

Halton District School Board

Report Number: 18109
Date: August 28, 2018

FOR DECISION

TO: The Chair and Members of the Halton District School Board
FROM: S. Miller, Director of Education
RE: **2018-19 LTAP School Boundary Review**

Background:

The 2017/2018 Long Term Accommodation Plan (LTAP) provided enrolment projections for 2018 to 2027 for each Elementary and Secondary Review Area (ERA and SRA) in the Board as well as for each elementary and secondary school within the system.. The LTAP provides the opportunity to identify school boundary review initiatives as result of the construction of new schools and ongoing accommodation pressures in existing review areas. In order to proceed, trustees must approve the initiation and undertaking of school boundary reviews.

RECOMMENDATIONS:

1. ***Be it resolved that the Halton District School Board direct staff to undertake a school boundary review for the new Oakville NE #2 ps, with an expected completion date of no later than February 2019.***
 2. ***Be it resolved that the Halton District School Board direct staff to undertake a school boundary review for the Evergreen community north of Dundas St, and new developments located on Thomas Alton Blvd and Valera Road with an expected completion date of no later than February 2019.***
 3. ***Be it resolved that the Halton District School Board direct staff to undertake a school boundary review for ERA 102 (which include John T. Tuck PS, Pauline Johnson PS, Ryerson PS and Tecumseh PS) with an expected completion date of no later than February 2019.***
 4. ***Be it resolved that the Halton District School Board direct staff to undertake a school boundary review for the new Milton SW #1 hs, with an expected completion date of no later than June 2019.***
 5. ***Be it resolved that the Halton District School Board direct staff to undertake an elementary and school boundary review for the Samuel Curtis Estates subdivision (ERA 111), which will include schools in ERA 103 (Pineland PS and Mohawk Garden and SRA 100 (Nelson HS), as well as schools in ERA 112 (Eastview PS, Gladys Speers PS, Pine Grove PS) and SRA 102 (TA Blakelock HS); with an expected completion date of no later than February 2019.***
-

Discussion:

The 2017/2018 Long Term Accommodation Plan (LTAP) provided enrolment projections for 2018 to 2027 for each Elementary and Secondary Review Area (ERA and SRA) in the Board as well as for each elementary and secondary school within the system. The LTAP provides the opportunity to identify school boundary review initiatives that are to be undertaken as a result of ongoing capital initiatives or as a result of new development and/or enrollment pressures on schools.

1. *New – Oakville NE #2 ps Boundary Review*

The Board received Capital Priorities funding approval for a new Oakville elementary school to be constructed on Post Road, north of Dundas Street and east of Sixth Line. The school is projected to open September 2019. In the 2017-18 LTAP, it was noted the primary basis in the

Halton District School Board

Capital Priorities Business Case for the new school was to accommodate new growth north of Dundas; as well as provide accommodation relief to schools, River Oaks PS and Oodenawi PS. As such the 2017/2018 LTAP identified and recommended to undertake a school boundary review in the Fall of 2018. It is the expectation that this boundary review will be completed by the end of February 2019.

2. *Redirection of the Evergreen Community and new developments located on Thomas Alton Blvd and Valera Road.*

The Evergreen community located north of Dundas Street between Appleby Line and Tremaine Road is anticipated to receive secondary plan approval this year, at which time a development of approximately 906 units will likely proceed. It is prudent to assign a school to this area prior to the sale and construction of housing. This area is currently directed to M.M. Robinson HS, but there are no schools assigned for elementary school students.

The 2017/2018 LTAP identified that Alton Village PS will continue to grow in enrolment and could exceed OTG building and portable capacity for the next six years. For September 2018, there will be a maximum 12 portables on site. Any additional portables on site will require additional site plan approval from the City. There are two developments located within the Alton Village PS boundary located at:

- 4853 Thomas Alton Blvd. An OMB settlement agreement has been approved for 601 units. (21 medium-density units and 580 high-density units)
- 4880 Valera Road. A zoning application has been received from the City of Burlington for 414 units. (70 medium-density units and 344 high-density units)

Since a boundary review is recommended for the Evergreen community it is recommended to partially address enrolment pressure at Alton Village PS at the same time prior to the sale/construction of these new units in the catchment. Should this boundary review be approved current students will not be impacted. It is the expectation that this boundary review will be completed by the end of February 2019.

3. *ERA 102 - Enrolment Imbalance*

John T. Tuck PS and Pauline Johnson PS will remain over 100% OTG utilization and will require portables over the next ten years. Ryerson PS and Tecumseh PS utilization is anticipated to remain low (under 60%) which has the potential to trigger a Program and Accommodation Review. A boundary review to rebalance the enrolments in ERA 102 among its schools will provide relief to John T. Tuck PS and potentially increase enrolments above the 60% OTG usage for the remaining schools. It is the expectation that this boundary review will be completed by the end of February 2019.

