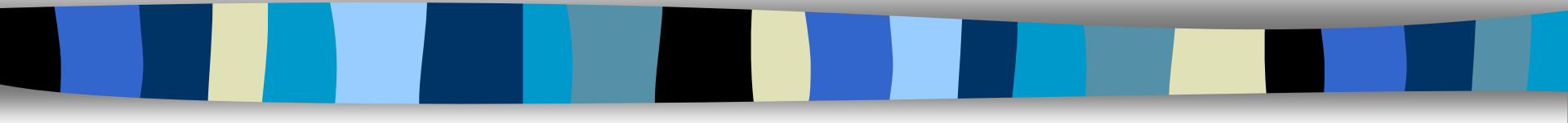


# Boundary Review for ERA 103 in Southeast Burlington



Public Information Meeting  
May 5, 2014  
7:00 pm  
Robert Bateman High School



# AGENDA

## 7:00 PM Information Presentation

- Welcome and Purpose of Meeting
- Introductions
- Boundary Review Process
- Role of the Boundary Review Committee
- Criteria utilized in selecting scenarios
- Scenario selection process
- Presentation of Scenarios 3A, 5A, and 8
- Feedback process
- Next steps and timeline for decision
- Adjournment

## 7:30 PM Open House



# Purpose of Meeting

- To share information about the boundary review process for ERA 103
- To review scenarios for the boundaries
- To provide members of the public with an opportunity to provide feedback on the scenarios



# Why A Boundary Review?

At the February 19, 2014 Board meeting a report was presented outlining the current English enrolments and the 2014 – 2015 projections for Pineland, Martin Street, and E.W. Foster.

- As a triple grade configuration has been possible (due to 23 or fewer students enrolled in three consecutive grades for two consecutive years) the School Superintendent will consider and may recommend for Board approval a boundary review.



# Board Recommendation

Be it resolved that the Halton District School Board approve a Boundary Review for ERA 103 which will address English Programming pressures at Pineland Public School effective 2015 -2016 school year; and that recommendations be presented to the Board no later than June 2014.



# Context

- History of low English enrolment at Pineland
- Pineland English program review conducted in 2010 to address low enrolment, resulting in no change to program delivery at Pineland
- However, school opened to optional attendance for grades 1 – 8 to augment English population, but this had little impact to enrolment in English program
- Ongoing Bd monitoring of enrolment patterns (LTAP)
- Board reports brought to Bd in Spring of 2013 & 2014 regarding exceptionally low grade 1 enrolment
- September 2013 & 2014, grade 1 English students have been redirected to neighbouring schools rather than creating a triple grd combined program (e.g., grd 1, 2, 3)

# Boundary Review Process

- STEP 1 Boundary Review Steering Committee (BRSC) consisting of Board staff and trustees review enrolments, school capacities and programs. Initial boundary scenarios are generated.



- STEP 2 Boundary Review Committee (BRC) established, consisting of members of the BRSC and representatives from the affected school communities. BRC engages in a process to generate scenarios for consideration.



# Boundary Review Process Cont'd

- STEP 3 Boundary Review Steering Committee receives scenarios, and shares scenarios with community for information and feedback.



- STEP 4 Boundary Review Committee reviews community feedback, considers revisions, and makes recommendations to the Boundary Review Steering Committee.



- STEP 5 Boundary Review Steering Committee makes recommendation to the Director. Director takes recommended option to Trustees and/or may revise the recommended option prior to taking it to Trustees. Delegations to the Board occur within the timelines for the boundary review process. **Board of Trustees make the final decision.**





# Boundary Review Steering Committee Composition

- Trustees for the affected schools
- Superintendents for the affected schools
- Superintendent of Program Services
- Superintendent of Student Services
- Superintendent of Business Services
- Planning Department Staff
- Associate Director
- BRC Co-Chairs (appointed by the Director)



# BRC Composition

- 3 parent representatives of students in the home school areas from each of the affected schools
  - Pineland
  - Mohawk Gardens
  - Frontenac
- Members of the BRSC (Boundary Review Steering Committee)



# Role of the BRC

- To utilize established criteria for the selection of boundary scenarios
- To review proposed scenarios, suggest revisions, and create new scenarios
- To recommend scenarios to be presented to the community for input and feedback.
- To review community feedback and make recommendations to the Boundary Review Steering Committee.

