



# Halton District School Board

## ERA 103 Boundary Review Committee

### Minutes


Tuesday, April 22, 2014

7:00 – 9:00 PM

Nelson High School – Library

**Present:** Yaw Obeng, Amy Collard, Donna Danielli, Rob Eatough, Domenic Renzella, Michelle D’Aguiar, Denise Pearson, Jeff Blackwell, David Euale, Julie Bertoia, Janice Currie, Stephanie Medeiros, Margo Shuttleworth, Chris Wilson, Jamie Boles, Donette Markland-Susnik, Horice Wiles



**Absent:** Tricia Dyson, Lucy Veerman, Melanie Kerr

| ITEM        | DISCUSSION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ACTION | WHO |
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| YAW         | <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Send questions via e-mail to Yaw.</li> <li>• We have some regrets but all schools are represented.</li> <li>• Last week the group worked in the best interest of all the students.</li> </ul>                                                                                                                                                                                                                                                                                   |        |     |
| DONNA & ROB | <div style="text-align: center;"> <br/>           ERA 103 BRC<br/>           Meeting.April 22.2014         </div> <ul style="list-style-type: none"> <li>• Boundary review slides.</li> <li>• Looked at the actual website. Check for updates.</li> <li>• Meetings open to the public. Observers are here to observe. Committee needs to do the work.</li> <li>• We have careful representation.</li> <li>• Rob added grand parenting slides.</li> </ul> |        |     |

| ITEM | DISCUSSION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ACTION | WHO |
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|      | <ul style="list-style-type: none"> <li>• Review of Process Goals.</li> <li>• Ideal committee looks at the overall balance of all schools.</li> <li>• Review of the timelines.</li> <li>• Select a few scenarios to bring to the Public Consultation meeting.</li> <li>• Consensus process.</li> <li>• Goes to the Director and the Director brings the recommendation to the Board.</li> <li>• Process open and transparent. Gives trustees more time to talk about the BRC.</li> <li>• Criteria discussion. Resources will bring clarity to the criteria. These are things that have come up in past BRC's.</li> <li>• Transportation map does not include students west of Appleby &amp; New St. intersection. Crossing guards will be placed at Appleby &amp; New. New is 60 Km but during school hours down to 40 Km. Four lanes of traffic. Municipality responsible for Crossing Guards. Transportation may be evaluated after a decision is made.</li> <li>• Scenarios can be changed. Right fit for the community. To be eligible for bussing is 1.6 Km. Safe path.</li> <li>• Comments from the first meeting. Transportation added. Balance between English and FI at Pineland. Should we look at the balance of English vs. FI. (Scenario 8).</li> <li>• Reality is that parents will put them back in English if they had the chance at their home school.</li> <li>• Home school should offer dual track.</li> <li>• Parents who choose FI the students do not go to their home school.</li> <li>• Primary reason we are here is the English program at Pineland. We have to look at the overall outcome for kids.</li> <li>• Balance – Can your child do well in FI?</li> <li>• Do not lose focus of the warrant.</li> <li>• Committee report updates and Donna will report back.</li> </ul> |        |     |

| ITEM           | DISCUSSION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ACTION | WHO |
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| DOM & MICHELLE | <div data-bbox="850 115 913 175" data-label="Image"> </div> <p data-bbox="779 180 984 228" style="text-align: center;">Pineland 2014<br/>Boundary Review Lay</p> <ul data-bbox="443 240 1318 1435" style="list-style-type: none"> <li>• Review of “A” component. Small area above New Street goes to Frontenac.</li> <li>• Scenario 8 Pineland remains dual track and Frontenac becomes dual track.</li> <li>• Kids go to Mohawk and some at Pineland – More school changes for students. Grade 7 &amp; 8 English students feel like it is not their school as they are at the FI school. Better balance if dual.</li> <li>• Scenario 8A impacts Mohawk Gardens and Frontenac.</li> <li>• Warrant – what does this do? Still going to have really low English numbers.</li> <li>• Does attrition factor into this scenario? It is 5% per grade that the students go back to English.</li> <li>• Numbers do not increase. Still have triple grading.</li> <li>• Children choosing FI and why. Cannot be controlled or predicted. English at Pineland is a second choice. Same thing is happening at Mohawk Gardens.</li> <li>• Single track is not a unique situation. Yaw had three children in three different schools.</li> <li>• Charles Beaudoin used to be a balanced school but it no longer is balanced. Parents are making choices that we cannot predict. If parents live close to the school then they normally choose FI in their home school.</li> <li>• Had to add FI to Orchard Park. All the schools have a higher FI enrollment.</li> <li>• There is no perfect solution because of geography, etc.</li> <li>• Appreciate option 8, have not seen evidence of FI being right or wrong. Public education English vs. FI. A child has to attend another school farther from home. English students having to move to another school.</li> <li>• Students can see Pineland and have to go to Mohawk Gardens, it is just the way the boundaries are situated.</li> </ul> |        |     |

