



Halton
District
School
Board

**Boundary Review
Committee
Oakville NE # 2
Public School**



Agenda

- Goal for tonight
- Review of the Boundary Review Process (Step 5 & 6)
- Communication Summary
- Discussion of Public Input
- Decision of Scenarios to go to the BRSC

Goal for the end of tonight

The BRC will recommend 2 or 3 scenarios that the Boundary Review Steering Committee can consider in order to make their recommendation to the director.

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.



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 the community feedback and makes 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

Role of Boundary Review Committee

The BRC is established to examine the initial options generated by the Boundary Review Steering Committee and to have the opportunity to give feedback.

- *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.*

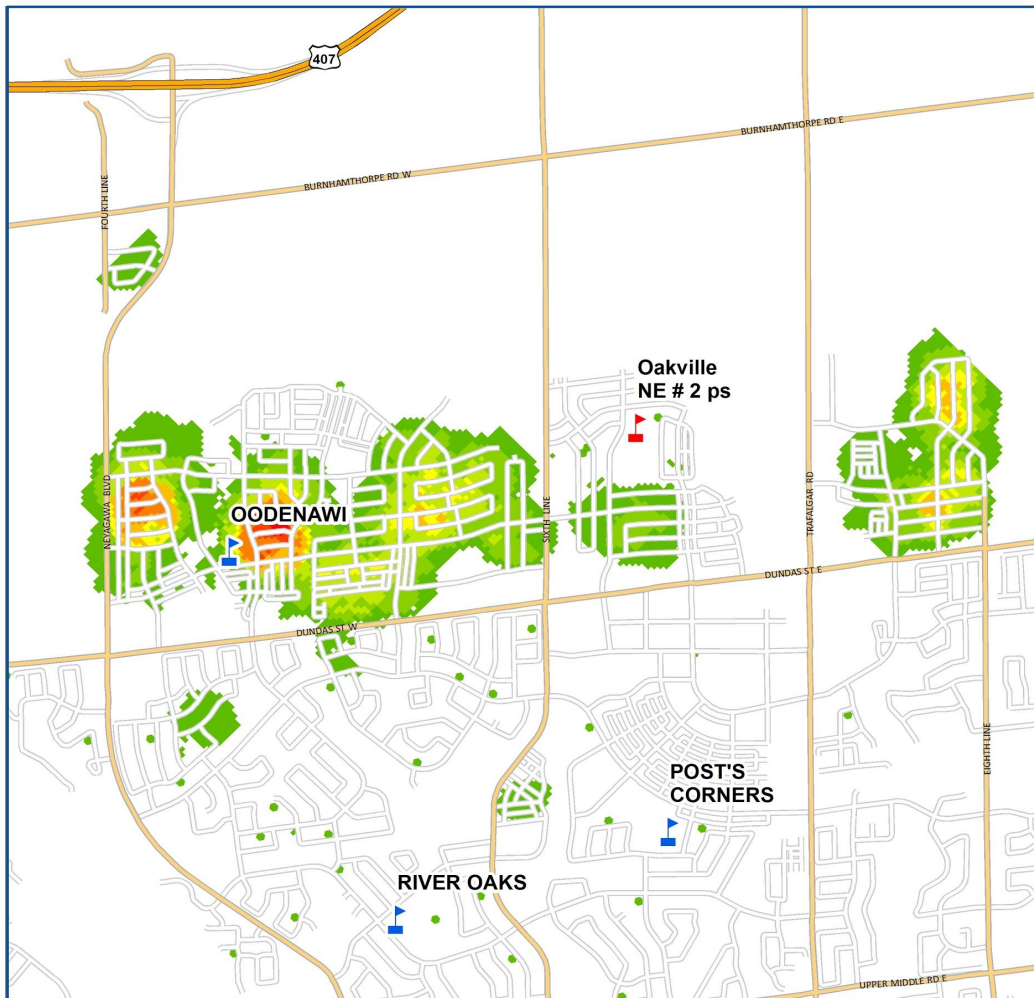
Communication

- HDSB website contains FAQs, Meeting Minutes, email link
- Schools/Councils –common school newsletter content,
- Direct email to the parents (October 11; December 7; December 18; January 7; January 10; January 15 and will occur at the end of the process);
- Social Media Posts for School Twitter feeds Dec 17 & January 7; Twitter & Facebook Ads January 2-10; Twitter & Facebook Posts Dec 17 & January 7