# Criteria to Measure Impact & 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
- Keeping cohorts together
- Other criteria recommended by committee or community members



# The Boundary Review Process

- The Boundary Review Steering Committee and Boundary Review Committee met regularly to explore and assess all possible boundary scenarios.
- Over the course of 3 meetings, the Boundary Review Committee narrowed 16 scenarios down to 3 to be shared with the public.
- All 16 boundary scenarios are available on the Board website ([www.hdsb.ca](http://www.hdsb.ca) – ERA 103 link).

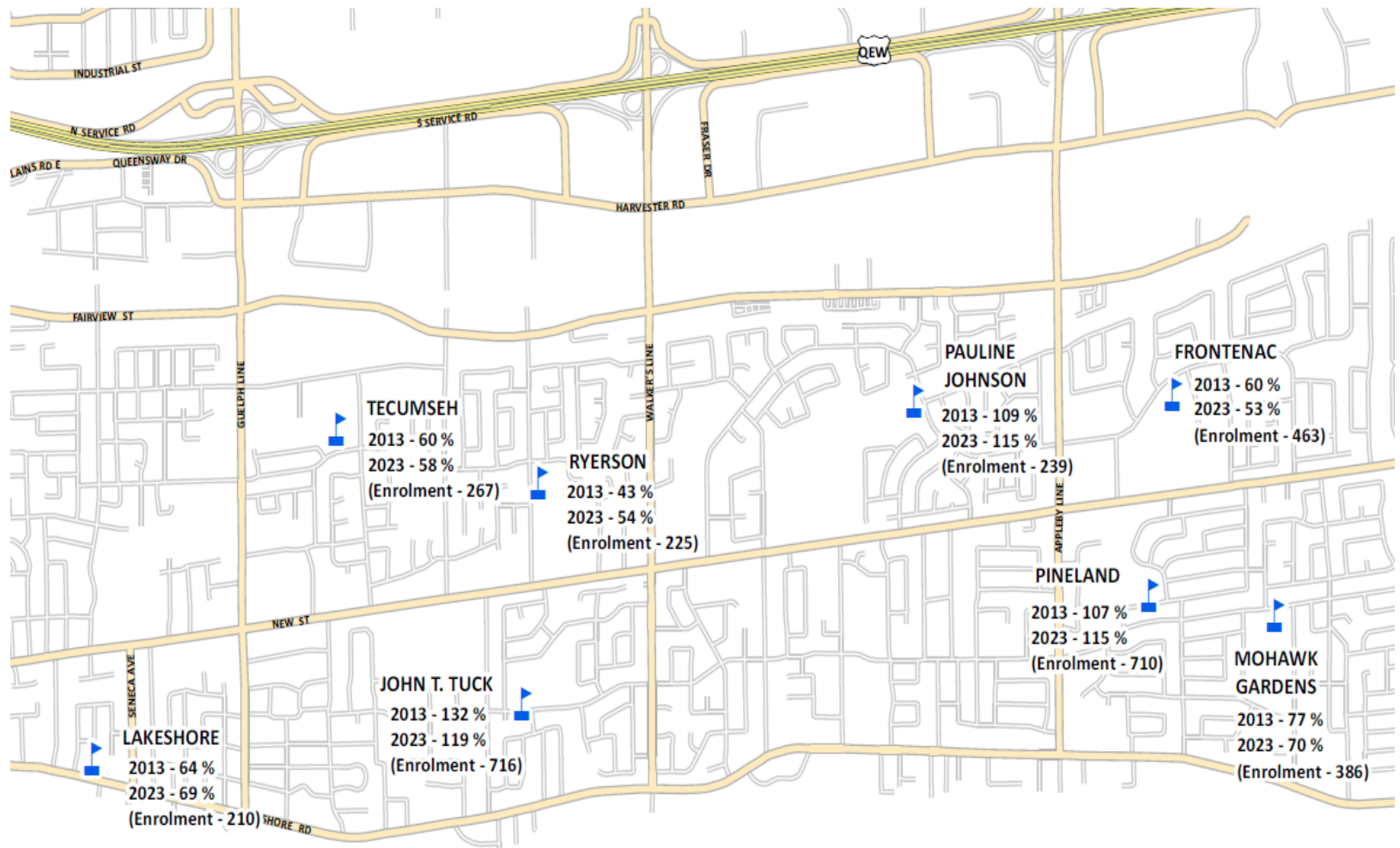


# Why just ERA 103?

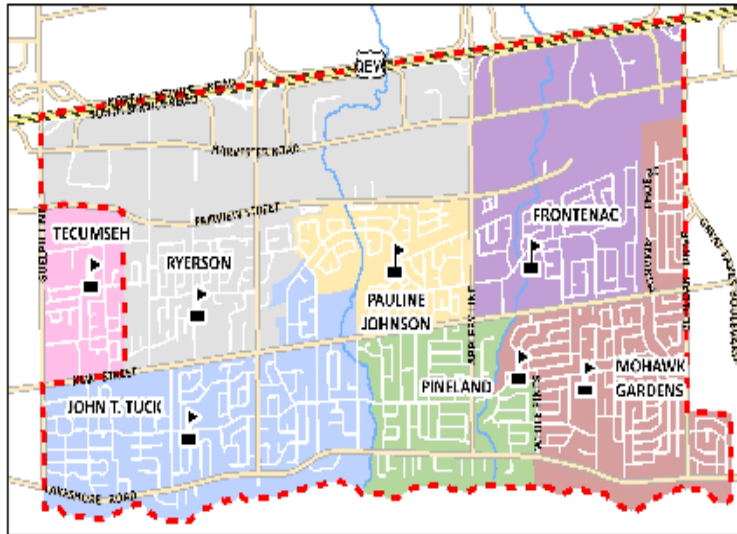