4. *New – Milton SW #1 hs*

The Board received Capital Priorities funding approval for a new Milton secondary school to be constructed Bronte St., south of Louis St. Laurent Blvd. The school is projected to open in 2020/2021. In the 2017-2018 LTAP, it was noted that the primary basis in the Capital Priorities Business Case for the new school, was to accommodate new growth south of Louis St. Laurent Blvd as well as provide accommodation relief Milton DHS and Craig Kielburger HS. As such the 2017-2018 LTAP identified and recommended to undertake a school boundary review commencing in January of 2019. It is the expectation that this boundary review will be completed by the end of June 2019.

5. *Samuel Curtis Estates (SW Oakville) Redirection*

The 2017-18 LTAP identified an area in ERA 111, that currently directs students to attend schools in Burlington (ERA 103 - Mohawk Gardens PS and Pineland PS; SRA 100 - Nelson HS and Robert Bateman HS). This area is commonly known as "Samuel Curtis Estates", located at the SE corner of Burloak Drive and Lakeshore Road, and was the first residential development

Halton District School Board

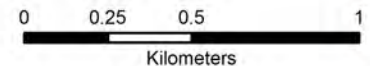
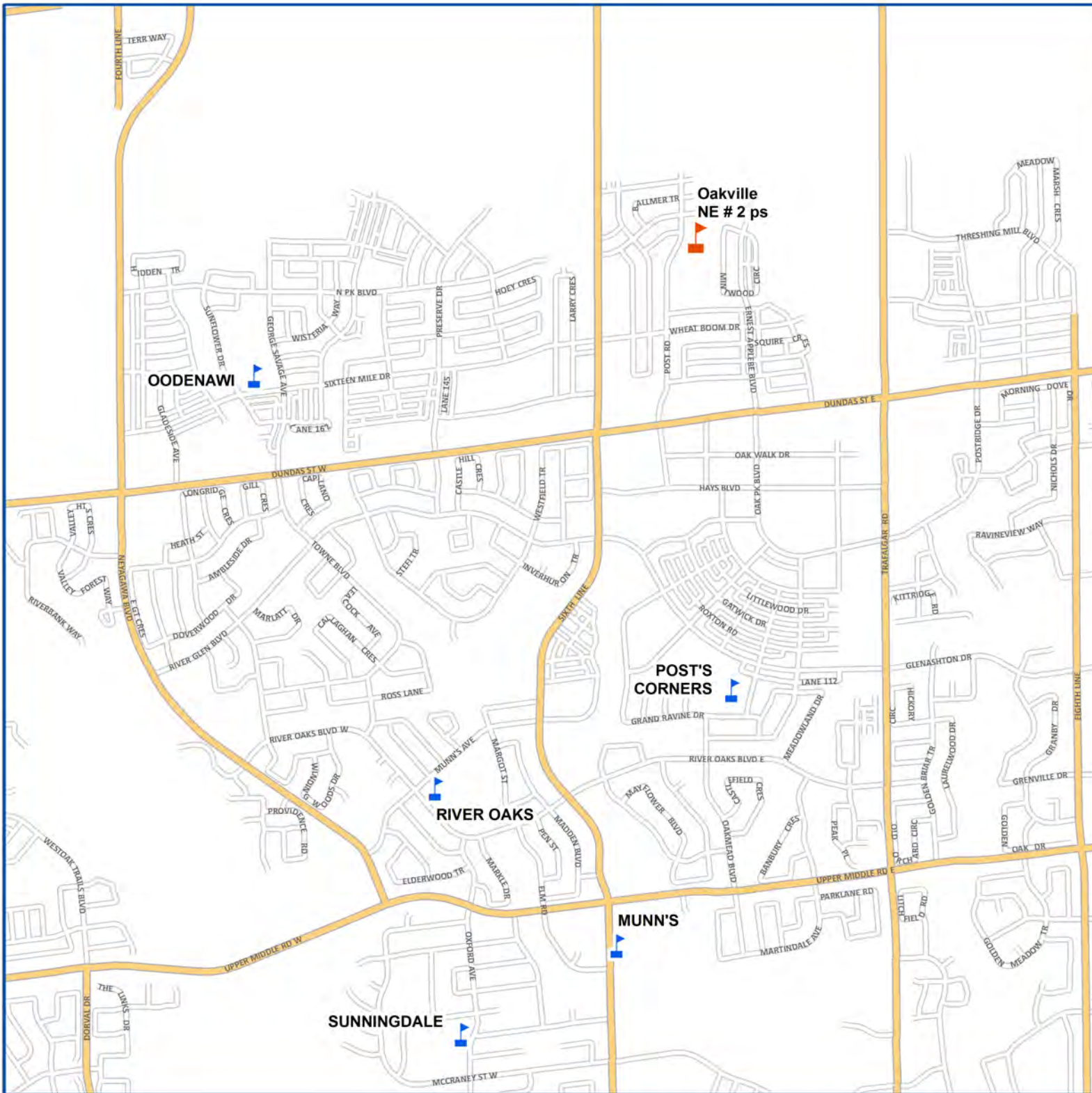
in this area. Approximately 20 years later, residential development occurred within the Petro Canada lands that are located to the north and to the east of Samuel Curtis Estates.

