

FISCHER-HALLMAN/HURON ELEMENTARY BOUNDARY STUDY



The first Public Meeting of the Fischer-Hallman/Huron Elementary Schools Boundary Study was held at Jean Steckle Public School on Tuesday, October 24, 2017.

Approximately 75 people attended including members of the community, Board staff, members of the Working Group and Board Trustees.

1. WELCOME/INTRODUCTIONS

Nathan Hercanuck, Senior Planner for the Waterloo Region District School Board and meeting Chair, welcomed those in attendance at 7:05 p.m. and made the following introductions:

- City Councillor, Kelly Galloway-Sealock representing Ward 5, South-West Kitchener
- Waterloo Region District School Board representatives:
 - Natalie Waddell, Trustee, Kitchener
 - Kathleen Woodcock, Trustee, Waterloo/Wilmot
 - Ron DeBoer, Superintendent, Student Achievement and Well-Being
 - Bill Lemon, Superintendent, Student Achievement and Well-Being
 - Matthew Gerard, Coordinating Superintendent, Business Services and Treasurer of the Board
 - Victoria Ford, Communications Officer, Media & Issues
 - Andrea Michelutti, Principal, Jean Steckle Public School
 - Amy Humphrys, Vice Principal, Jean Steckle Public School
 - Lauren Agar, Manager of Planning
 - Sarah Galliher, Senior Planner
 - Andrea Kean, Recording Secretary

Mr. Hercanuck advised that it is important to note that **no decisions have been made** and that the options being presented tonight are just options. They all have their strengths and weaknesses, or pros and cons. We are here to gather feedback from you on what you like about the options and what you don't like.

Mr. Hercanuck led the audience through tonight's presentation available online at: <https://www.wrdsb.ca/planning/boundary-studies/fischer-hallman-huron-study>

2. EXPLANATION OF THE BOUNDARY STUDY PROCESS (SLIDES 3 & 4 OF THE ONLINE PRESENTATION)

What is a Boundary Study?

A boundary study can look at changing the school attendance areas and/or grade offerings at a school. It is a public process, involving the local community so that any decision that is made by the board with respect to changing boundaries is done in consultation with the communities affected.

Reasons for a Boundary Study

We are conducting a boundary study in this area to establish a boundary for the new Seabrook Dr. school; however, this study may also look at changing the grade structure of a school (for example adding Grades 7 & 8 to a JK-6 school or removing Grades 7 & 8 from a JK-8 school) and balancing enrolment within the study area.

The Boundary Study Process

Once the Board has identified a boundary study area, Planning asks the Principals at each of the schools involved to seek out up to two parent/guardian representatives to sit with them and us on a Study Working Group.

The Boundary Study Working Group helps us to represent the larger community and:

- Identify and discuss issues and opportunities of the individual school communities and the broader community
- Set study objectives

- Develop boundary options (scenarios)
- Evaluate boundary options against study objectives
- Confirm recommendations

The Working Group may have several meetings to get to this stage
Tonight we are at the First Public Meeting step where we consult with you.

Mr. Hercanuck advised that we are here tonight to get your collective input on our scenarios, what you like, what you don't, and your ideas on how we can improve on them.

3. STUDY PURPOSE AND ISSUES IDENTIFICATION (SLIDE 5)

Mr. Hercanuck advised that we are conducting a boundary study in the Fischer-Hallman/Huron Road area to establish a boundary for the new school located at 335 Seabrook Dr. which will open September 2018; however, this study may also look at changing the grade structure of a school (for example removing Grades 7 & 8 from a JK-8 school) and balancing enrolment within the study area.

We also want to make sure that once we have settled on a solution that we implement the change in the least disruptive way possible through transition planning.

Fischer Hallman/Huron Study Area (slide 6)

Referring to the map on slide 6 of the online presentation, Mr. Hercanuck noted the following:

The Study Area is made up of the following schools:

- Jean Steckle PS (Yellow)
- Queen Elizabeth PS (Green),
- Southridge PS (Blue), and
- Laurentian PS (outlined in red)
- the new school at 335 Seabrook Drive school (located west of Jean Steckle PS's boundary)

He noted that:

- Queen Elizabeth, Southridge and Laurentian Public School are acting as holding schools for the neighborhood in which the new Seabrook Dr. school is being constructed.
- Tartan Ave. site is another new school planned to the South of the Jean Steckle PS's boundary.
 - The proposed Tartan Ave site school has not yet been approved and funded by the Ministry of Education. It has been submitted as a priority project to the Ministry of Education, and we expect to hear back sometime in December 2017 or January 2018. If approval is received the school would open no earlier than September 2020.

