



Halton District School Board

ERA 103 Boundary Review Committee

Minutes


Tuesday, May 13, 2014

7:00 – 9:00 PM

Robert Bateman 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, Margo Shuttleworth, Chris Wilson, Jamie Boles, Donette Markland-Susnik, Horice Wiles, Melanie Kerr, Tricia Dyson,

Absent: Lucy Veerman, Stephanie Medeiros,

ITEM	DISCUSSION	ACTION	WHO
DONNA & ROB	<ul style="list-style-type: none"> • Welcome  ERA 103 Final BRC Meeting.May 13 2014 • Agenda • Burlington Post miss-quoted • Feedback • 1,200 families in the area – 54 families replied – 28 families were from our area. Small percentage of families. Some of those families are from Oakville. Coming from an advisory group that would like to see FI capped. This is not normal in previous BRC’s. Only the second time the feedback was done online. • Look at the comments • Planning can explain feedback sheets • Pulled off the survey – first pages were from families in the area; 1 most 		

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	<p>preferred, 3 least preferred. One sheet with people who did not provide an address.</p>		
<p>GROUP COMMENTS</p>	<ul style="list-style-type: none"> • Surprised the number of people who voted for #8 • How strongly some people feel about the FI program • Not concentrating on what the warrant is about – hard for people to understand the focus. • A lot about convenience or what is easiest • Lots about safe routes – what will bussing look like? • We have had weeks to wrestle with this stuff then you do the public meeting and it feels like you are starting at ground zero • Not sure if a lot of people have enough insight • Impacts implementation • Keeping the kids together • Optional attendance is not hard to get into • Not surprised the people that are happy in the FI program did not come out. The people that did come out want English in the school. People that are most affected will have the most to say. • No perfect scenario • Commentary on real estate values – a lot of speculation about property values. This is not putting the children first. • Safety is important • People do not look at all of the options • Understand that taking English from Pineland takes away their home school • Breckon closed 8 years ago • Parents would rather have a weak English program than no English program. • If a child cannot handle FI and goes back to English then they have to leave their school • English program at Pineland is failing • Some families will put their children in FI to keep them in the school • What is the quality is the English program - • No grade one English student this year or next 		

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	<ul style="list-style-type: none"> • Identified a slow migration out of the school – do we move all of the English students (rip off the bandage)? • If we provide optional attendance parents can choose • Can you start English at a higher grade? Where does that student come from? • We cannot pull kids from other schools Even if we bring them in at a later grade would mean another transition • Director appreciates this type of feedback. • Some parents do not want grandparenting. Are people going to opt out through optional attendance? • The slower approach allows parents to think about it. It may end up happening on its own but at least the parents have a choice. • Steering committee can tell the Director the BRC’s thoughts • FI study that happened is there an opportunity to have a late immersion? Still on the table, the Board differed it, to consider a grade 5 entry point. If it were implemented it would not come out until 2015. • People panic and put them in grade one. • Do you think the feedback brought up anything that we missed? • Is there anything in the feedback that we should discuss? • Transportation – the first thing they look at is anyone less than 1.6 KM from the school they are not eligible for bussing unless there is a hazard (i.e. no crossing guard) • Some kids in the Frontenac area that are bussed who live North of New Street who do not live farther than 1.6 KM. A small amount of students. • We have no say on crossing guards • Themes – comments similar; based on personal situations; Enhance English; proximity; political FI vs. English. • What do you want the BRC to know and consider about the scenarios? • Scenario 3A – Strengths: <ul style="list-style-type: none"> ○ balance of students at all three schools ○ safe school routes ○ keep cohorts together ○ minimizes moves of students to multiple schools ○ room for growth at each school ○ viable numbers to support both English and French programs 		

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	<ul style="list-style-type: none"> • Considerations: <ul style="list-style-type: none"> ○ JK/SK not offered at Pineland ○ No English program at Pineland ○ Pineland will require portables for several years • Scenario 5A – Strengths: <ul style="list-style-type: none"> ○ Better utilizes Frontenac’s space ○ Maintains Pineland’s home school Kindergarten ○ Optional Attendance could be granted to students in JK/SK who plan to attend FI in grade one at Pineland ○ viable numbers to support both English and French programs at Pineland and Frontenac ○ Safe school routes • Considerations: <ul style="list-style-type: none"> ○ Underutilization of Mohawk Gardens (program viability concerns) ○ No English at Pineland ○ Pineland will require portables for several years • Scenario 8 – Strengths: <ul style="list-style-type: none"> ○ Offers a dual track option at Frontenac ○ Eases FI pressure at Pineland ○ Maintains current boundary for Mohawk Gardens (north of New Street) ○ Safe school routes ○ Slightly better balance of FI to English boundary ○ If child needs to switch back between streams, don’t have to leave the school (only dual track option) • Considerations: <ul style="list-style-type: none"> ○ Doesn’t significantly address the <u>warrant</u> of low enrollment of English at Pineland PS ○ Low numbers at Mohawk Gardens (resulting in combined grades) ○ Costs associated with starting up FI at Frontenac ○ Does not keep cohorts together ○ Pineland will require portables for several years • Product Goals – Do you have any recommendations to make it better the next time we do it. Create a one pager of “what to expect” – Information Evening – make sure there is one parent and one HDSB staff member at each station to answer questions. More organized, where to go, summary 		

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	<p>of what to say. Allow people to look a scenarios ahead of time. Mic.</p> <ul style="list-style-type: none"> • Process Goals - Process is worthwhile but could have shortened the process. Option 8 brought up more discussion. Needed to go through the process as it is not the best option. • Reflection – how can we improve? • Revised timelines: <ul style="list-style-type: none"> ○ June 4 Director’s Recommendation to the Board. ○ June 18 Board vote on Director’s Recommendation. Report is always posted the Friday before the Board meeting (May 30th). Copy will be sent to BRC. You can delegate in favor of the report. 		
ROB – NEXT STEPS	<ul style="list-style-type: none"> • Communication – Make sure your communities are aware. 		Yaw Obeng