



Halton
District
School
Board

Boundary Review Committee ERA 102/103

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Agenda

- Acceptance of notes from [April 9, 2019](#)
- Review of Feedback

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 as per the Board's Administrative Procedure. Historically, the Halton District School Board has made an effort to grandparent students in their graduating year.

Boundary Review Process

STEP 1 and 2

Director submits to Trustees for approval of boundary review. The **Boundary Review Steering Committee (BRSC)**, consisting of Board staff and Trustees review enrolments, school capacities and programs. Initial boundary options are generated and meeting schedule is established.



STEP 3 and 4

Public announcement of boundary review (December 17th - 5 school communities). **Boundary Review Committee (BRC)** established, consisting of members of the **BRSC** and representatives from the affected school communities. Examine initial options generated by the **BRSC**, offer suggestions, revisions to initial options or suggest new options.



Boundary Review Process continued...

STEP 5

BRSC and BRC presents preferred options to the community. After public consultation on April 30, the **BRC** considers input from community and reviews recommended option(s) to be submitted to the **BRSC**. The **BRSC** receives feedback from **BRC**, together with community input and makes possible revisions to the recommended option(s). **The BRSC may adopt one or more of the recommended options from the BRC. Please note that the BRSC may change any of the options presented.**



STEP 6

The Superintendent responsible for the boundary review submits a report to the Director with the recommended option(s) from the BRSC. The Director shares this report along with the Director's recommendation(s) with the Board. Delegations to the Board occur within the timelines for the boundary review process. **The Director/Trustees may make changes to the BRC/BRSC recommendations. The Board of Trustees make the final decision.**

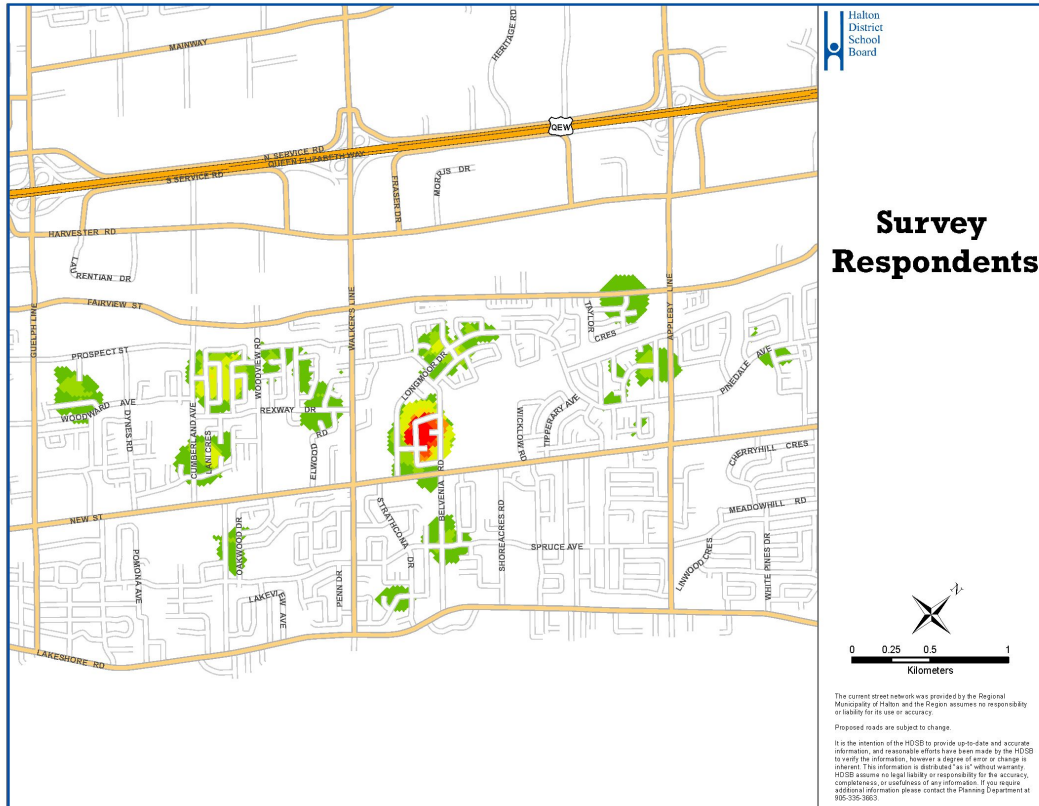


Feedback from Community

- 74 responses
 - Almost half were from the Tuck boundary.
- Overall, option 3b was favored.
- Overall, option 4b and 4d were disliked.
- Option 8 was favored from submissions residing north of New Street

A summary of the submissions is included in a few slides ahead.