Historically, this area has been directed to Burlington schools because of proximity to existing Burlington schools and relative isolation from the existing residential in the review area. With the recent development of the Petro Canada lands (now known as the “Lakeshore Woods” community), there has been interest in redirecting public school students from Burlington to Oakville schools. Currently those English program students in the Lakeshore Woods community attend Gladys Speers PS for JK to Grade 6 and Eastview PS for Grade 7 and 8; while FI students attend Pine Grove PS (Grade 2 to Grade 8). As of October 31, 2017, there are 9 students attending Mohawk Gardens PS, 17 students attending Pineland PS, 6 students attending Nelson HS and 5 students attending Robert Bateman HS. Therefore the 2017-2018 LTAP identified that consideration should be given to the potential redirection of that area to elementary and secondary schools in Oakville. The boundary review will be completed by the February 2019.

Respectfully submitted,

*Stuart Miller
Director of Education
Halton District School Board*

Oakville NE # 2 ps



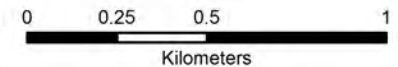
The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy.

Proposed roads are subject to change.

It is the intention of the HDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HDSB to verify the information, however a degree of error or change is inherent. This information is distributed 'as is' without warranty. HDSB assume no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Department at 905-335-3663.



Evergreen Community and Developments on Thomas Alton Blvd and Velera Rd

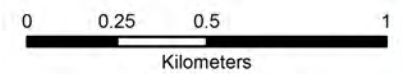
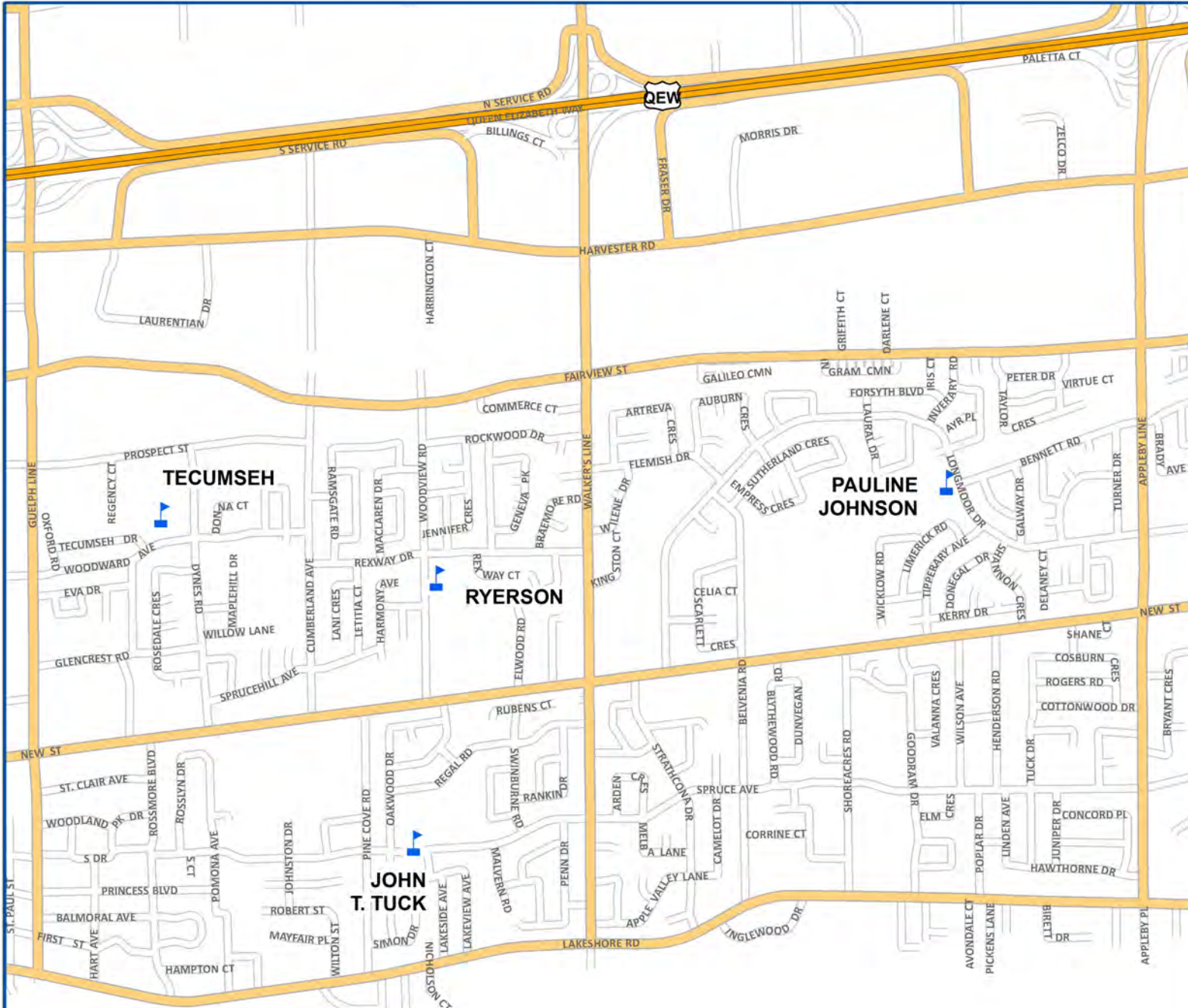


