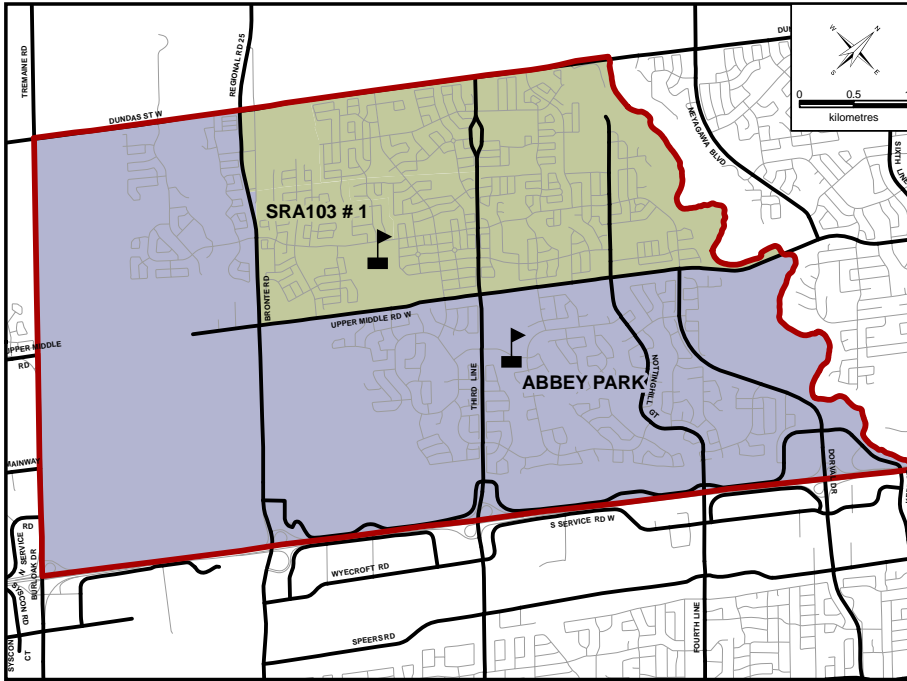
Feb 2011

Scenario 5 (as recommended)

- o SRA103 #1 opens as a 9-10 ENG school Sept 2012; Gr11 ENG added Sept 2013; Gr12 added Sept 2014
- o SRA103 #1 ENG boundary is the area bounded by Dundas to the north, Upper Middle to the south, Burloak to the west, 16 Mile Creek to the east
- o Abbey Park ENG boundary changes and is the area ounded by Upper Middle to the north, QEW to the south, Burloak to the west, 16 Mile Creek to the east
- o SRA103 #1 opens Sept 2012 with a Gr9-10 FI program; Gr11 FI added Sept 2013; Gr12 FI added Sept 2014
- o SRA103 #1 FI boundary is the Palermo FI boundary
- o TA Blakelock FI boundary changes in Ward 4 and is the Forest Trail FI boundary
- o White Oaks ENG boundary in Ward 4 changes and does not include ENG students west of 16 Mile Creek

School Name	OTG	Port Cap	Total Cap	Program	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
SRA103 #1	1200	12	1476	ENG			468	732	1065	1128	1168	1211	1219	1211	1211	
				FI			26	57	91	143	170	204	242	261	280	
				All	0	0	494	789	1156	1271	1338	1415	1461	1472	1491	
Abbey Park	924	12	1200	ENG	1250	1323	1168	1111	1039	944	970	980	904	915	864	
				FI												
				All	1250	1323	1168	1111	1039	944	970	980	904	915	864	
TA Blakelock	1344	4	1436	ENG	851	812	770	731	710	727	705	664	686	637	638	
				FI	294	302	313	316	308	328	350	397	472	541	585	
				All	1145	1114	1083	1047	1018	1055	1055	1061	1158	1178	1223	
White Oaks	1704	24	2256	ENG	1623	1778	1472	1417	1208	1268	1314	1387	1448	1465	1507	
				FI	210	193	192	209	202	238	271	292	324	339	354	
				All	1833	1971	1664	1626	1410	1506	1585	1679	1772	1804	1861	

