



Halton
District
School
Board

Boundary Review Committee Oakville NE # 2 Public School



Agenda

- Acceptance of notes from Nov 29 meeting
- Correction of slides from Nov 29 meeting
- Purpose and desired outcomes
- Review of the Boundary Review Process (Step 5 & 6)
- Goal for tonight and upcoming meetings
- Community Information Meeting Format
- Discussion of Preferred Scenarios -issues
- Scenarios and maps

Correction Slide # 8 from BRC Meeting # 3

Members of the BRC have pointed out that a title used in the slide decks (BRC meeting 3) and in discussion caused confusion. The explanation of the criteria referred to as "Student experience" in the HDSB resource asks "Does the option demonstrate an effort to reduce the number of school moves a student has experienced". The discussion regarding the impact of high enrollment is more appropriately connected to the criteria of "portables and portapacks" and "balance overall enrollment" in the resource.

The slide title has been changed to "**Possible Impacts of an Over Populated School**" and has been re-posted.

The text in this slide will be included in this weeks notes as you see it written above.

Purpose of Oakville NE ps # 2 BRC

- The purpose of the Boundary Review Committee is to determine who will attend the new elementary school in Oakville.

Process Goals/Norms

- Work collaboratively to examine the initial boundary options generated by the Steering Committee;
- Provide detailed feedback on the initial options, request modifications or additional options, if required;
- Over the course of a number of working meetings and based upon a set of agreed upon criteria, the committee will arrive at one or more preferred options;
- Preferred option(s) submitted to the Steering Committee to be considered for recommendation to Administrative Council and the Director;
- Final recommendations will be developed through a consensus process;
- Parent representatives speak on behalf of all students, regardless of school, program, or grade;
- Staff's role on the committee is as a resource - to respond to inquiries and to provide committee members with the data and administrative experience required to assess options.
- The public is present as observers, they are not permitted to ask questions of the staff or BRC members during the meeting

STEP 5

Boundary Review Steering Committee develops scenarios, and shares scenarios with the BRC for information and feedback.

Boundary Review Committee reviews scenarios and considers revisions, and makes suggestions to the Boundary Review Steering Committee. After public consultation (Jan.10th) consider feedback from community for revisions.

BRSC receives feedback from BRC, along with community and make possible revisions to the recommendations.



STEP 6

Boundary Review Steering Committee makes recommendation to the Director. The Superintendent responsible for the boundary review will write a report with the recommended option. 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**



STEP 7

The Integration Committee will plan for and implement the positive integration of students and staff affected by the boundary decision and relocation into their new school environment. The appropriate Superintendent of Education would act as the Chair of the Integration Committee



Next Meeting

Thursday, January 10 (7:00 – 9:00 p.m.)

White Oaks Secondary School

Theatre- South Campus

BRC Meetings

January 10, 2019 - 7:00-9:00 PM - Public Meeting - White Oaks Secondary School Theatre, South Campus

January 17, 2019 - 7:00-9:00 PM at Oodenawi Public School - Library

Goal for the end of tonight

Approximately 4 scenarios that the Boundary Review Steering Committee can consider for presentation at the public meeting on January 10

Criteria to Measure Impact & Effectiveness of Boundary Options

Possible criteria could include but is not limited to:

Criteria (could include but should not be limited to the following)

- Viability of Program – How many students are required to offer and maintain program in an educationally sound and fiscally responsible way?
- Proximity to schools -- Are opportunities for walk-to schools being maximized, school routes safe, and natural boundaries incorporated into the proposed options?
- Portables and Portapaks -- Are students being accommodated in permanent facilities and is the use of portable classrooms minimized in the proposed options?
- Balance of overall enrolment -- Is student access to programs, resources and extracurricular opportunities being maximized? Is over and underutilization of buildings avoided to the extent possible?
- Stable, long-term boundaries -- Do the projections show long term stability and result in avoiding the need for additional boundary changes in the short term?
- Transportation -- Does the option demonstrate cost effective transportation?
- Fiscally Responsible -- Does the option strive to reduce unnecessary costs?
- Student Experience -- Does the option demonstrate an effort to reduce the number of school moves students have experienced? Are cohorts kept together?
- Other -- Any other criteria recommended by the Boundary Review Steering Committee or Boundary Review Committee

Public Information meeting

Format of the evening

- Short introduction by staff
- Volunteer - 2 min - parent perspective of process
- Open House set-up (staff at scenario as a resource)
- Input will be directed to the online survey form

Community Feedback

- Community Feedback On-Line Form
[Online survey](#)

New Scenarios and Maps

Guiding Questions

- What scenarios do you feel have promise?
- What can you offer to make a scenario better?
- What scenarios can you NOT live with? Why?
- What did we miss (e.g., alternate scenarios)?

Communication

- BRC members - will occur through the HDSB website, FAQs, Meeting Minutes, email to the Chair
- Schools/Councils –common school newsletter content, HDSB website, email to inform of community consultation
- Community – email at end of process, HDSB website
- We will review the need for communication at the end of each meeting and decide upon the content and method

Slides for Reference (from previous meetings)

- Transportation
- Grandfathering
- Boundary Review Process
- Top 3 Criteria According to the BRC
- Student Experience in an Overpopulated School
- North Oakville Schools Map
- Boundary Option Criteria worksheet

Transportation Considerations

- Proximity to schools (walking distances, safe school routes, natural boundaries)
- Cost effectiveness of transportation
- Transported and Non-Transported zones within current catchments
- The following distances determine eligibility for home to school transportation:

Eligibility

In accordance with the respective school board's Transportation Policies, students may access transportation services if they meet the following minimum distance requirements:

Grades JK-8 Greater than 1.6 km

Grades 9-12 Greater than 3.2 km

✓ *Students in JK to grade 8 are not expected to cross a multi-lane road of more than four (4) lanes without the presence of either an adult crossing guard or traffic signals with a pedestrian crossing signal.*

What is Grandparenting?

- Grandparenting is a decision to allow existing students of a specific grade(s) in a neighbourhood(s) or geographic area(s) to remain at their current school until they complete a particular grade at that school (e.g., grade 8). This usually occurs in situations where changes to school boundaries have taken place.
- When not grandparented, change in boundaries would normally require affected students to change schools.
- Students being grandparented are provided transportation subject to the HDSB transportation policies.
- Siblings of students that have been grandparented will be directed (unless otherwise stated) to the designated school as per the new approved school boundary.
- Students preferring not to be grandparented may apply for [Optional Attendance](#)

Boundary Review Process

STEP 1 and 2

Director submits to Trustees for approval of boundary review. Boundary Review Steering Committee (BRSC) consisting of Board staff and trustees review enrolments, school capacities and programs. Initial boundary scenarios are generated.



STEP 3 and 4

Public announcement of boundary review (October 10th email to schools). Boundary Review Committee (BRC) established, consisting of members of the BRSC and representatives from the affected school communities.



Top 3 Criteria According to BRC

1. Student Experience
2. Viability of Program
3. Balance of Overall Enrolment

Student Experience in an Over Populated School

Issues

- blacktop/field space
- access to the gymnasium
- access to specialty rooms (music, D & T, Science Lab)
- access to the library and resources
- access to technology
- Assemblies concerts - whole school
- Washrooms

North Oakville Schools