The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy.

Proposed roads are subject to change.

It is the intention of the HDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HDSB assume no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Department at 905-335-3663.

ERA 102



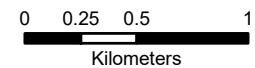
The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy.

Proposed roads are subject to change.

It is the intention of the HDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HDSB assume no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Department at 905-335-3663.



Milton SW # 1 hs

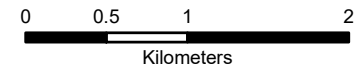
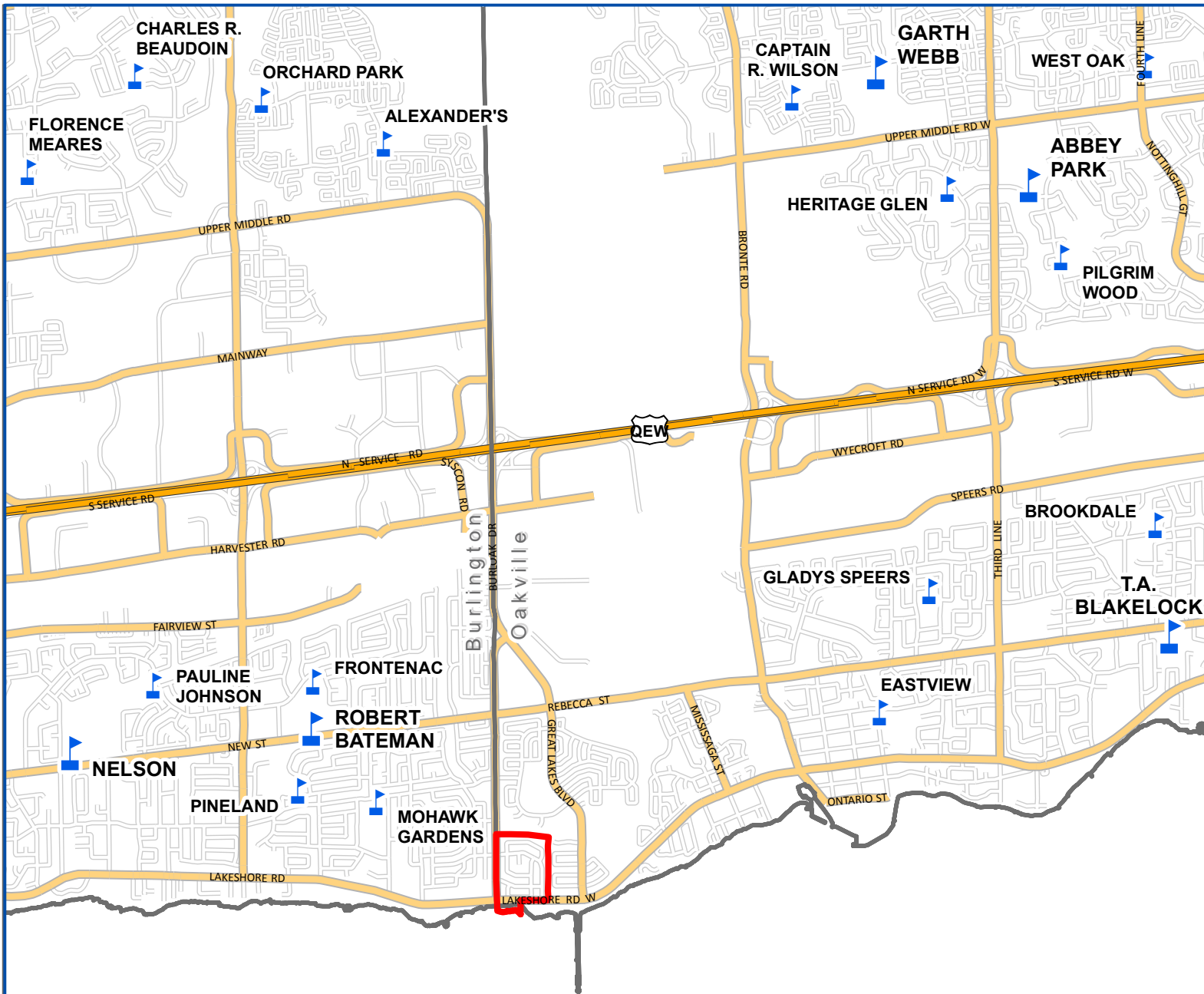