Historic & Current Enrolment/Capacity (slide 7)

Southwest Kitchener is a rapidly developing area. It represents the largest area of future residential housing in the Region. The Board has planned multiple school sites in the area to accommodate this growth.

Jean Steckle PS opened in September of 2013 and has grown rapidly to the point where it now houses 912 students, and utilizes 12 portables; however, the limit has been reached for the number of portables we can fit on site without expensive modifications and further reductions in outdoor play space.

Jean Steckle Public School underwent some minor interior renovations and program relocations over the summer, to squeeze an extra three classroom spaces into the school to accommodate students for 2017-2018 school year.

The Board has designated a number of areas of new housing as "development areas" which are directed to holding schools until we can construct a community school for those areas. In this case, Southridge, Queen Elizabeth, and Laurentian Public Schools are the holding schools.

4. DRAFT GOALS/OBJECTIVES (SLIDE 8)

Mr. Hercanuck advised that part of the Boundary study process is setting the Objectives of the Study or what we hope to accomplish with the eventual solution and recommendations.

- Establish a boundary for the new Seabrook Dr. school
- Reduce enrolment at Jean Steckle PS
- Maximize the use of built permanent capacity/minimize the need for temporary accommodation
- Minimize transitions where changes are proposed.

Mr. Hercanuck noted the following example of how the Board minimizes transitions:

When opening a new JK-8 school the Board opens the facility as JK-7, and allows the Grade 8's to graduate where they are, so that they won't have to change schools the year before they move on to high school. To avoid changing schools twice within two years.

5. SCENARIOS

Scenario 1 (slides 9-13)

Referring to the map on slide 9, Mr. Hercanuck noted the following:

- New boundary created for Seabrook Dr. school consisting of Mattamy 'Wildflowers' subdivision.
- Scenario 1 is a base scenario and would see the boundary for the new Seabrook Dr. school (in purple) be established around the Mattamy Wildflowers community:
 - Students from this area would no longer be bussed to Southridge, Queen Elizabeth, and Laurentian Public Schools.
 - The Jean Steckle PS Boundary would remain the same.

Projected Enrolment – Scenario 1 (slide 10)

Referring to the enrolment numbers in the table on slide 10, Mr. Hercanuck advised that:

- Scenario 1 does nothing to reduce enrolment at Jean Steckle PS and the enrolment is expected to peak at over 1000 students by 2022.
- Enrolment at Queen Elizabeth and Laurentian Public Schools is expected to decline as students from the Wildflowers development are no longer transported there.
- Southridge PS will no longer be the holding school for the wildflowers community, with the opening of the new Seabrook Drive school; however, Southridge PS will remain a holding school for anticipated development around the future Tartan Ave. school.
- The new Seabrook Dr. school, with just the Mattamy Wildflowers community, will have empty classrooms until homes are built in the future planned subdivisions north of the cemetery.

Proposed scenario transitions – SCENARIO 1 (SLIDES 11 and 12)

Mr. Hercanuck advised that In order to implement the boundary changes associated with Scenario 1 the following transitions are proposed:

- Students in the Wildflowers community attending Southridge and Queen Elizabeth Public Schools, the 2018 Gr. 6 students be provided the option to finish out at the schools and that transportation be provided for that one year to students choosing that option. The option would apply to those Gr. 6 students only and not their siblings.
- French Immersion Program students at Southridge PS from the 'Wildflowers' community and siblings may remain in the program at the school; however transportation will no longer be provided as Southridge PS would no longer be the 'home-school' and Wildflower community students would be considered out-of-boundary.
- Students in the Wildflowers community attending Laurentian Public School, 2018 in Gr. 8 only will finish out at Laurentian PS (with bussing) because the new Seabrook Dr. school will open as JK-7 only.