SCENARIO 10 (as recommended)



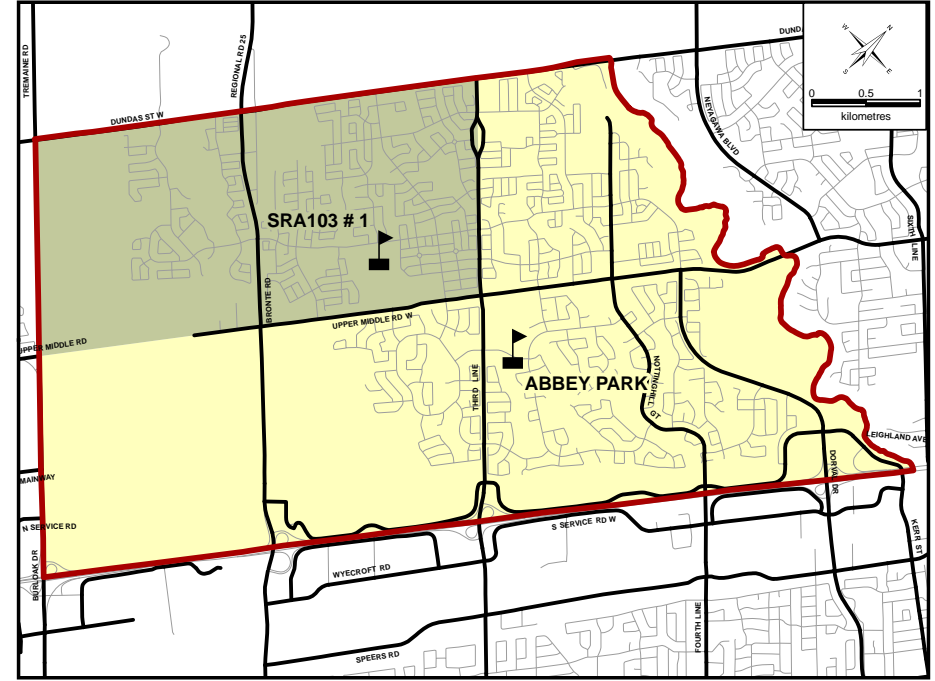
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Planning Department

ENGLISH PROGRAM BOUNDARY

- STUDY AREA
- SRA 103 # 1
- ABBAY PARK

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FRENCH IMMERSION PROGRAM BOUNDARY