This was a question raised by the BRSC and the BRC. Allow for the option of extending the English boundary for Pineland into ERA 102? **No**, because:

- Low enrolment across south Burlington (slide 15)
- Role of BR to deal with issue, while minimizing impact
- Have utilization within ERA 103 to address the issue
- In solving one issue, you can create others (e.g., Pauline Johnson)
- Accommodation pressures at Pineland (107% utilization)

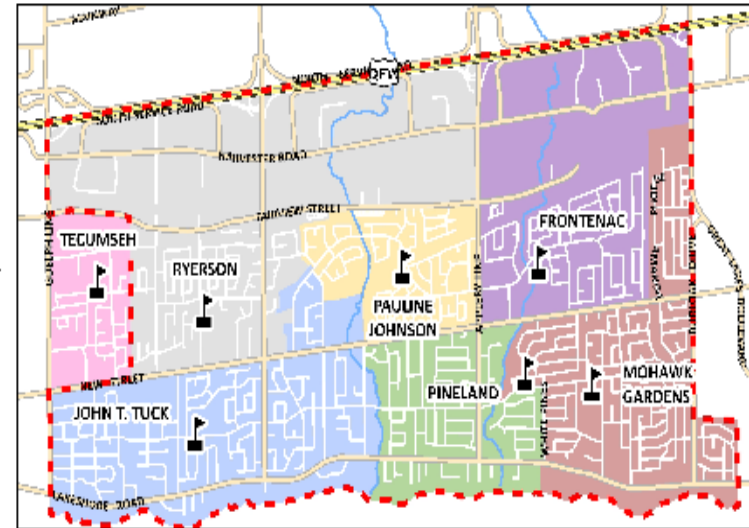
# South Burlington Utilization Rates



# Current Boundaries for ERA 103



English Program  
Kindergarten Boundary  
Grades JK - SK

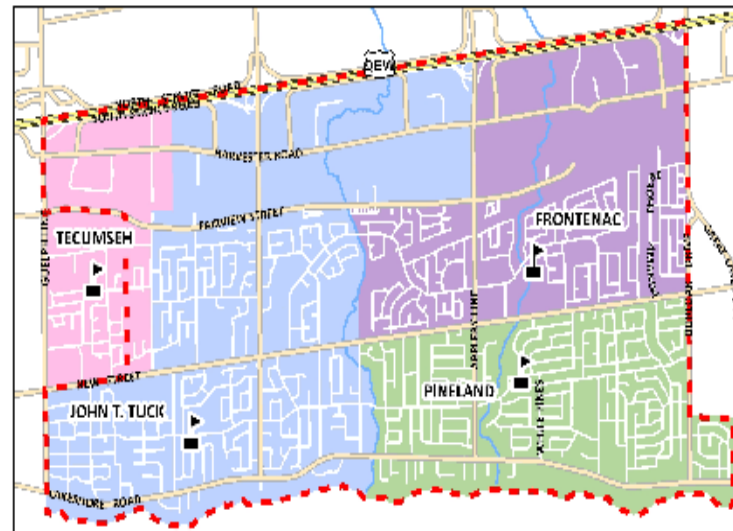


English Program  
Junior Boundary  
Grades 1 - 6

Pineland: JK – 8 ENG  
1 – 8 FI  
7 – 8 (MG ENG)