Draft Objectives – Scenario 1 EVALUATION (SLIDE 13)

Referring to the table on Slide 13, Mr. Hercanuck went through how well Scenario 1 meets the Draft Study Objectives as follows:

- It does establish a boundary for the new Seabrook Dr. school.
- It does not reduce enrolment or portables at Jean Steckle PS; no change to enrolment at Jean Steckle PS.
- It does not maximize the use of built permanent capacity; with empty classrooms at the new Seabrook Dr. school.
- It does minimize transitions for Queen Elizabeth and Southridge students from the Wildflowers community with the grandparenting options suggested.

Scenario 2 (slides 14-18)

Referring to the map on slide 14, Mr. Hercanuck noted the following:

- New boundary established for Seabrook Dr. school consisting of Mattamy 'Wildflowers' subdivision.
- Grade 7 and 8 phased out of Jean Steckle PS to be accommodated at new Seabrook Dr. school and phased back in when enrolment pressure allows.

Projected enrolment - SCENARIO 2 (SLIDE 15)

Referring to the enrolment numbers in the table on slide 15, Mr. Hercanuck noted that:

- Projections indicate that this change will reduce enrolment at Jean Steckle PS below current levels for 2018 and reduce peak enrolment at Jean Steckle PS by 194 students when compared to the Base Scenario.
- Scenario 2 would have the same implication for the holding schools Southridge, Queen Elizabeth and Laurentian as the base scenario.
- More classrooms would be used at the new Seabrook Dr. school.

Proposed scenario transitions – SCENARIO 2 (SLIDES 16 and 17)

Mr. Hercanuck advised that in order to implement the boundary changes associated with Scenario 2 the following transitions are proposed:

SOUTHRIDGE PS

- 'Wildflowers' community students to attend new Seabrook Dr school Sept. 2018
 - Option for 2018 Gr. 6 students to finish at Southridge PS (with transportation), no siblings
 - French Immersion – students may remain at Southridge PS for the French Immersion program (with siblings). Transportation will not be provided (In accordance with Board Procedure – 4260 section 15.1)

QUEEN ELIZABETH PS

- 'Wildflowers' community students to attend new Seabrook Dr school Sept. 2018
 - Option for 2018 Gr. 6 students to finish at Queen Elizabeth PS (with transportation), no siblings

LAURENTIAN PS

- 'Wildflowers' community students to attend new Seabrook Dr school Sept. 2018
 - 2018 Gr. 8 students to finish at Laurentian PS (with transportation), no siblings

JEAN STECKLE PS

- 2018 Gr. 7 students to attend new Seabrook Dr school (Jean Steckle PS JK-6, 8)
- 2019 Gr. 7 and Gr. 8 students to attend new Seabrook Dr school (Jean Steckle PS JK-6)
 - Transportation provided in accordance with Board Policy 4009 (if eligible by distance)

Draft Objectives – Scenario 2 EVALUATION (SLIDE 18)

Referring to the table on Slide 18, Mr. Hercanuck went through how well Scenario 2 meets the Draft Study Objectives as follows:

- It does establish a boundary for the new Seabrook Dr. school.
- It does reduce peak enrolment at Jean Steckle by almost 200 students.
- It does maximize the use of built permanent capacity.
- It accommodates more students in permanent capacity at both new Seabrook Dr school and Jean Steckle PS.
- It does minimize the need for portables
- as the reduction in enrolment will reduce the need for portables at Jean Steckle PS
- Transitions for Queen Elizabeth and Southridge students from the Wildflowers community taken into account with the grandparenting options suggested.
- The relocation of the intermediate division students (grades 7, 8) is phased over two years.

Mr. Hercanuck made note of the following concern regarding the French Immersion Program:

- There may be a program implication for the French Immersion (FI) program with ensuring that the program is appropriately resourced once it gets to Grade 7 at the new Seabrook Dr. school. We are confident that this could be accomplished and should Scenario 2 be implemented we would have three years to prepare before the Jean Steckle PS FI program reaches Grade 7.

Scenario 3 (SLIDES 19-24)

Referring to the map on slide 19, Mr. Hercanuck noted the following:

- New boundary established for Seabrook Dr. school consisting of Mattamy 'Wildflowers' subdivision.
- Area of Jean Steckle PS boundary South of Huron Rd. assigned to new Seabrook Dr. school.
- Jean Steckle PS would remain JK-8.