| ITEM        | DISCUSSION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ACTION                                                                                                                                                                                                                                                                                                                                                                                                                     | WHO                                                    |
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|             | <ul style="list-style-type: none"> <li>• Schools have a capacity.</li> <li>• What is the best scenario for all of the children.</li> <li>• Scenario 8 just takes the FI kids out of the school. Trying to create a fake balance. English is still low and the English kids will still feel like a minority.</li> <li>• What uptake did you use. Uptake of Pineland or Mohawk Gardens. Pineland’s uptake when expanding their area.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                        |
| DONNA & ROB | <ul style="list-style-type: none"> <li>• Group work to include resource – to use on scenarios.</li> <li>• Part two – are there any scenarios that must come off the table? Can we tweak some scenarios?</li> <li>• Resource explaining additional staffing for schools. At what point do you get a VP, etc.</li> <li>• Next steps – make some decisions. What do you like? What do you least like? Five strips, scenarios laid out place stickers on the scenarios you like best. This is not a vote just an idea as to which scenarios you like or dislike.</li> <li>• Scenario 1 – 0 votes – move to take off the table</li> <li>• Scenario 1A – 0 votes – move to take off the table</li> <li>• Scenario 2 – 0 votes – move to take off the table</li> <li>• Scenario 2A – 0 votes – move to take off the table</li> <li>• Scenario 3 – two votes – Will this jeopardize Mohawks population? – Decision made to keep on the table.</li> <li>• Scenario 3A – 9 votes – keep it on the table</li> <li>• Scenario 4 – 0 votes – move to take off the table</li> <li>• Scenario 4A – 8 votes – keep on the table</li> <li>• Scenario 5 – 0 votes – move to take off the table</li> <li>• Scenario 5A – 11 votes – keep on the table</li> <li>• Scenario 6 – 0 votes – move to take off the table</li> <li>• Scenario 6A – 0 votes – move to take off the table</li> <li>• Scenario 7 – 0 votes – move to take off the table</li> <li>• Scenario 7A – 0 votes – move to take off the table</li> <li>• Scenario 8 – 0 votes – move to take off the table</li> <li>• Scenario 8A – 5 votes</li> </ul> | <ul style="list-style-type: none"> <li>• Scenarios up on the website tomorrow.</li> <li>• Links to be sent to the three schools and they can send them to their school community via Synervoice e-mail.</li> <li>• Public Consultation meeting date should be communicated to all three schools.</li> <li>• Any suggestions or tweaks should be communicated to Yaw by Thursday, April 24<sup>th</sup> at noon.</li> </ul> | <p>Michelle</p> <p>Yaw</p> <p>Yaw</p> <p>Committee</p> |

| ITEM                | DISCUSSION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ACTION | WHO |
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|                     | <div style="text-align: center;"> <br/>           Short List Scenarios<br/>           2.pdf         </div> <ul style="list-style-type: none"> <li>• Narrowed down from 16 scenarios to 5.</li> <li>• Next meeting we will narrow down again.</li> <li>• How can we make this better?</li> <li>• Question raised, can we involve Pauline Johnson? Yaw will get back to them.</li> <li>• What has been communicated to school community?</li> <li>• Pineland – Package sent out via Synervoice e-mail. Going to council next week.</li> <li>• Mohawk – Nothing sent out.</li> <li>• Frontenacc – Sent package via Synervoice e-mail.</li> <li>• E-mail Yaw with any suggestions.</li> <li>• Administrators to send to other groups i.e. Home &amp; School.</li> <li>• Some schools could move Parent Council meeting dates so that they can go to the Public Consultation.</li> <li>• Website – Is there anything else you would like to see on the website? - Michelle’s chart of English.</li> </ul> <div style="text-align: center;"> <br/>           Pineland Eng.pdf         </div> <ul style="list-style-type: none"> <li>• Is there anything else that we need to communicate? Talk about it with your school community.</li> <li>• Electronic Survey (Tool) – Dom – After the Public Consultation.</li> <li>• Are you ok sharing this information? Do you need anything?</li> </ul> |        |     |
| ROB –<br>NEXT STEPS | <ul style="list-style-type: none"> <li>• Tuesday, April 29th at 7:00 PM – Robert Bateman - Library</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |     |