



# Halton District School Board

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David Euale, *Director of Education*

Kelly Amos, *Chair of the Board*

## **NE Oakville #1 ps Boundary Review Committee Meeting December 8, 2014 7 – 9 p.m. White Oaks Secondary School**

**Present:** Scott Podrebarac, Julie Hunt Gibbons, Dom Renzella, Lauren Choi, Kelly Amos, David Euale, Stuart Miller, Rob Eatough, Anita Ashton, Carl Ma, Julie Watson, Stephen Clinton, Hiba Rizvi, Alexandra D’Cunha, Ally Cooper

**Regrets:** Tricia Dyson, Michelle Francis, Ann Harvey-Hope

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### **Welcome back everyone**

Spectators acknowledged and welcomed and reminded that their role is non-participatory

Minutes: passed as presented.

### **Review of:**

- Agenda
- Powerpoint to cover purpose of Boundary Review Committee,
- HDSB website,
- feedback to date – most focused on Scenario #9 and was from Sunningdale parents who live in River Oaks catchment (feedback was not unanimous). Emails to Julie and Kelly were copied to [plan@hdsb.ca](mailto:plan@hdsb.ca) so that all responses are collated together. Parent reps commented that making River Oaks dual track was not anticipated and so some people were surprised. Clarified that emails do not receive response. If response contains question, then questions are extracted for answers on website side bar under “Questions and Answers”.

**Question:** When does decision go to trustees?

**Answer:** Trustee Kelly Amos explained the presentation is made to the Board on February 4, 2015 and the decision made on February 18, 2015

### **Further review of:**

- Product goals
- Process goals
- Tentative timelines

Explanation of remaining scenarios 2, 7, 9. If there is an (a) it means that scenario is similar to the previous number but boundaries and phasing-in of FI may be a bit different.

**Carousel work:** Be sure to look at **strengths** of each scenario and **areas of concern**.

Criteria to use will be left up on screen. Same groups as last week, 1 River Oaks parent and 1 Sunningdale parent. One group of 3 in absence of Michelle.

New scenarios were created as a result of the discussion from last week. Scenarios extended the “dip” boundary. Plus the idea of opening 2 dual track schools with River Oaks opening with only Gr 1 FI.

**Question:** Scenario #10 covers more area than #7 but numbers lower . **Answer:** Because FI opens with fewer grades

Walk through Scenario #11. English and FI boundaries are completely north of Dundas. Will open FI Gr. 1-5 in NE Oakville #1.

Explained pages with student numbers.

Transportation maps – many students transported not because they live beyond the 1.6 km. boundary but because there are no crossing guards for busy streets.

River Oaks OTG is 636. If it stays English track only and the NE Oakville students are removed, the projected numbers will go below 300. Lower numbers cause more splits, specialist teacher numbers down etc.

Reviewed grade progression charts. No questions.

We assume we will have another new school in North Oakville in 2-3 years but can't rely on that when projecting these numbers. Funding for another new school depends on the Ministry of Education funding.

Get into groups and respond to questions on bottom of Scenario charts in T-formation as Strengths / Areas of Concern

### Scenario 10

POSITIVE	NEGATIVE
<ul style="list-style-type: none"><li>• Good relief for River Oaks</li><li>• New boundary keeps kids close to NE Oakville #1</li><li>• Better class sizes for FI</li><li>• Smoother transition of grades into the FI program</li></ul>	<ul style="list-style-type: none"><li>• Not enough relief for Sunningdale (gradual entry to NE Oakville #1 doesn't provide enough impact)</li><li>• FI students in “dip” would have moved 3 times</li><li>• Natural boundaries (Dundas)</li><li>• Will it be enough of a “dip” long term to sustain enrollment – will people move out of that area and then numbers won't support?</li></ul>

## Scenario 2

POSITIVE	NEGATIVE
<ul style="list-style-type: none"> <li>• Good relief for River Oaks</li> <li>• Only temporary relief for River Oaks</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough relief for Sunningdale</li> <li>• FI track at 30% of population</li> <li>• FI boundary too small</li> <li>• Will take longer to demonstrate the need for a new school</li> <li>• Not consistent enrollment at River Oaks (up and down)</li> <li>• North of Dundas very has a large catchment area – multiple student moves likely</li> </ul>

## Scenario 2(a)

POSITIVE	NEGATIVE
<ul style="list-style-type: none"> <li>• Good relief for River Oaks</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough relief for Sunningdale</li> <li>• FI track at 30% of population</li> <li>• FI boundary too small</li> </ul>

## Scenario 7

POSITIVE	NEGATIVE
<ul style="list-style-type: none"> <li>• Better relief for River Oaks and Sunningdale</li> <li>• Shorter commute to new school for those in “dip”</li> <li>• Balance enrollment across 3 schools</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption for Sunningdale students currently in “dip”. Will possibly have moved 3 times</li> <li>• Relief could still be better for Sunningdale</li> <li>• But will have to cross Dundas which is a natural boundary</li> <li>• Kids could be in 2 or 3 different schools in same family</li> </ul>