The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy.

Proposed roads are subject to change.

It is the intention of the HDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HDSB assume no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Department at 905-335-3663.

Samuel Curtis Estates



The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy.

Proposed roads are subject to change.

It is the intention of the HDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HDSB assume no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Department at 905-335-3663.

Halton District School Board

Report Number: 18110
Date: August 28, 2018

FOR DECISION

TO: The Chair and Members of the Halton District School Board
FROM: T. Ehl Harrison, Vice-Chair of the Board
The Chair and Members of the Halton District School Board
RE: **Correspondence re: Ministry of Education Consultations**

Background:

Whereas, on August 22, 2018, the Ontario Ministry of Education announced a “thorough province-wide consultation with parents to obtain input about their children’s education”, beginning in September including “an online survey, telephone town halls in every region of Ontario, and a submission platform that will allow interested individuals and groups to present detailed proposals to the Ministry” (*Source: News Release, August 22, 2018, Ontario's Government for the People Respecting Parents by Holding Unprecedented Consultation into Education Reform*); and,

Whereas, on the same day, the Ministry of Education launched “a dedicated submission platform — *FortheParents.ca* — that parents can use to report any concerns”. This platform gives two opportunities for submissions: 1) “To express concerns about the curriculum currently being taught in my child’s classroom”; and, 2) to address “another issue”. The second opportunity links people directly to the complaints process of the Ontario College of Teachers (*Source: fortheParents.ca*); and,

Whereas, according to the IAP2 (*International Association for Public Participation, an international leader in the practice of public participation*), two of the core values of public participation include that “Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of **all participants**, including decision makers” and “Public participation **seeks out and facilitates the involvement of those potentially affected by or interested in a decision**” (*emphasis added; Source: International Association for Public Participation, Core Values found at www.iap2.org/page/corevalues*); and,

Whereas on August 22, 2018, the Ministry of Education’s press release opens with the statement that “Parents from across Ontario will finally have the opportunity to have their voices heard on the kind of curriculum their children are taught in school”. Further, the Minister is quoted as looking forward to a “robust discussion.” These statements seem to indicate that comments from ALL parents would be welcome and invited, but omits other stakeholders; and,

Whereas, since “Vibrant communities and a prosperous society are built on the foundation of a strong education system” (*Source: Ministry of Education, Who We Are found at www.edu.gov.on.ca/eng/about/howweare.html*) it is suggested that **ALL** students, the education system and indeed society would be well served by a “thorough province-wide” consultation that is inclusive of **ALL** stakeholders and their diverse opinions; and,

Whereas, since the HDSB supports equity, inclusion and sustainable decision making, at least two concerns can be identified with the fortheParents.ca platform. First, “for the parents” takes as its target audience **parents**. To ensure sustainable decision making that supports all students, the opportunity to involve **ALL** interested and affected stakeholders should be taken. Second, “for the parents” provides the opportunity to express only one type of comment (i.e. **issues**). The opportunity should be taken to engage in a transparent and meaningful discussion that uncovers a diversity of opinions (i.e. issues, support and all points in between) about the curriculum so that a robust decision making process may follow, with outcomes that stand the test of time.

Halton District School Board

RECOMMENDATION:

Be it resolved that the Board of Trustees direct the Chair to write a letter to the Ministry of Education, copying the Ontario Public School Board Association and all Ontario Public School Board Chairs, to request that inclusion-related enhancements (such as inviting diverse comments from the full range of education stakeholders) be implemented for the on-line platform “fortheparents.ca” and carried forward to all aspects of the province-wide public consultation taking place regarding the Ontario Curriculum, and to offer support in this regard, as appropriate, and to request a response.