Projected enrolment - SCENARIO 3 (SLIDE 20)

Referring to the enrolment numbers in the table on slide 20, Mr. Hercanuck noted that:

- Projections indicate that this change will reduce enrolment at Jean Steckle PS below current levels for 2018 and reduce peak enrolment at Jean Steckle PS by 139 students when compared to the Base Scenario.

- Scenario 3 would have the same implication for the holding schools Southridge, Queen Elizabeth and Laurentian as the base scenario.
- More classrooms would be used at the new Seabrook Dr. school.

Proposed scenario transitions – SCENARIO 3 (SLIDES 21 -23)

Mr. Hercanuck advised that in order to implement the boundary changes associated with Scenario 3 there would be additional transitions required for the south of Huron Rd community and the following transitions are proposed:

SOUTHRIDGE PS

- 'Wildflowers' community students to attend new Seabrook Dr school Sept. 2018
- Option for 2018 Gr. 6 students to finish at Southridge PS (with transportation), no siblings
- French Immersion – students may remain at Southridge PS for the French Immersion program (with siblings). Transportation will not be provided (In accordance with Board Procedure – 4260 section 15.1)

QUEEN ELIZABETH PS

- 'Wildflowers' community students to attend new Seabrook Dr school Sept. 2018
 - Option for 2018 Gr. 6 students to finish at Queen Elizabeth PS (with transportation), no siblings

LAURENTIAN PS

- 'Wildflowers' community students to attend new Seabrook Dr school Sept. 2018
 - 2018 Gr. 8 students to finish at Laurentian PS (with transportation), no siblings

JEAN STECKLE PS – HURON WOODS COMMUNITY

- 2018 JK- 7 students within 'South of Huron Rd. Community' to attend new Seabrook Dr. school
 - 2018 Gr. 8 students within 'South of Huron Rd. Community' to attend Jean Steckle PS
- 2019 JK- 8 students within 'South of Huron Rd. Community' to attend new Seabrook Dr. school
- 2020 (or beyond) JK- 7 students within 'South of Huron Rd. Community' to attend new school (Tartan Ave.)
- 2021 (or beyond) JK- 8 students within 'South of Huron Rd. Community' to attend new school (Tartan Ave.)

Mr. Hercanuck noted that beyond 2019 the timing of transitions is uncertain as the Tartan Ave. school has always been intended as the permanent facility for this community due to its proximity. However, the timing of the school is unclear. The Board has asked the Ministry of Education for approval and funding for this facility to open it for September 2020. We are expecting a response to our funding requests sometime in December or January. If the school does not get funded we will be requesting funding for the school again next year.

Proposed scenario transitions – Huron Woods community SCENARIO 3 (SLIDE 23)

Referring to the chart on slide 23, Mr. Hercanuck noted the following:

- The south of Huron Road community was originally accommodated at holding schools (Alpine PS, and Laurentian) while we were waiting for the construction of Jean Steckle PS.
- Scenario 3 could mean multiple school transitions due to boundary changes for this community:
 - It could be possible that a student from this area could have started school at Alpine in 2012, moved to Jean Steckle in 2013, be moved to Seabrook in 2018 then to Tartan Ave. in 2020.
 - While this does not apply to every student in the area only a specific grade in this example but the point was raised about number transitions for this community, and this illustrates that point.
 - There are 15 students between grades 4-6 who started at Alpine PS in 2012.

Draft Objectives – Scenario 3 EVALUATION (SLIDE 24)

Referring to the table on Slide 24, Mr. Hercanuck went through how well Scenario 3 meets the Draft Study Objectives as follows:

- It does establish a boundary for the new Seabrook Dr. school
- It does reduce peak enrolment at Jean Steckle by almost 140 students; (more than Scenario 1 but less than Scenario 2)
- It does maximize the use of built permanent capacity (more than Scenario 1 but less than Scenario 2)
- It accommodates more students in permanent capacity at both new Seabrook Dr. school and Jean Steckle PS;
- It does minimize the need for portables (more than Scenario 1 but less than Scenario 2)
- as the reduction in enrolment will reduce the need for portables at Jean Steckle PS
- Transitions for Queen Elizabeth and Southridge students from the Wildflowers community taken into account with the grandparenting options suggested.
- The relocation of the south of Huron Rd community would be phased-in over two years.