## Scenario 7(a)

POSITIVE	NEGATIVE
<ul style="list-style-type: none"> <li>• Better grandfathering</li> <li>• Provision for Grades 6, 7, and 8</li> </ul>	

## Scenario 11

POSITIVE	NEGATIVE
<ul style="list-style-type: none"> <li>• Longer term relief</li> <li>• Dual track option</li> <li>• Phasing-in of FI program with Gr 1</li> <li>• ? possibility of Optional attendance</li> <li>• Could demonstrate need for another new</li> </ul>	<ul style="list-style-type: none"> <li>• Could disrupt family groupings (FI) (consider exception for OA if families have various grades ie: 1 &amp; 3)</li> <li>• Dual track perception vs. single track</li> <li>• Change programming - questions around</li> </ul>

school quickly <ul style="list-style-type: none"> <li>• No moving of existing students</li> <li>• Long term boundaries – stable, natural (not above Dundas), walk-to</li> <li>• Meets demand for FI</li> </ul>	Gr. 1 funding for French <ul style="list-style-type: none"> <li>• Staff changes / turnover</li> <li>• New school to capacity in 2+ years</li> <li>• Maybe inefficient use of resources</li> </ul>
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### Scenario 9

POSITIVE	NEGATIVE
<ul style="list-style-type: none"> <li>• Accommodation in permanent facilities with minimal portables</li> <li>• Stable long term boundary</li> <li>• Viable 3's dual track school</li> <li>• Create a new dual track culture at River Oaks and walk-to school</li> <li>• Cut busing costs down with more walk to families</li> <li>• Keeps SK-8 grouping consistent with dual track</li> </ul>	<ul style="list-style-type: none"> <li>• Displacement for a large number of families – cohort break-up</li> <li>• Community concern</li> <li>• River Oaks is a heavily populated and entrenched in Sunningdale community</li> <li>• More dramatic change in a super short period of time</li> <li>• Old geographic boundary – breaking up existing community</li> <li>• New school not being dual track will create similar issues longer term</li> <li>• Seems unreasonable to not open a dual track school</li> </ul>

### Scenario 9(a)

POSITIVE	NEGATIVE
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### Breaking for “dotmocracy”.

Emphasized before exercise that we are not looking to find “the right answer” tonight...we will most likely have 3 scenarios to take to Public Information Night on January 8, 2015. Then there will be an opportunity for more feedback electronically.

Instead of voting for the preferred scenarios, will vote “off” the choices you think have the least merit. Flipping the vote so that **stickers go on scenarios you don't like**.

Scenario 2 has 4 dots and 2(a) has 3 dots with 3 more dots straddling the divide

Scenario 7 has 3 dots with 1 straddling the divide with scenario 7(a)

Scenario 9 has 9 dots and scenario 9(a) has 4 dots

Scenario 10 has 4 dots

Scenario 11 has 2 dots

Scenario 2 and 2(a) have the most dots so they will both be eliminated

- Scenario 9(a) leaves numbers still over capacity at Sunningdale
- Scenario #11 would have all 3 schools having an FI component

- If you have too many schools that offer FI they can, in a matter of a few years, turn totally FI. We know that in Oakville, those in kindergarten in a dual track school are more apt to choose FI.
- When there is so much variability it is hard to make a decision.
- Could we have an expansion of Scenario #10 by bringing the “dip” down further?.
- The “dip” breaks the community – they are River Oaks families.
- Sunningdale, would you prefer more movement now to alleviate overcrowding or would you want to wait until there is a second elementary school in NE Oakville
- If there is a scenario that leaves NE Oakville #1 with a low student population for a few years why put more kids there only to move them again to next school in 2 or 3 years?

**Are we comfortable with these choices as they remain?**

- Could we have a Scenario 11(a) with Gr 1-3 FI?
- Would like to minimize student displacement.
- James W. H opened Gr 1-5 FI

**Communication this week** will be similar to last synervice. Discussion on communication of synemail.

Next week we will look at remaining scenarios with thoughts of looking toward Public Info Night. Will look for BRC volunteers to speak to process.

Question was asked if we could have a short 2 page sheet explaining each scenario for the stakeholders.

We could add a link as opposed to large attachment.

On line feedback following Public Info Night will be extracted and sent to our Research Department to collate.

Everyone has made excellent suggestions. Bring forward any suggestions from others or ask them to email their suggestions to Superintendent of Education, Scott Podrebarac ([podrebaracs@hdsb.ca](mailto:podrebaracs@hdsb.ca)), Superintendent of Education, Hunt Gibbons ([huntgibbonsj@hdsb.ca](mailto:huntgibbonsj@hdsb.ca)), or the Planning Department at [plan@hdsb.ca](mailto:plan@hdsb.ca).

Meeting adjourned at 9:15 p.m.

**Next Meeting:        Tuesday, December 16, 2014**  
**7 – 9 p.m.**  
**White Oaks Secondary School**  
**Room A128**