Mohawk: JK – 6 ENG

Frontenac: JK – 8 ENG  
7 – 8 (MG ENG)

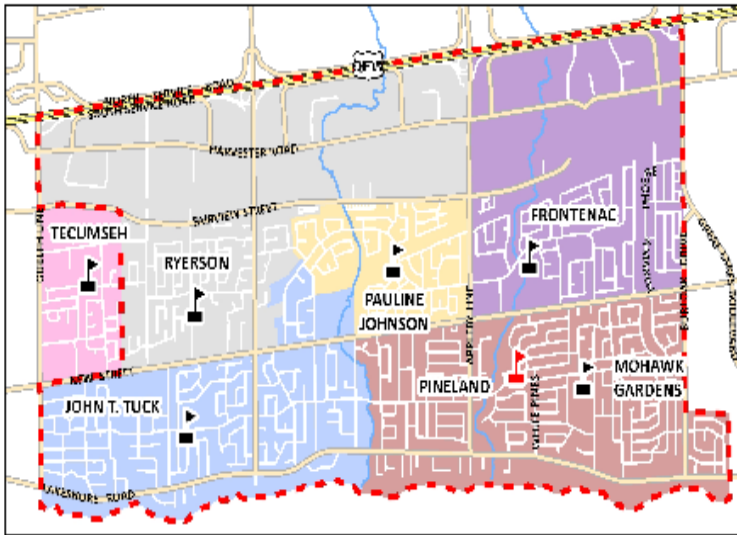


English Program  
Senior Boundary  
Grades 7 - 8

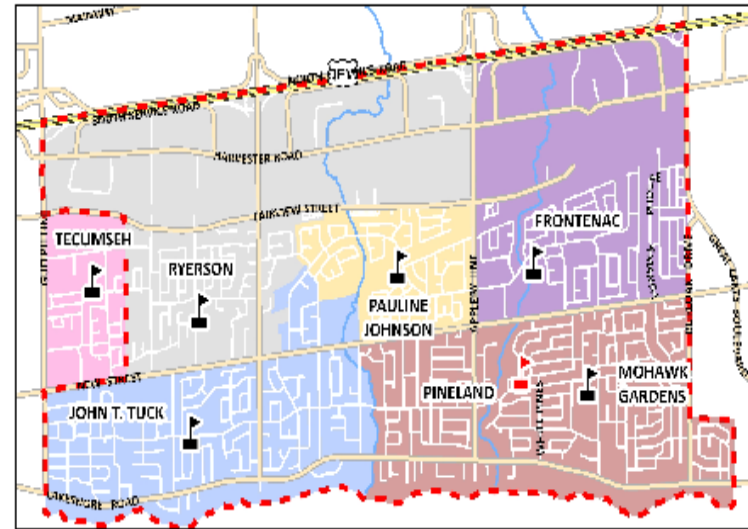
-- Pineland FI Boundary



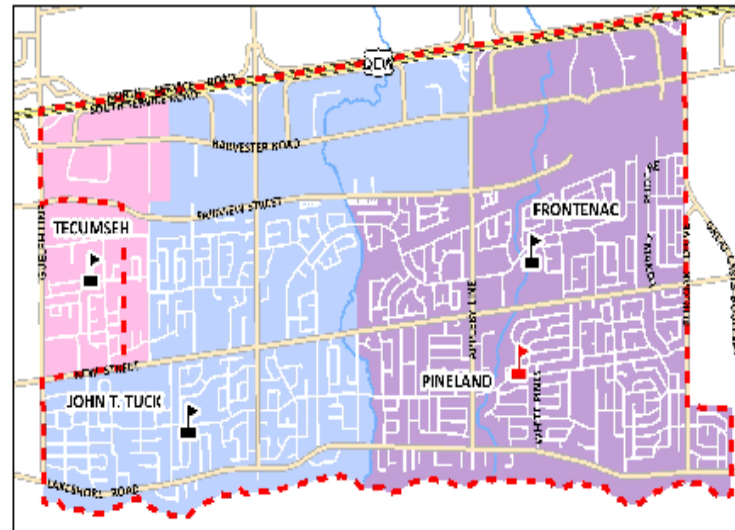
# Boundary Scenario 3A



English Program  