General Information from Public Feedback

- 251 responses.
 - 56% from Oodenawi PS.
 - Scenario 11a was the most liked scenario.
- Common themes:
 - The Area East of Trafalgar & North of Dundas want to go to the new school rather than being bussed past it.
 - They prefer scenario 7, 12 & 13.
 - French Immersion parents are split between wanting 2 F.I. schools North of Dundas and wanting to move to Sunningdale/Munn's.
 - Post's Corners parents were satisfied with no change.
 - Oodenawi parents would rather have the cohorts together with an overpopulated school than moving to another school.
 - Bussing time/School proximity (being bussed past other schools)
 - Concern over multiple moves/split families.
 - Concern over support for Special Education students if there is a move.

Survey Respondents



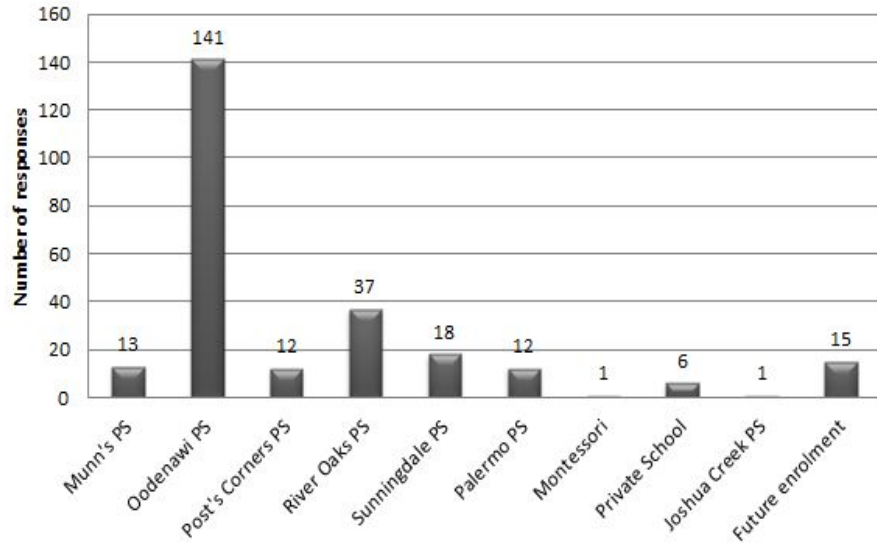
The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy.

Proposed roads are subject to change.

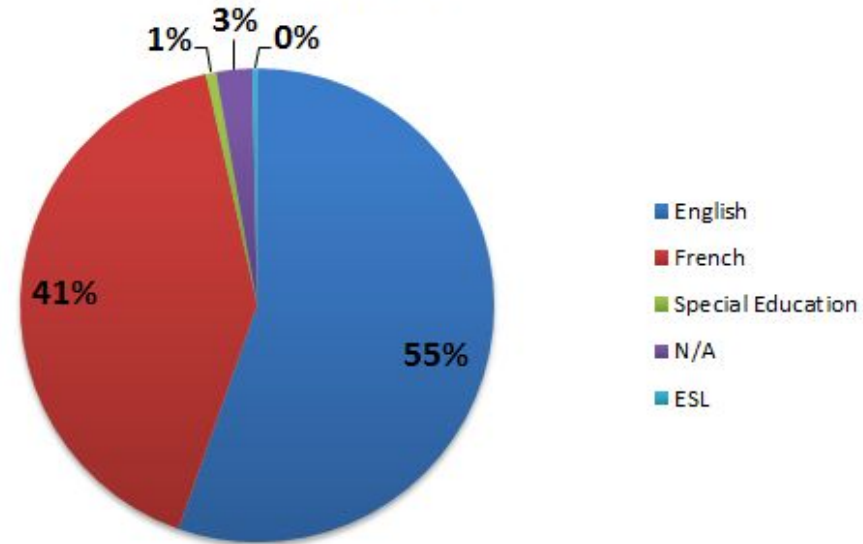
It is the intention of the HDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HDSB assumes no legal liability or responsibility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