Mr. Hercanuck noted that the concern with this scenario is the number of transitions for the south of Huron Rd community with the eventual opening of the new Tartan Ave school.

Scenario 4 (slides 25-31)

Referring to the map on slide 25, Mr. Hercanuck advised that Scenario 4 combines Scenarios 2 and 3 and noted the following:

- New boundary established for Seabrook Dr. school consisting of Mattamy 'Wildflowers' subdivision.
- Grades 7 and 8 phased out of Jean Steckle PS to be accommodated at new Seabrook Dr. school, phased back in when enrolment pressure allows
- Area of Jean Steckle PS boundary South of Huron Rd. assigned to new Seabrook Dr. school.

Projected enrolment - SCENARIO 4 (SLIDE 26)

Referring to the enrolment numbers in the table on slide 26, Mr. Hercanuck noted that:

- Projections indicate that this change will reduce enrolment at Jean Steckle PS below current levels for 2018 and reduce peak enrolment at Jean Steckle PS by over 250 students when compared to the Base Scenario.
- Scenario 4 would have the same implication for the holding schools Southridge, Queen Elizabeth and Laurentian as the base scenario.
- Fills the new Seabrook Dr. school.

Proposed scenario transitions – SCENARIO 4 (slides 27-29)

Mr. Hercanuck advised that the following transitions are proposed:

SOUTHRIDGE PS

- 'Wildflowers' community students to attend new Seabrook Dr. school Sept. 2018
- Option for 2018 Gr. 6 students to finish at Southridge PS (with transportation), no siblings
- French Immersion – students may remain at Southridge PS for the French Immersion program (with siblings). Transportation will not be provided (In accordance with Board Procedure – 4260 section 15.1)

QUEEN ELIZABETH PS

- 'Wildflowers' community students to attend new Seabrook Dr. school Sept. 2018
- Option for 2018 Gr. 6 students to finish at Queen Elizabeth PS (with transportation), no siblings

LAURENTIAN PS

- 'Wildflowers' community students to attend new Seabrook Dr school Sept. 2018
- 2018 Gr. 8 students to finish at Laurentian PS (with transportation), no siblings

JEAN STECKLE PS

- 2018 Gr. 7 students to attend new Seabrook Dr. school (Jean Steckle PS JK-6, 8)
- 2019 Gr. 7 and Gr. 8 students to attend new Seabrook Dr. school (Jean Steckle PS JK-6)
- Transportation provided in accordance with Board Policy 4009 (if eligible by distance)

JEAN STECKLE PS – HURON WOODS COMMUNITY

- 2018 JK- 7 students within 'South of Huron Rd. Community' to attend new Seabrook Dr. school
- 2018 Gr. 8 students within 'South of Huron Rd. Community' to attend Jean Steckle PS
- 2019 JK- 8 students within 'South of Huron Rd. Community' to attend new Seabrook Dr. school
- 2020 (or beyond) JK- 7 students within 'South of Huron Rd. Community' to attend new school (Tartan Ave.)
- 2021 (or beyond) JK- 8 students within 'South of Huron Rd. Community' to attend new school (Tartan Ave.)

Mr. Hercanuck noted the following are concerns with Scenario 4 (same as with Scenario 3):

- The south of Huron Road community was originally accommodated at holding schools (Alpine PS, and Laurentian) while we were waiting for the construction of Jean Steckle PS.
- Scenario 4 could mean multiple school transitions due to boundary changes for this community:
- It could be possible that a student from this area could have started school at Alpine in 2012, moved to Jean Steckle in 2013, be moved to Seabrook in 2018 then to Tartan Ave. in 2020.
- While this does not apply to every student in the area only a specific grade in this example but the point was raised about number transitions for this community, and this illustrates that point.
- There are 15 students between grades 4-6 who stated at Alpine PS in 2012.