Feedback from Community

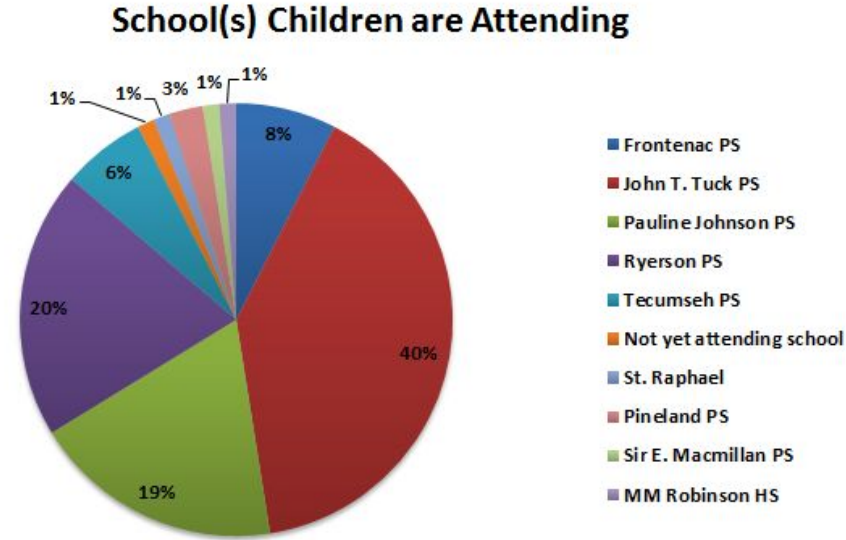


Feedback from Community

Responses from schools:

- John T. Tuck - **40%**
- Ryerson - **20%**
- Pauline Johnson - **19%**

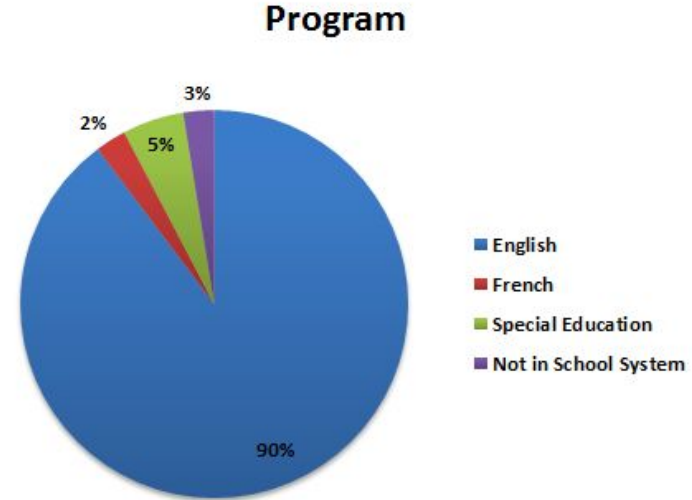
Above does not include all responses -
see pie chart for all responses



Feedback from Community

Programs:

- English - **90%**
- Special Education - **5%**
- French - **2%**
- Not in school system yet - **3%**

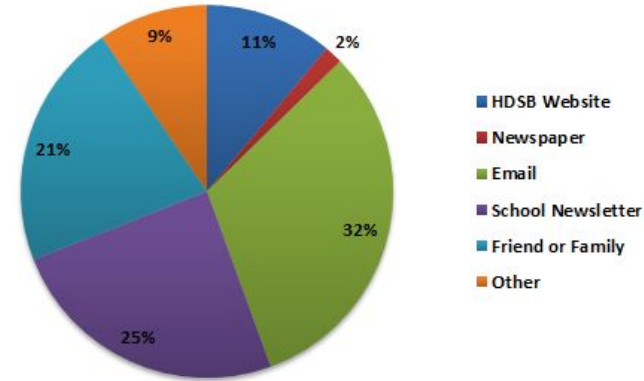


Feedback from Community

How did they hear about the review?

- Email - **32%**
- School newsletter - **25%**
- Friend or Family - **21%**
- HDSB Website - **11%**
- Other - **9%**
- Newspaper - **2%**

How did you hear about the Boundary Review?



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

Summary of submissions

- Option 3b
 - Majority support for option 3b
 - Increases enrolment at Tecumseh and Ryerson
 - Reduces portables at John T. Tuck PS
 - Meets the most number of criteria according to the HDSB matrix.

Summary of submissions

- Option 4b & 4d
 - Split Ryerson cohort is not ideal.
 - The slow phase out of option 4d is the most fair to those who currently attend Tuck.

- Option 8
 - Does not address enrolment at Tecumseh
 - Option 8 focuses on the importance of peers not changing.
 - Maintain unified cohorts to grade 6.

Summary of submissions

Other Related Comments:

- Bussing is not desirable.
- Against additional options being added after the public meeting.
- Multiple responses against portables at schools.
- Questioning why Tom Thomson wasn't included.
- Suggestions that students attending Tuck that have "forged documentation".
- Concern about students crossing major roads.
- Pauline Johnson happy with all 4 options.
- Tuck is against K-6, redirections or split cohorts.
- Walkability is important.

Next Steps

- Superintendent responsible for Boundary Review writes a report with recommended option
- Director's Recommendation shared at Administrative Council on May 27, 2019
- Board of Trustees for information - Wednesday, June 5, 2019
- Board of Trustees for decision - Wednesday, June 19, 2019

Opportunity for the community to delegate at a board meeting -
June 5 and 19, 2019

Communication

- There will be a notice sent home on June 21 , 2019 indicating the approved boundary
- All **BRC** requests emailed to - era102review@hdsb.ca