Respectfully submitted,

T. Ehl Harrison, Vice-Chair of the Board

on behalf of the Chair and Trustees of the Halton District School Board:

- A. Grebenc, Chair of the Board; Burlington Trustee, Wards 3, 6*
- K. Amos, Oakville Trustee, Wards 5, 6*
- A. Collard, Burlington Trustee, Ward 5*
- A. Chaudhry, Milton Trustee, Wards 1, 6, 7, 8*
- D. Danielli, Milton Trustee, Wards 2, 3, 4, 5*
- J. Gray, Halton Hills Trustee*
- A. Harvey Hope, Oakville Trustee, Ward 3*
- J. Oliver, Oakville Trustee, Ward 4*
- R. Papin, Burlington Trustee, Ward 4*
- L. Reynolds, Burlington Trustee, Wards 1, 2*

Topic:	School Boundary Review(s)
Effective:	September 2016
Cross-Reference:	Education Act
Review/Revision Date:	September 2019
Responsibility:	Superintendent of Education

INTENDED PURPOSE:

The Halton District School Board is committed to providing the best educational opportunities and learning environment for its students. The Board has authority under Section 171 (1), s.7 of the Education Act to determine the number and kind of schools to be established and maintained and the attendance area for each school. Changes in student enrolment, program demands, new school construction and other factors may result in the need for changes to school boundaries.

The Halton District School Board is committed to a transparent process for decision-making related to program, accommodation and school boundary reviews. This Administrative Procedure outlines a framework for managing the complex issue of school boundary reviews. School boundary reviews will adhere to principles and practices outlined in the HDSB policy and this administrative procedure, but should be flexible enough to be responsive to the unique characteristics of the area under review and the needs and expectations of the community.

PROCEDURES:

Long-Term Accommodation Plan

The Halton District School Board develops a Long Term Accommodation Plan (LTAP) on an annual basis. The public is invited to submit their input on the LTAP, which is then reviewed by Trustees and Board staff. Revisions could be made to the LTAP based on the content of the community input. The basis of the plan is to identify new capital initiatives as well as to address accommodation pressures due to new residential development, changing demographics and program pressures. The LTAP identifies review areas and schools where enrolment issues will occur in the immediate future, resulting in the need to undertake a School Boundary Review.

Based on the LTAP, the Director will submit to Trustees for approval, any school boundary reviews to be initiated within that school year. Upon approval, the Director will announce these boundary reviews to the affected school communities.

Boundary Review Steering Committee (BRSC)

Once the Board has approved the initiation of a school boundary review, the Superintendent of the affected Family of Schools will establish the Boundary Review Steering Committee and lead the school boundary review process. This committee will consist of:

- Family of Schools Superintendent(s) of all affected areas
- Superintendent from a non-affected area
- Senior Manager of Planning Services
- Trustee(s) for all of the affected areas, including Trustee who will co-chair the Boundary Review Committee

As necessary, the committee may also include the following supplementary members:

- Superintendent of Program
- Superintendent of Business Services
- Superintendent of Student Services

The affected school Superintendent will chair the committee. The Steering Committee will review school enrolments, school capacities and school programs. It should be noted that the Boundary Review Steering Committee is not a decision making body and does not make the final decision regarding any potential change to boundaries as a result of a School Boundary Review Process.

Steering Committee Mandate:

- Determine and communicate which schools are part of the Boundary Review Process
- Generate the initial boundary options for consideration by a larger Boundary Review Committee
- On behalf of the Boundary Review Committee, recommend preferred option(s) to Administrative Council and the Director
- Make the determination as to which consultation process pathway will be utilized. The options are:
 - consult with the community through Public Information Meetings regarding the Boundary Review Committee's preferred option(s); **OR**
 - inform the community of the recommended option(s)

Director's Role:

- The Director will present to the Board both the Steering Committee's recommendation as well as the Director's own recommendation should the two not completely align.
- The Director will select a non-affected Trustee as the co-chair of the Boundary Review Committee.

Board of Trustees Role:

- The Board will receive the recommendation(s) first as information and then again for an opportunity to vote.
- The Board of Trustees will vote on the recommendations which may result in approval of the recommended option, approval with amendments or rejection of the recommended option.
- The final decision rests with the Board of Trustees.

Regional Programs and Boundary Reviews

The Superintendent of Student Services will make a recommendation to Administrative Council regarding the inclusion of regional special education (SPED) classes in a particular school boundary review. Administrative Council will make a decision regarding inclusion of a regional class in the school boundary review. The Superintendent chairing the Steering Committee will communicate this decision before the first Boundary Review Committee meeting.

Boundary Review Committee (BRC)

Review Committee Composition:

- A non-affected Superintendent and a non-affected Trustee will jointly chair the Boundary Review Committee
- All members of the Steering Committee
- Parent representatives from all affected communities (2 per school, individual School Councils to select parent representatives)
- Principals of affected schools are not on the Committee, but may be called upon to verify information as required.