- STUDY AREA
- SRA 103 # 1
- TA BLAKELOCK

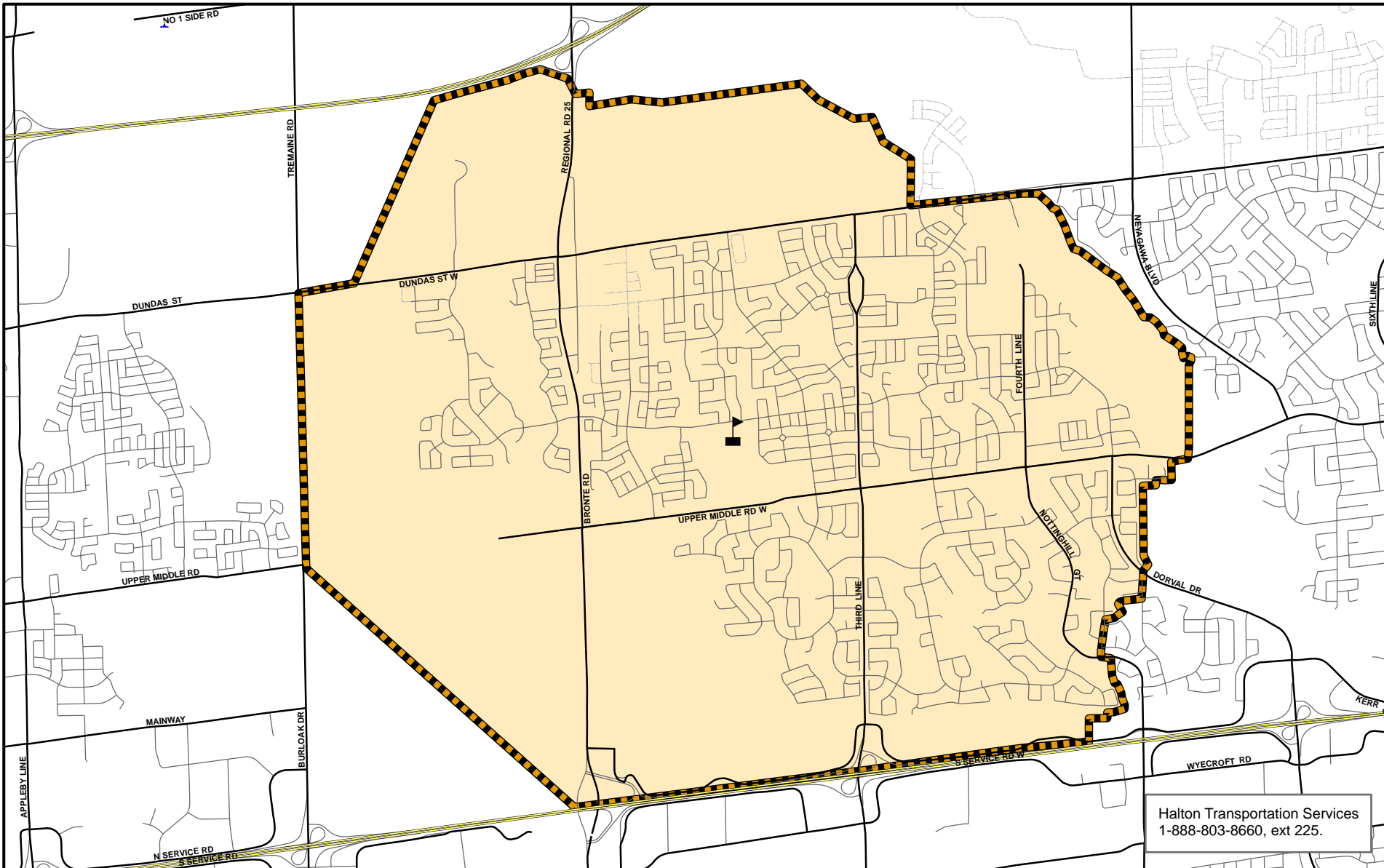
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School Name	OTG	Port Cap	Total Cap	Program	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
SRA103 #1	1200	12	1476	ENG			395	625	899	934	981	993	1019	1012	988
				FI			26	57	91	143	170	204	261	280	
				All	0	0	421	682	990	1077	1151	1197	1261	1273	1268
Abbey Park	924	12	1200	ENG	1250	1323	1242	1218	1205	1138	1157	1198	1104	1114	1086
				FI											
				All	1250	1323	1242	1218	1205	1138	1157	1198	1104	1114	1086
TA Blakelock	1344	4	1436	ENG	851	812	770	731	710	727	705	664	686	637	638
				FI	294	302	313	316	308	328	350	397	472	541	585
				All	1145	1114	1083	1047	1018	1055	1061	1158	1178	1223	
White Oaks	1704	24	2256	ENG	1623	1778	1472	1417	1208	1268	1314	1387	1448	1465	1507
				FI	210	193	192	209	202	238	271	292	324	339	354
				All	1833	1971	1664	1626	1410	1506	1585	1679	1772	1804	1861



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SRA 103 # 1 Walking Zone

Legend



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