Draft Objectives – Scenario 4 EVALUATION (slides 30 and 31)

Referring to the tables on Slides 30 and 31, Mr. Hercanuck went through how well Scenario 4 meets the Draft Study Objectives as follows:

- It does establish a boundary for the new Seabrook Dr. school
- It does reduce peak enrolment at Jean Steckle by almost 255 students; (more than all other Scenarios)

- It does maximize the use of built permanent capacity (more than all other Scenarios)
- It accommodates more students in permanent capacity at both new Seabrook Dr school and Jean Steckle PS;
- It does minimize the need for portables (more than all other Scenarios) as the reduction in enrolment will reduce the need for portables at Jean Steckle PS
- Transitions for Queen Elizabeth and Southridge students from the Wildflowers community taken into account with the grandparenting options suggested.
 - Students 'graduate' into new school from Jean Steckle when changing to JK-6 organization.
 - Students 'graduate' back to Jean Steckle when Gr. 7, 8 returned.
 - The relocation of the south of Huron Rd community would be phased-in over two years.
 - The relocation of the south of Huron Rd community to the new Tartan Ave site school would be phased-in over two years.

Mr. Hercanuck noted that the concern with Scenario 4 (same as with Scenario 3) is the number of transitions for the south of Huron Rd community with the eventual opening of the new Tartan Ave school.

Mr. Hercanuck advised Scenarios 1, 2, 3 and 4 are the scenarios the Working Group has developed and analyzed to date.

From here the Working Group will review the comments received tonight and refine the scenarios based on the feedback received.

6. NEXT STEPS (SLIDE 32)

Mr. Hercanuck outlined the following steps:

- Working Group to review public meeting comments
- Working Group to refine scenarios based on public feedback
- Working Group to develop recommendations
- A minimum of 1 additional public meeting to share draft recommendations
- Staff to bring recommendations to Board of Trustees
- Board of Trustees vote on recommendations

7. IMPORTANT DATES

Mr. Hercanuck advised that it is expected that we will hold Public Meeting #2 in late November 2017 to share the recommended scenario and recommendations so that they can be presented in a report to Trustees in December 2017.

He noted the importance of the December timeframe because boundaries need to be established in advance of planning for next school year as they have a significant impact on staffing, French Immersion registration and transportation planning.

- Public Meeting #2: Late November 2017 (Tentative)
- Boundary and Implementation Recommendations to Trustees December 2017 (Tentative)

Mr. Hercanuck shared the Board's contact and website information and advised that the all boundary study information will be available on the website including the display boards from tonight's meeting. He asked for feedback and comments on the scenarios presented tonight and shared the following contact information for the boundary study:

Contact Information:

Website: <http://www.wrdsb.ca/planning>
 Email: boundaryfeedback@wrdsb.ca (please indicate Fischer-Hallman/Huron in the subject line)
 Fax: 519-570-2172
 Phone: 519-570-0003 ext. 4419
 Mail: Planning Department, 51 Ardel Ave., Kitchener N2C 2R5
 Twitter: @wrdsb

8. Q & A

Mr. Hercanuck opened the floor to questions/comments:

Q: Will the new school have French Immersion (FI)?

R: The new school will not offer FI unless there are enough students within the new school boundary in SK this year who register for Grade 1 FI next year. This decision will be made by the end of March 2018. We add FI to a school only if there is enough interest and if space is available. The FI program would start at Grade 1 and grow from there. For more information about French as a Second Language Programs, please call 519-570-0003 x 4277.

Q: Scenarios 2 and 4 phase out the 7-8 program from Jean Steckle PS and move it across the busy Fischer-Hallman Road to the new school; will Crossing Guards be in place to help kids to cross at Seabrook and Fischer-Hallman Rd?

R: Student Transportation Services of Waterloo Region (STSWR) has advised that Crossing Guards are a municipal responsibility. Crossing guards aren't usually put in place for Grades 7 and 8 because the kids don't like to use them. It was noted that the crossing guard at Homer Watson and Block Line is paid for by the Region of Waterloo.

Mr. Hercanuck noted that STSWR committed to providing training and resources to students and families on safe crossing at roundabouts.

Q: Does the Board ever take into consideration the impacts on student achievement that changing schools has on a child?

R: Mr. Hercanuck advised that it is not something that is considered in our objectives but noted that there is a lot of work done between schools through a transition committee of staff and parents to host various events to help students with the transition.

C: Under Scenarios 3 and 4, the south of Huron Road (Huron Woods) community could have to change schools twice in the next two years which could mean changing daycare providers twice as well.