Review Committee Mandate

- 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 Boundary Review Committee will develop a shortlist of criteria to measure the impact and effectiveness of options.

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 extra-curricular 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*

Consultation Process Pathways*Pathway 1: Consulting with the Community*

The Steering Committee may decide to consult with the community through Public Information Meetings and through the solicitation of community input regarding the preferred option(s).

The Steering Committee, in partnership with the Boundary Review Committee will organize and host public information meetings. The Steering Committee and the Boundary Review Committee will collaborate to present the preferred option(s) to the community. The community will then have the opportunity to provide input on the impact of each option. The community may offer revisions to options presented or suggest new option(s) for the Boundary Review Steering Committee and Boundary Review Committee to consider. A parent representative from the Boundary Review Committee may be invited to speak to the meeting attendees about the role of the Boundary Review Committee and about the work performed by Boundary Review Committee representatives in analysing the options.

Community input could be requested through a combination of methods including but not limited to; online feedback forms, community meetings, website questions and answers, e-mail and dialogue with members of the committee.

The Boundary Review Committee will be given the opportunity to review the community input and consider revisions to the preferred option(s) and/or additional option(s) suggested by the community. The Steering Committee may then amend the preferred option(s) based on the input of the BRC in their review of community input. Alternatively, blended components of several option(s) and/or the development of new option(s) may be undertaken.

Purpose of Community Input:

- Assist the Boundary Review Committee and Steering Committee in gauging the impact of the preferred option(s)
- Identify modifications that would improve the preferred option(s)
- Identify new option(s) for development and consideration
- Develop necessary caveats to the recommendation of the preferred option(s) e.g., grandparenting, optional attendance, transportation

Pathway 2: Informing the Community

The Steering Committee may decide to **inform** the community of the recommended boundary changes.

Considerations for notifying the community:

- all stakeholders are to be notified including
 - those who may be directly affected (e.g., families with children in affected schools)
 - those who may not be directly affected but may have an interest in the outcome of the review process (e.g., neighbours, daycare providers, local businesses and community groups)

Note: Pathway 2 exists for unique circumstances when there are limited possible options to review. Pathway 2 is not designed for use in the process of establishing a boundary for a newly constructed school. Pathway 2, like Pathway 1, allows for the opportunity to delegate the Board of Trustees regarding the recommended option(s).

The Director's Recommendation to the Board

Following the consultation process, the Boundary Review Committee will indicate its recommended option(s) to the Steering Committee. The Steering Committee will then review the option(s), determine preferred option(s), and develop a Report with the recommended option(s) to be shared with Administrative Council and the Director. The Director then brings the report forward to the Board of Trustees, giving consideration to the recommendation of the Boundary Review Committee (through the Steering Committee). For clarification, the Director has the authority to make a recommendation that is not consistent with what is preferred by the Boundary Review Steering Committee or Boundary Review Committee.

As per Board policy, the Board invites delegates to provide feedback on the Director's recommendation within the timelines outlined in the policy.

Communication

Communication regarding the school boundary review process, options, public information meetings and anything else as required will be shared through a combination of methods including; letters to the community, website postings, notification banners, media releases, social media, and the Home Notification system (synermail).

Primarily, the community will be directed to the HDSB website for information and details of the boundary review. HDSB Planning department will maintain the website which will include, but is not limited to the following;

- school boundary review process
- parent communication releases
- notice of community information meetings
- questions and answers
- reviewed options
- transportation boundaries
- presentation to the community
- timeline
- boundary review committee meeting notes
- final report and recommendation

Integration Process

It is important the integration of students and staff into their new school(s) is achieved in a way that is positive and supportive for the students and parents of the respective school communities and neighbourhoods. This process of integration should be carried out in consultation with parents and staff. The affected Superintendent will establish an Integration Committee immediately following the final decision on school boundaries and program placement.

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 affected Superintendent of Education would act as the Chair of the Integration Committee.

The Integration Committee will consist of the following;

- The affected School Superintendent(s)
- The school administration from the affected schools
- The trustee(s) from affected schools
- The school council chair(s) or designate(s) from affected schools
- Other members the committee feels are required
- Other resource personnel can be invited to assist the committee

Norms for Boundary Review Committee Meetings

The following norms should be considered for use during Boundary Review Meetings. The Boundary Review Committee may revise or expand

1. Recognize individual views and beliefs.
2. Balance advocacy for a position with inquiry to understand another point of view.
3. Communicate ideas positively – be hard on the issues but soft on the people.
4. Trust the intentions and integrity of others.
5. Engage in a collaborative process.
6. Build a safe and inclusive “risk-free” environment.
7. The public may attend the meetings, (including Super Council Representatives) but can only observe the proceedings and not participate.