Kindergarten Boundary  
Grades JK - SK



English Program  
Junior Boundary  
Grades 1 - 6



English Program  
Senior Boundary  
Grades 7 - 8

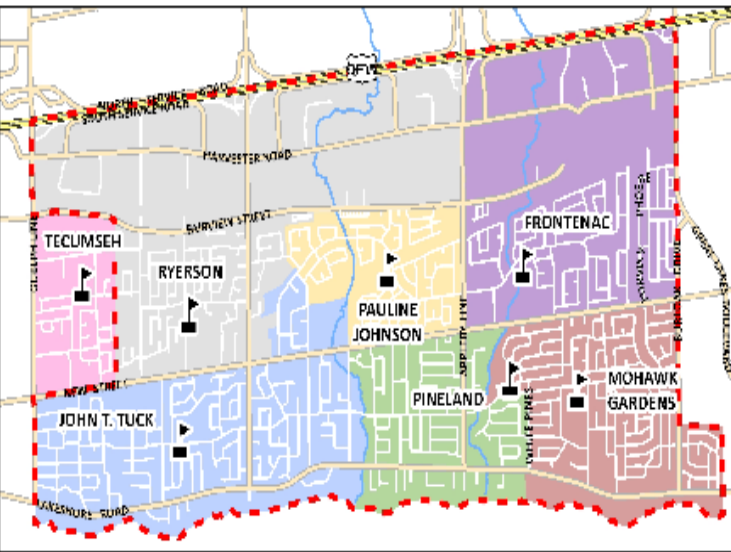
Pineland: 1 – 8 FI

Mohawk: JK – 6 ENG

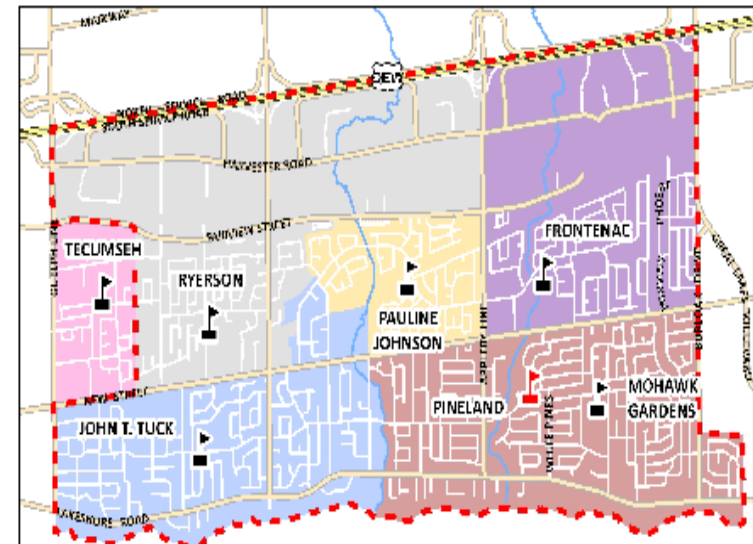
Frontenac: JK – 8 ENG  
7 – 8 (MG ENG)

