

Alton School Boundary Review Committee

Minutes

Tuesday, November 29, 2011

7:00 – 10:00 PM

J.W.S. Board Room

Present: Michelle Stone, Dianna Bower, Denice Dacev, Jeff Cockshutt, Kim Sedore, Karen Hill, Chris Roszell, Karen Hobbs, Jeff Peeters, Simona Rosenblood, Susan Rankin, Tracey Davis, Michelle Paradis, Tricia Hammell, Jen Nielson, Ying Wang, Shazia Syed, Jaymz Cossitt, Roula Sousa, Steve Naylor, David Euale, Tricia Dyson, Rob Eatough, Dane Tutton, Jeff Blackwell, Mark Zonneveld, Dianna Bower, Jennifer Hlusko, Amy Collard, Dom Renaella, Michelle D'Aguiar

Absent: Lucy Veerman, Sohail Iqbal, Lauren Houghton, Ersan Alper, Remy Campbell, Mark Cernjul, Beverly Bernart

Welcome to all committee members and members of the gallery and thank you for coming back each week and for your valuable input. Thank you Rob for looking after last weeks meeting. Review of the agenda

Review of Minutes

Review of group norms

- Be prompt
- Listen generously and critically to others
- Ask questions
- Confine your discussion to the topic
- Only one person should talk at a time
- Provide constructive feedback and receive it appropriately

Thank for continuing and honouring the norms

Review of selection criteria

- Proximity to schools
- Balance of overall enrolment in each school in the review area to maximize student access to programs, resources, and extra curriculars
- Stable, long-term boundaries
- Accommodation of students in permanent school facilities and minimal use of portable classrooms

Program Viability for French Immersion

How many students make a viable program? Collaboration with teachers, Principals and Program Dept. as to how many classes for each grade. Two classes are more ideal for each grade. Numbers are usually higher in grades 1, 2, 3. Numbers can reduce as they reach grades 7 & 8 but class sizes will be larger.

Will be bringing the criteria back from the public to see what might work.

When moving to different schools the take up of students could change.

If there are 4 schools that have larger numbers should there be 5 schools

Grand fathering

Boundary change students are allowed to stay at the school they have been attending for grade 8 and grade 8 only. All other students from grade 1- 7, siblings included, will attend the new school assigned to them. Everything goes with them to the new school plus busing. Should be ready with good working definition for open meeting.

Optional Attendance

Decisions are made by the Principal – if optional attendance is granted there can be no cost to the board i.e. hiring of teachers or added portables.

There can be different reasons for each school and decisions are made concerning the requests.

Transportation is not provided – parents will need to get children to school, can apply for a courtesy seat but have to get child to the nearest stop. If a student moves into the school area and a seat on the bus is needed, the optional attendance student will be asked to give up their seat.

There is a renewable policy each year.

Scenarios

22, 26, 27, 29 and 32 back for review.

29 – Charles R Beaudion & Florence Meares numbers a little different. Would like to balance numbers.

32 – committee believes it should stay because it is the only one that divides the English and reduces the number of portables. Committee agreed to eliminate.

New scenarios introduced:

35A – the Alton area west of Walker’s Line to attend Florence Meares for English. Students residing in North Headon Forest to attend CH Norton for English starting with grades JK, SK and grade 1. Students residing in North Headon Forest to attend Clarksdale/Rolling Meadows for FI

35B – the Alton area west of Walker’s Line to attend Florence Meares for English. Students residing in North Headon Forest to attend CH Norton for English starting with grades JK, SK and grade 1. Students residing in North Headon Forest to attend Clarksdale/Rolling Meadows. FI students residing in North Headon Forest in Grades 6-8 to be grand parented into Charles R. Beaudion for FI.

35C – the Alton area west of Walker’s Line to attend Florence Meares for English. Students residing in North Headon Forest to attend Clarksdale/Rolling Meadows. FI students residing in North Headon Forest in grades 5-8 to be grand parented into Charles R. Beaudoin for FI.