APPENDIX 1: SCHOOL BOUNDARY REVIEW PROCESS CHART**Director Announces Boundary Review to Board:****Step 1**

Based on the LTAP, the Director will submit to Trustees for approval, any school boundary reviews to be initiated within that school year. Upon approval, the Director will announce these boundary reviews to the affected school communities.

Boundary Review Steering Committee Established:**Step 2**

Membership: School Superintendent (Chair), Area Trustee(s), Area Superintendent(s), Manager of Planning, Superintendent of Business, Superintendent (Program)

Mandate: Review school and area projections, enrolments, school capacities and school programs; develops initial options; recommends proposed options to Administrative Council and the Board; establishes Boundary Review Committee (BRC) and sets BRC meeting schedule

Public Announcement of School Boundary Review:**Step 3**

For example, public open house.

Boundary Review Committee Established:**Step 4**

Membership: Steering Committee and parent representatives from all affected communities; Superintendent(s) and Trustee(s) from all potentially affected areas

Mandate: Examine initial options generated by the Boundary Review Steering Committee; Offer suggestions, revisions to initial options or suggest new options.

Boundary Review Steering Committee Informing/ Sharing of Decisions:**Step 5**

Receive input from the Boundary Review Committee. Make possible revisions and share the preferred option(s) with all affected communities for either information or for consultation and further input.

Pathway 1: Consulting with the Community

If the decision is to **consult with the community**, the Steering Committee and BRC will present the preferred option(s) to the community. The community will share feedback on the impact of each option.

The community may suggest revisions to the criteria used to assess options, offer revisions to options presented or suggest new scenarios.

The feedback received from these community consultations will be considered in the development of the final recommendation. *Proceed to Step 5.1*

Pathway 2: Informing the Community

The Boundary Review Steering Committee will **inform the community** of the recommended option(s) which will be presented to Administrative Council and the Director to present to the Board for decision.

The community may delegate the Board. *Proceed to Step 6.*

Boundary Review Committee Reviews Community Input

Step 5.1

Considers input from the community consultation; reviews options to be submitted to the Boundary Review Steering Committee.

**Boundary Review Steering Committee Considers Input from
Boundary Review Committee:**

Step 5.2

Receive feedback from the BRC, together with input from the community, and make possible revisions to the recommendation(s).

Recommendation to the Board:

Step 6

The Superintendent(s) responsible for the boundary review will write a report with the recommended option(s). This report will be presented to Administrative Council and the Director to share with the Board for a decision. The report is shared with the Board along with the Director's recommendation(s). As per Board policy, delegations to the Board would occur to receive community opinion on the recommendation within the timelines outlined in the policy.

Integration Committee:

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.

Boundary Review Steering Committee Members

- Family of Schools Superintendent of affected area: Terri Blackwell
- Superintendent from a non-affected: Cristina Salmini
- Planning Services: Michelle D’Aguiar, Colin Westerhof
- Trustee for all of the affected areas: Andrea Grebenc, Amy Collard
- Trustee outside of the affected areas: NA

Approval to engage Boundary Review - Wed. September 19, 2018 [Board Meeting \(p. 43\)](#)

BRSC Meeting Dates and Overview	
Meeting #1 Tues. Nov 13 1-3 pm	<ul style="list-style-type: none"> • Articulation of process - “informing” • Context • Recommendation - the “why” (and why Pathway #2) • Map • Planning overview
Meeting #2 Thurs. Nov 22 1-3 pm	<ul style="list-style-type: none"> • Finalize criteria • Dig into scenarios
Meeting #3 Thurs. Nov 29 1-3 pm	<ul style="list-style-type: none"> • Finalize recommendation
To Board for Decision January 9, 2019 Decision January 23, 2019	

Scenarios:

- Elementary only scenarios

Considerations:

- Honouring the existing PAR motion - secondary students in the Evergreen Community are directed to M. M. Robinson
 Approved from the [Burlington Program and Accommodation Review](#) (page 1)

Be it resolved that, effective September 1, 2018, the Halton District School Board designate the English and French Immersion catchment areas for the “Evergreen Community” to M.M. Robinson High School

Informing the Community (from the Boundary Review Administrative Procedure):

The Steering Committee may decide to **inform** the community of the recommended boundary changes.

- All stakeholders are to be notified including
 - Those who may be directly affected (e.g., families with children in affected schools)
 - Those who may not be directly affected but may have an interest in the outcome of review process (e.g., neighbours, daycare providers, local businesses and community groups)

Goals for timelines:

- Clear guidance for new homeowners
- Clear decisions to guide/support staffing processes