-- Pineland FI Boundary

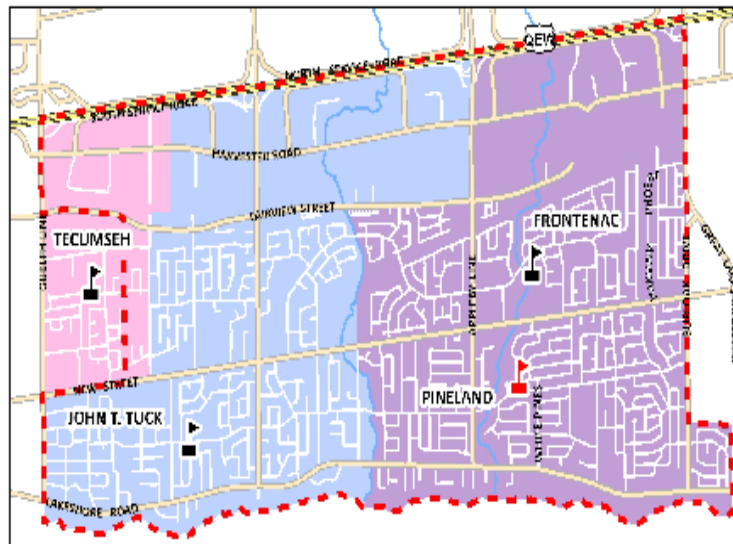
# Boundary Scenario 5A



English Program  
Kindergarten Boundary  
Grades JK - SK



English Program  
Junior Boundary  
Grades 1 - 6



English Program  
Senior Boundary  
Grades 7 - 8

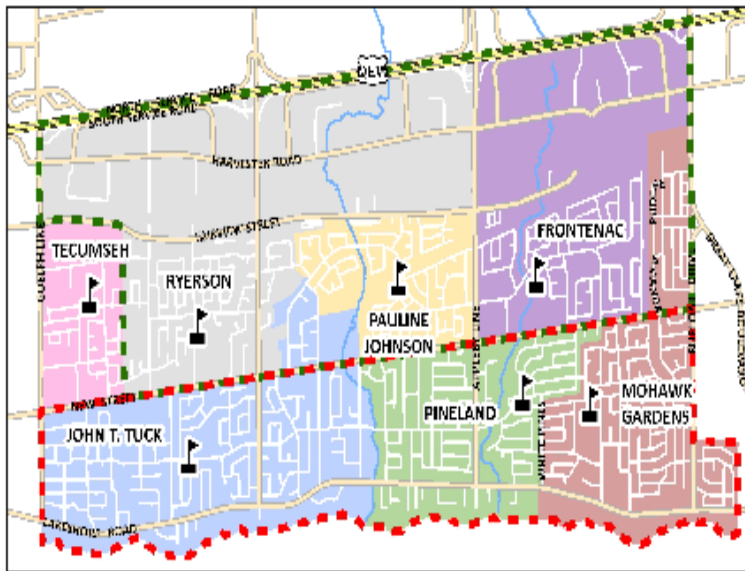
Pineland: JK – SK ENG  
1 – 8 FI

Mohawk: JK – 6 ENG

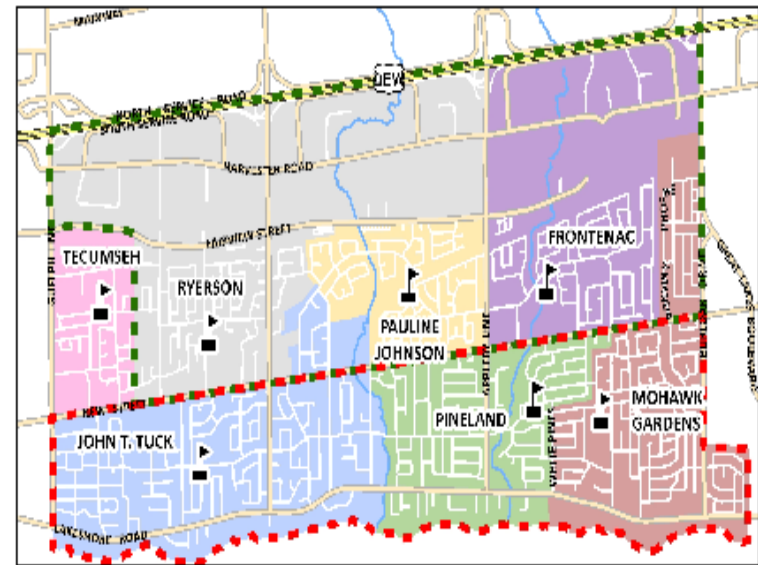
Frontenac: JK – 8 ENG  
7 – 8 (MG ENG)

