

Open House 7 – 7:30 p.m. (School Mall)

Boundary Maps and details posted relating to Scenario 1, Scenario 5 and Scenario 10

Opportunity for question/clarification with BRC members and HDSB Staff

Minutes – Public Information Meeting – 7:30 p.m.

April 7, 2011 – Iroquois Ridge High School – Gymnasium

Chair – Stuart Miller, Superintendent of Education (Co-Chair of Boundary Review Committee)

1. Welcome

Chair welcomed public to the meeting and thanked them for taking the time to attend. It is an exciting time for a community when a new high school is scheduled to be built for both the current population and for future needs.

2. Purpose of Meeting

Chair described the process to get to this stage tonight where three scenarios were being presented to the public. Reminder to attendees that the process is not finished. Tonight is a key meeting as public feedback is essential for the Boundary Review Committee.

3. Meeting Norms

Kelly Amos, Trustee (Co-chair of the Boundary Review Committee), reviewed the meeting norms, advising that the Parent Involvement Committee Guidelines model was used. Respect for each other was key and a consensus approach was the goal.

4. Introductions

Chair stressed that boundary decisions are always difficult and introduced HDSB Board staff and trustees involved with the Boundary Scenarios, providing data and clarification as required. Special thanks to the Planning Staff for all their input setting up fifteen boundary scenarios. The Boundary Review Committee was introduced and thanked by the Chair for their time commitment and hard work.

5. Boundary Review Process

The Chair reviews the Boundary Review Process.

Step 1: Boundary Review Steering Committee (trustees and staff) – start the process

Step 2: Boundary Review Committee (community representatives, co-chairs) – goal to have consensus on three scenarios to present at a public meeting

Step 3 – Public Feedback (April 7 – April 18) hdsb website; feedback forms; contact with BRC members, School Councils

Step 4 – BRC reviews feedback and makes final recommendation to Boundary Review Steering Committee

Step 5 – Steering Committee recommendations to Director

Step 6 – Director recommendations to the Board of Trustees (Opportunity for Delegations at Board Meetings)

There are three understood “givens” with the new high school.

- There will be an English track at the new high school.
- There will be grandfathering of students in their present schools. (Grandfathering will definitely occur for Grade 12 students, further discussion on any other grandfathering to take place.)
- All scenarios will be fiscally responsible. (All 15 scenarios were within a comparable range of fiscal responsibility.)

6. Role of Boundary Review Committee

The role of the BRC is to support all students in west Oakville, by supporting their ability to have programs and courses that enable them to graduate with the credits they need to pursue their own post secondary pathways. The Chair reflected that the most difficult discussions and deliberations took place around the French Immersion students. The Boundary Review Committee has worked extremely hard and had quite a challenge to review 15 scenarios and bring three to present at tonight’s meeting. With the three scenarios being presented, some of the French Immersion students continue to be bussed to T. A. Blakelock H.S. (The Chair noted that the French Immersion program at T. A. Blakelock is second to none and is clearly supportive of the students. This was not an issue or a concern) The issue was that the students would continue to be bussed. Some members of the Boundary Review Committee expressed their concern and their desire to have those French Immersion students at the new High School. This situation is a clear illustration of the complexity of the criteria the Boundary Review Committee was using to assess the scenarios. All the criteria will be reviewed later, but essentially four criteria became priorities as those the Committee had to consider. A walk-to school (minimizing the cost of transporting students) was one of those priority criteria; however, to achieve the “walk-to” criteria for all French Immersion students, it meant that some of the other three priority criteria could not be met. (balanced enrolment in all affected high schools, program viability in all schools, stable long-term boundaries) The Committee had to use the criteria as the lens to bring these scenarios forward. Not all of the criteria could be met – there was no easy solution or fit with all the criteria. Judgements had to be made as to which criteria would take priority in each scenario. This occurred after the process made evident that there were not enough student places for all students in NW Oakville in the new high school and the one already there. The Chair stressed again that the role of the Boundary Review Committee is to support all students in west Oakville.

7. Criteria Utilized in Assessing Scenarios

Three members of the Boundary Review Committee spoke from their perspective about the process. The Boundary Review Committee was made of a group of parents from the respective school communities.

- Hearing from all schools gave the committee a better understand of issues.
- Four criteria were prioritized by getting input from school communities.
- Important to get feedback from school community and share with Committee.
- The actual process for reviewing 15 Scenarios was outlined. Small group discussions using criteria, large group feedback, scenarios and criteria back to school community for feedback, clarification on numbers and programming as required.

The final three scenarios presented tonight meet the criteria as best as possible.

Planning Staff reviewed the criteria used specifying the four priority criteria. The new High School is scheduled to open in September 2012. Site maximum for portables is 12. School to open as a Grade 9 – 11 school with Grade 12 the following year. The current secondary boundaries were reviewed outlining the split between WOSS and Abbey Park for English students with all French Immersion students attending T. A. Blakelock H. S.

Scenarios 1, 5 and 10 were presented with detailed explanations regarding boundaries, student grades and numbers and program with supporting criteria. All the scenarios are available on the Halton Website.

9. Feedback Process

Forms were provided for public input. It is important to get feedback to the Board by Monday, April 18. Forms could be handed in at the end of the meeting, handed in at school, mailed to Halton Board, contact Planning Department, feedback available electronically through website, contact BRC member.

10. Next Steps

A Boundary Review Committee member stressed the importance of feedback for the Committee and encouraged parents to get others in their community actively involved by reviewing scenarios on the Board Website and providing feedback. The choice of apathy is not a good choice. Transparency is critical in this process and as a community we need to continue to have communication and involvement in education. This process has been good for our community – and it is a vibrant and growing community. The Boundary Review Committee will be meeting to review the feedback. Thanks to all parents and community members who attended meetings and provided input. Thanks to Halton staff who have been very supportive and provided clarification whenever requested. Thanks to community's trustees and Chair of Board for support.

Meeting adjourned 8:30 pm

HDSB staff and Boundary Review Committee available for questions and clarification as required.