

## Minutes of February 24<sup>th</sup> BRC Meeting West Oak Public School

Meeting started at 7 PM

Action: Mail packages distributed last week to Susan Mahabir and Katie Percival

1. Chairs reviewed the norms, purpose of the committee, and the criteria for decision-making.
2. Review of the process: Chair reminded committee that their role is step 2.
3. Request was made to have the Criteria presented to committee members: (it is in the member packages and on the Board website).

Heritage Glen Council requests for additional criteria:

- Limit the total number of students moving schools
- Respect expectations of homebuyers buying homes within currently defined boundaries
- Community connection to the school e.g. fundraising dollars, etc.
- Keep cohorts together where possible
- Keep siblings together where possible
- Let kids remain in same school for their high school career
- Provide mandatory English programming to area residents and all schools

Further criteria raised at the meeting by other members

- Programming needs to have a critical mass for program to run
- Rank items from 5 down to 1

4. Communication Protocol to have three components:

- From BRC chairs to BRC group
- From BRC to School Councils
- From BRC staff to broader community: staff will post the minutes, the scenarios, the Q and A
- Q and recommended A's will come to the BRC for their feedback and to ensure that this committee is aware of the questions and answers.

Member suggested we represent the point of view of their school community.

The scenarios that the BRC recommends go to the public meeting will be put on

the Board Website. BRC members will be sharing the work of the committee with the Council members.

Chairs encouraged BRC members to ask their questions of the chairs and bring their questions.

Chair will contact the principals to enquire as to what the best method of community communication is for their school.

5. Review of Scenarios was done by Planner Laureen Choi:

Ten scenarios were presented.

Assumptions are explained on the summary sheet to ensure consistency across each scenario.

Laureen responded to numerous questions re: the process of how the numbers for each scenario came to be.

*BRC Question: Where are the students north of Dundas and East of Neyagawa going to school?*

*BRC Question: Why do we build for a 1200 capacity and add on portable capacity, is it something to do with the life cycle of a school?*

*There is a natural efficiency to a secondary school. Most secondary schools can easily operate beyond capacity without portable.*

*BRC Question: How do the numbers, either too high, or too low, impact the viability of the school, the program, etc.*

*What is the margin of error in the numbers? (Use of LRA Plan numbers).*

*Could we have the margin of error for the numbers?*

*If historical attrition rate were adjusted to a lower attrition rate, assuming an FI program put into Ward 4, attrition rate would decrease.*

*BRC Question: Is it viable to have a FI program with low numbers. We need to look at the ability to have two sections of French, then need to also look at the offering of programs given smaller numbers.*

*What is the impact of an established school, with one program, suddenly add a second program, e.g. FI program starts four years later.*

*BRC Question: If a school starts as English only, and the capacity ends up being higher than expected, would the decision to add FI be changed? Likely would result in reconsideration, probably would include further consultation with the community.*

*BRC Question: FI in high school looks like: They take 4 Grade 9 credits, 4 Grade 10, 1 in 11 and 1 in 12 = 10 of 30 credits are in French.*

*BRC Question: What subjects in high school are taught in French: They are Math, Science, History and French are the only courses offered in French. Some other schools may include Drama or Music or Geography.*

*BRC Question: In scenario 9 is it possible to add instead of the pink area being White Oaks, could it be Abbey Park. In FI and in English tracks could the same cohort go to the same school?*

*BRC Question: In order to judge the criteria of fiscal responsibility, we will need bussing costs and FI start up costs. Also what are the costs with moving portables? The answers will be brought to the next BRC meeting.*

*BRC Question: Could we have the current boundary maps for Blakelock and White Oaks?*

*BRC Question: Need walk to map for White Oaks*

*BRC Question: Do FI students in HS get the same amount of funding as an English stream student?*

6. Laureen also distributed scatter maps of students for the three high schools and walk distance maps for each of the high schools – distance is 4 km for walk distance.
7. Chair informed the membership they can now share these scenarios with their School Council Chairs and should bring back feedback.
8. Group decision re: scenarios to recommend will be done after an analysis of the criteria and how scenario meets needs of community students.

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