-- Pineland FI Boundary

# Boundary Scenario 8



English Program  
Kindergarten Boundary  
Grades JK - SK

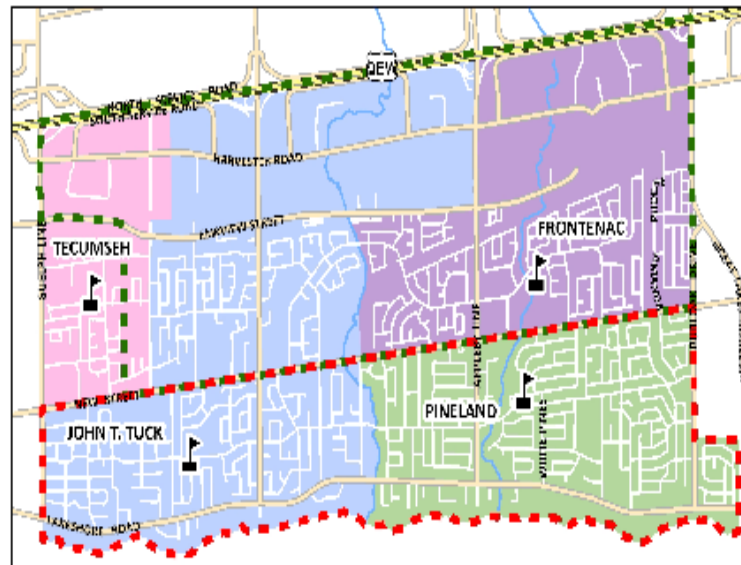


English Program  
Junior Boundary  
Grades 1 - 5

Pineland: JK – 8 ENG  
1 – 8 FI

Mohawk: JK – 6 ENG

Frontenac: JK – 8 ENG  
7 – 8 (MG ENG)  
1 – 8 FI

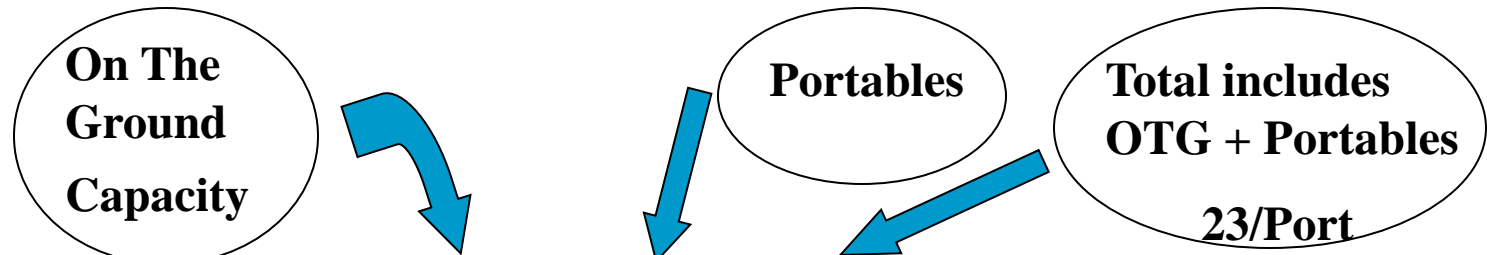


English Program  
Senior Boundary  
Grades 7 - 8

-- Pineland FI Boundary

-- Frontenac FI Boundary

# Meaning of the Headings in the Charts



On The Ground Capacity

Portables

Total includes OTG + Portables  
23/Port

Program	OTG	Port	Total	2011	2012	2013	2014
ENG	1347	12	1623	944			
FI				139			
				1083			



# Feedback Process

- Feedback Forms are available on-line at *www.hdsb.ca*
- **Please provide your feedback by Monday, May 12<sup>th</sup> at 12:00 pm**
- Further questions or comments please contact the Planning Department at (905) 335-3663 or at *plan@hdsb.ca*



# Next Steps

- Feedback from the public consultation process will be collated and provided to the Boundary Review Committee for review.
- The BRC will use this information when confirming their recommendations to the Boundary Review Steering Committee.
- Boundary Review Steering Committee makes recommendations to the Director.
- Director takes the recommended option(s) to Trustees and/or may revise the recommended option(s) prior to taking it to Trustees
- Trustees will make final decision on the boundary.



# Timeline for Decision

- Recommendation(s) provided to trustees on June 4<sup>th</sup>.  
Decision by trustees on June 18<sup>th</sup>.
- Opportunity for the community to delegate at a Board meeting
- Notice to community on when recommendations regarding the boundary will be submitted to trustees
- Recommendations will be posted on Board website prior to Board meeting (**[www.hdsb.ca](http://www.hdsb.ca)**)