

Minutes of March 3 BRC Meeting West Oak Public School

Meeting started at 7 pm.

Action: Last week's meetings minutes distributed. Minutes reviewed. Correction to minutes: Remove last two points under Heritage Glen Council request for additional criteria.

- 1) Chairs advised that the following data would be distributed at tonight's meeting:
 - i) New Scenario 11 – details and map provided.
 - ii) Projections by grade for students in eleven scenarios.
 - iii) Analysis Chart
 - iv) Protocol for Boundary Review Committee

Chairs stressed the importance to remember that the overall goal for the BRC is to have the best impact for the new secondary school without negative impact on existing secondary schools. Chairs reviewed the norms and stressed that the BRC is working on a consensus basis. In the overall accommodation process, the BRC is Step 2 of a five-part process.

2) HDSB Planners gave an overview of Scenario 11 (details in hand-out) and a brief synopsis of Scenario 12 which will be reviewed in detail next week. The grade breakdown of students includes Scenarios 1 – 11.

3) Chairs distributed Analysis Chart of Clarification of criteria for Decision Making incorporating Heritage Glen Council requests. Chair advised that "Fiscal Responsibility" and "Grandparenting of graduating students" had been removed as they were "givens."

Participants were given an opportunity to review Analysis Chart and chairs provided clarification through a question/answer session.

- New School should open with an enrolment that allows room for expansion.
- (i.e. not with max. portables) for point 1 clarity.
- Need to balance transportation with French Immersion programming for point 2 clarity.
- New school will result in reduced Transportation Costs (fewer buses).How much lower costs will be depends on scenario chosen for point 3 clarity.
- Point 5 refers to overall balance in high schools.
- Point 6 refers to program with a school.
- Clarification was provided on use of portables as an interim measure in response to peaks as community matures referring to point 7.
- Add the word "siblings" before "together" in point 11.
- Add a new final point (12) to Analysis Chart – Walking distance to school for more students (proximity)

4) Participants divided into five groups to discuss 11 Scenarios using 12 points on Analysis Chart for recording – input colour coded – green (yes) yellow (maybe) red (no). Suggestion to limit time on each scenario – keep moving to maximize input by groups. Two groups started at Scenario 11, three groups started at Scenario 1 in order to maximize input. Following approximately a 45 minute group discussion, each group reported back to members at large regarding observations regarding this process.

- no perfect scenario
- going to have to compromise
- rarely focused on new school but focused on other schools – entire scenario
- difference in opinions
- splitting of cohorts – affecting FI program more
- broader community – French/English program – other programs difficult for boundary review committee i.e. IB program
- colour coding effective as easily visible to see lots of (red/yellow) in some scenarios (2,4)
- confusion around programming question – duplication of programming side
- programming needs in immediate area
- too much in some of criteria
- difficult to know when to put yellow related to programming
- looking at school in worst case scenario – ie TAB
- need to set ground rules – slowed the process
- FI/English program issues
- student moves
- beginning to understand parameters

Chair reminded everyone that all of the high schools included in this process are top class with great staff. Suggested that teams take notes home – review with all or some team mates if possible – to narrow down scenarios from 11 scenarios to fewer. Next meeting will be reviewing 12 scenarios and prioritizing the criteria. Next week chair advised BRC will be looking at positives and negatives of scenarios.

5) Communication Protocol for BRC

A three-part process was distributed by chairs.

What is it you think you should report back to Council? Use team approach for communication to School Council. Various schools reported their status re communication with individual school community at large. There appears to be variance in communication levels at schools. Communication from Principal is encouraged but contact information of BRC participants is a personal choice. Questions received from School Community should be forwarded to HDSB website. Transparency is important and this means gathering information and sharing information are key. However, because of the large number of scenarios at this time, participants were encouraged to share the following with school community:

- describe process and criteria
- advise of scenario process with/without detailed discussion
- share tonight's process without specifics - don't want distrust or lobbying
- share scenarios when prioritization completed resulting in fewer detailed scenarios

Meeting adjourned: 9:15 p.m