Schools & Programs

Schools Children are Attending

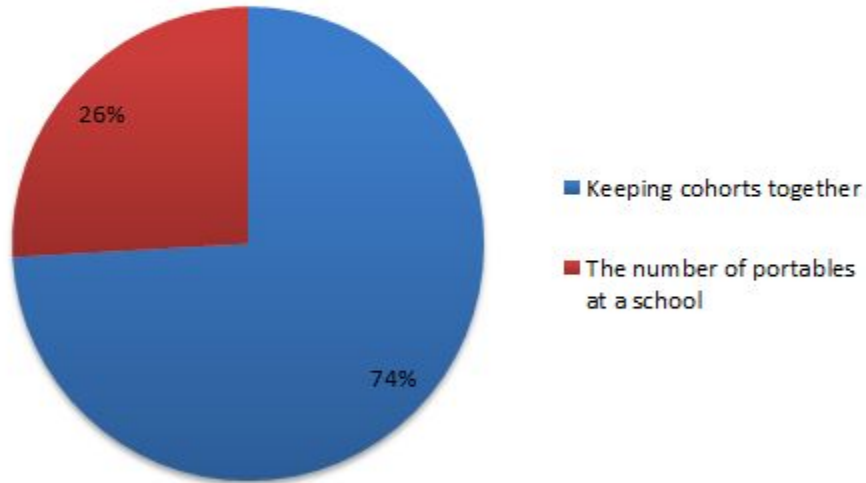


Programs

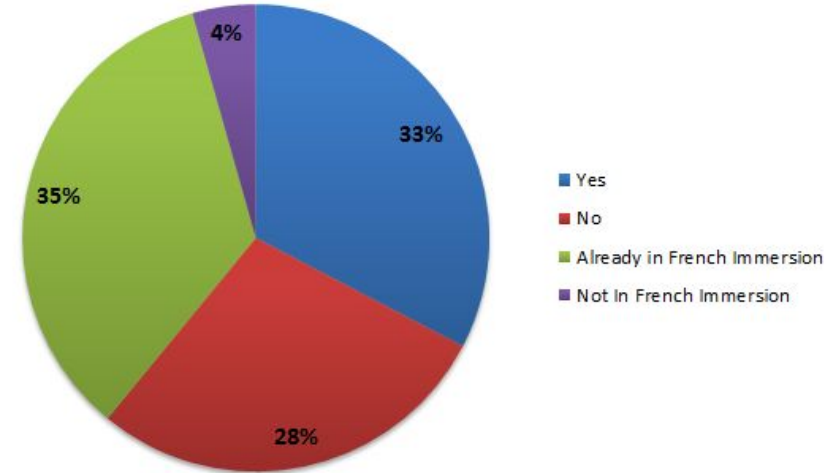


French Immersion & Cohort vs Portables

What do you value more?

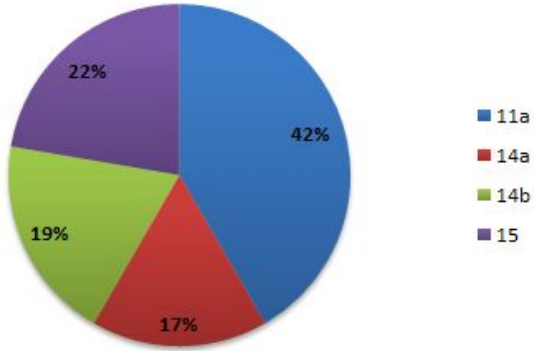


Do you plan for your child to enroll in French Immersion?