R: Mr. Hercanuck responded that is why we try to avoid transitions and this is why we are allowing the Grade 6 and Grade 8 students to graduate out from their current schools. He noted that he has put together the transition chart on slide 23 to illustrate Scenario 3 and 4 potential transitions for students in the Huron Woods community who had attended Alpine PS before moving to Jean Steckle PS in 2013-2014.

Q: Do the student projection numbers take into account people living in the Mattamy subdivision using an address that is not their own to attend Jean Steckle PS? Could the numbers be reduced once the new school opens and they can attend their own school?

R: Mr. Hercanuck advised that fifty students were demitted over the summer for using incorrect addresses. He noted that while we may not have found everyone, we don't have the staff resources to have everyone register each year.

Q: Given the population growth in this area, why aren't the schools built bigger?

R: New schools are planned with space for twelve portable classrooms and it is expected that there will be some portables used within the first 10 to 15 years of operation. The Board has to consider the size of school that will be required for the long-term (50+ years). As neighbourhoods mature, student populations tend to level out or decline. If a school is built for its peak enrolment it could be left with many empty classrooms for the majority of its lifespan.

Q: My child has registered for Grade 1 FI at Southridge PS is there a scenario that allows her to remain in the program?

R: In all scenarios, your child can remain at Southridge PS for FI; however, since the school would no longer be considered the 'home school' transportation would not be provided.

C: I have a big concern with Scenarios 2 and 4 that will have Grade 7 and 8 students crossing Fischer-Hallman Road; it will put their lives in danger.

R: Mr. Hercanuck responded that based on concerns there may be the need for a follow-up discussion with STSWR. He asked those in attendance to please send in their written comments and concerns (in box provided or through boundaryfeedback@wrdsb.ca)

Q: Scenarios 3 and 4 would mean that I would have to move my child's daycare; will the new school have a Before and After (Extended Day) program available?

R: All schools across the board offer the Extended Day program. More information on the Extended Day program can be found at:

Before and After (Extended Day) Programs

Phone: 519-570-0003 x 4704

Email: beforeafter@wrdsb.ca

Web: <http://www.wrdsb.ca/beforeafter/>

Q: Will there be a transition plan in place to help students who have to change schools, make new connections and foster new relationships at their new school? Could they attend the new school part time at first while attending their current school as well?

R: Mr. Hercanuck responded that sharing time between both schools would not be an option as it would be problematic in regards to staffing. Our report can recommend a transition committee be struck, consisting of parents and staff, to develop a plan to help students integrate into their new school; as we have done in past boundary studies. He noted that because the new school is under construction and won't open until September, it may not allow students to visit the school prior to having to move there in September 2018.

Mr. Hercanuck noted that Janet Hale was announced today as the Principal for the new school and will start in the position in March 2018.

Q: When will the decision be made for this study?

R: Mr. Hercanuck advised that a decision is needed in December 2017 or January 2018 to allow enough time for staffing and give families time to plan for any changes that will take place in September 2018.

C: My children attended Jean Steckle PS after a boundary change and for those of us with children in Grades 7 and 8 we also have to deal with a change. But no matter who gets moved, some children will have to change schools. For those of us who are concerned with the Fischer-Hallman crossing; who can we call to get a crossing guard installed there?

R: Mr. Hercanuck advised that Crossing Guards are a municipal responsibility and those with concerns could speak with their City Counsellor, Kelly Galloway-Sealock, for direction on how to proceed with the request. He also advised those in attendance to write down their comments and concerns and place them in the comment box provided or to email them in to boundaryfeedback@wrdsb.ca noting that Trustees have access to all feedback received.

C: More time and attention needs to be put into designing the parking lot at the new school to allow parents room to drop off and pick up.

Q: Do the student enrolment projections take into account that the Catholic Board will be opening a school in the area?

R: Mr. Hercanuck advised that the WRDSB shares the market with three other boards; the Catholic Public, the French Public and French Catholic boards. He noted that the projections used in the study don't anticipate the loss of students as this would be a personal choice of families and difficult to project.

Q: Can we stop accepting new students at Jean Steckle PS from the south of Huron Road community and send them to the new school and can we have busses to take students across Fischer-Hallman Rd?