35D – the Alton area west of Walker’s Line to attend Florence Mears for English. Students residing in North Headon Forest to attend Clarksdale/Rolling Meadows. FI students residing in North Headon Forest in grades 6-8 to be grand parented into Charles R. Beaudoin for FI.

36 – is similar to scenario 27 for English and scenario 29 for FI

36A – FI students residing in North Headon Forest will be grand parented into Charles R. Beaudoin grades 2-8.

36B – FI students residing in North Headon Forest will be redirected into Florence Meares, grades 2-8.

35A,B,C – very different from 22. 35D and 22 should be grouped together as they are very similar.

Groups worked through the different scenarios. Conversations for each scenario should be based on the question – does this meet our criteria?

Voting – not enough time to talk with others before the stickers went on the different scenarios. Vote has to be your vote; do not follow the crowd.

Do not feel pressured to put a sticker where you really do not want it.

Consensus on Scenarios

Agreed to narrow the scenarios without the stickers, will dialogue instead.

29 – committee agreed to eliminate

26 – committee agreed to eliminate

22/35D – committee agreed to keep

22 – preferable as numbers drop with CH Norton with grand parenting

Grand parenting for 35D putting it into 22 current immersion students to Charles R Beaudoin 35D 6-8 grand parenting 35C – 5-8 grand parenting

27 – committee agreed to keep

Charles R Beaudoin – strong FI and cuts it in half to have a FI at Florence Meares will it be a viable program plus what is the cost to implement the program.

Should go forward. 27 to 36 no.'s drop off on Florence Meares

35ABC – committee agreed to keep

Will get feed back on FI at Florence Meares or not; enrollment dips way down for Florence Meares Bring forward 35C

36AB

Little numbers for FI program for Florence Meares. Charles R Beaudoin numbers are better. off

22 / 35D	Does this meet our criteria?
YES	NO
Balance	Boundaries are not natural for Florence Meares / CH Norton with 22
Stable with 35	Proximity issues
Good proximity	Proximity issues with triangle in FI with 22 & 35
Balance FI not so great English	Split between 2 schools
CH Norton closer to OTG with 22	CH Norton numbers drop by Yr 2 with 35
	Triangle FI better at Charles R. Beaudoin
	# Alton portables

27 Does this meet our criteria?	
YES	NO
Strong on balanced enrollment approach (compared to other scenarios) for overall #'s not by French / English programs	Potential issues for FI enrollment
Good on proximity	French (FI) not viable at Florence Meares & Charles R. Beaudoin
French uses an existing boundary between CH Norton and Clarksdale	French program in Alton split
	# Alton portables
	Bus to Charles R Beaudoin (NE)

35A,B,C Does this meet our criteria?	
YES	NO
Balances French enrolment – not creating another FI school	Florence Meares #'s drops significantly – will lose resources – no balance of enrolment in a,b,c – long term
Good proximity	FI proximity for triangle not optimal (triangle to Charles R Beaudoin)
Boundaries are clean and sustainable	OP starts to get to capacity
Tbd area can be managed	Rollin Meadows and Clarksdale's #s drop
	# Alton portables

Following scenarios will be presented to the open house – 35C, 27, 22/35D – with a grand parenting tweak for 22

Can we propose at open house grand parenting – students in second last year can they finish their last year in their existing school. Clarksdale students would go to ??

Open House – December 6

Proposed plan/agenda

Welcome
 Purpose of meeting
 Meeting norms
 Introductions
 Boundary review process
 Role of the boundary review committee
 Criteria utilized in assessing scenarios
 Presentation of scenarios
 Feedback process
 Next steps and timeline for decision
 Adjournment

BRC speakers to roles, criteria, process

Should we post all scenarios or the three the committee has come to concuss on? Do not have to justify the work that has been done but can point out how the committee reached the 3 scenarios. Steering committee will discuss and make a decision on what will be published.

Communication

Send out all scenarios or just the 3 by next Monday, will be an email to all affected schools.

Next Meeting – December 13 MMR – Gym 7:00 – 10:00 PM