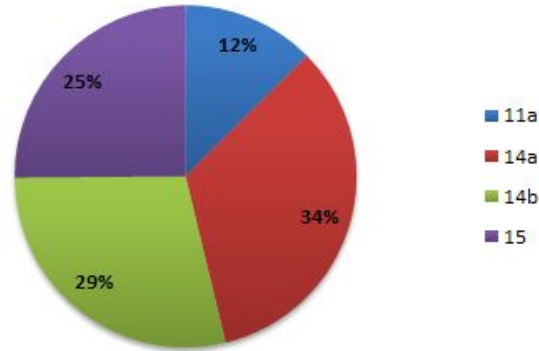


Scenarios

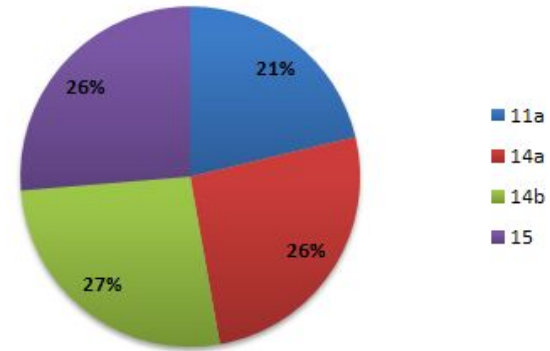
Most Liked Scenario



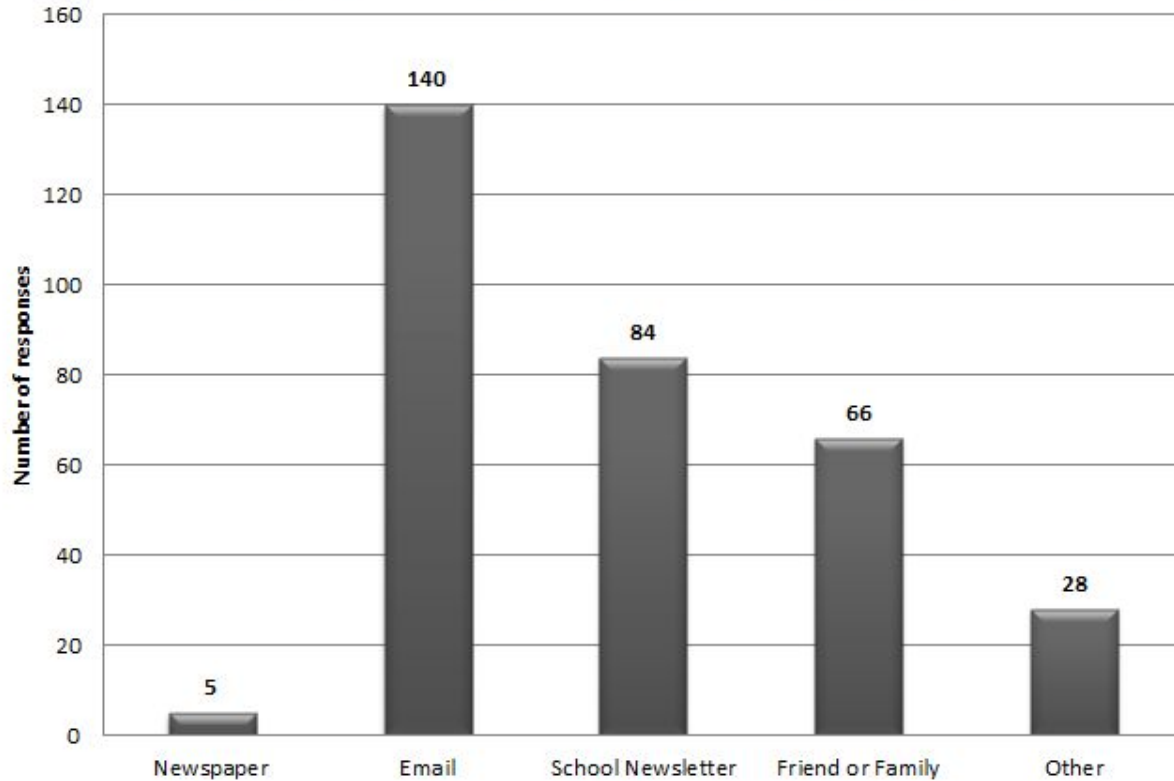
Neutral Scenario



Disliked Scenarios



How Did You Hear About The Review?



The BRC Recommends 2 or 3 Scenarios

Thank you for your dedication to the process.

The last task of the BRC is to recommend 2 or 3 scenarios to the Boundary Review Steering Committee