R: This would not be enough to reduce the size of Jean Steckle PS.

Q: Why isn't there a Scenario that considers not moving students until the new Tartan Ave school opens?

R: Mr. Hercanuck advised that a number of challenges will arise if we do nothing to help Jean Steckle PS. Enrolment will keep growing as Jean Steckle PS is bottom heavy with the lower grades having the highest number of students; the Grades 7 and 8 classes have fewer students than the anticipated JKs and SKs. Enrolment numbers will still go up and we cannot add any additional portables without great cost and further loss of play space.

Q: Why would you show us Scenario 1 if it is not an option?

R: Mr. Hercanuck explained that Scenario 1 is effectively a Status Quo scenario to illustrate the present situation with the opening of the new school with only the Mattamy "Wildflowers" subdivision with surplus space and Jean Steckle PS with twelve portables; to demonstrate why it is not an option.

Q: Is there a scenario that grandfather existing Huron Woods students to remain at Jean Steckle PS and send new Huron Woods JK students to the new school and any new families that move into the subdivision?

R: Mr. Hercanuck responded that would not reduce enrolment enough at Jean Steckle PS, likely would only be 14 students; meanwhile Jean Steckle PS would still be increasing from internal growth as enrolment is much higher in junior and primary grades than in Grade 7 and 8. He noted that the junior grades also have smaller class sizes and therefore require more classrooms.

Q: Can't we wait two years to see if the Tartan Ave school gets funded and see what happens; instead of disrupting all these children?

R: Mr. Hercanuck responded that unfortunately we cannot wait; we need a decision in December/January, for a solution to be in place for September 2018 giving time for families and the Board to prepare for the changes. He advised that is why we are here tonight to gather feedback on the pros and cons of all elements of the scenarios. He advised that feedback received tonight will be shared with the Working Group and taken into account when determining how we will proceed. There will be a second public meeting on November 21, 2017 to share the draft report and recommendations prior to it being presented to the Board of Trustees.

Q: The Woodbine/Parkvale and Huron Village areas are still expanding; is there a scenario where you can build a new 7-8 senior school and have all schools JK-6 feed into it for 7-8? This would open up space in all feeder schools to house future JK-6 students from new development.

R: Mr. Hercanuck responded that the Board has not built a middle school since the 1970s (William G. Davis PS being the last). While the Board supports its legacy middle schools, Ontario curriculum is moving away from rotary to reduce the number of teacher contacts for students. Senior schools often result in increased transportation costs because they require a very large boundary. The preference is to build new schools JK-8. He noted that it would also require a much larger boundary study process.

Q: There are only four Scenarios presented tonight – are you still looking for other options?

R: Mr. Hercanuck advised that the Working Group is open to other ideas and asked attendees to write down their ideas and share them with the Working Group at boundaryfeedback@wrdsb.ca

Q: Is it fair to assume that there is representation on the Working Group from the area living south of Huron Road to speak for families who will be affected by Scenarios 3 and 4?

R: Mr. Hercanuck advised that school Principals were asked to seek out volunteers to sit on the Working Group and that Principals, Superintendents of Student Achievement and Well-Being and Planning staff are also part of the group. He advised that Working Group members are asked to be objective and represent their school community as they are a conduit from the group to the school community. He advised that Principal Michelutti has shared the concerns of the south of Huron Road community with the working group as well. It is important to keep in mind that all scenarios require some students to move.

Q: Will we be looking at the Huron Village area no longer attending Huron Heights Secondary School?

R: Mr. Hercanuck advised that this is an elementary boundary study and we will not be looking at secondary boundaries.

Q: How are boundaries enforced?

- R: Mr. Hercanuck advised that boundaries are enforced through the registration process and showing of required documentation when registering. He noted that students who move mid year will often be allowed to finish out the year as staffing has already been set for the year. They would then have to move to their new school based on their new address in the following September.
- C: People are selling their addresses on Kijiji.
- C: Mrs. Agar advised for anyone who is aware of someone attending through the use of an address that isn't their own, to please advise Principal Michelutti so she can look into the matter.
- Q: Will students enrolled in the French Immersion program lose their transportation if they become an out of boundary student due to boundary changes?
- R: Mr. Hercanuck responded that yes that is a possibility. He advised that there is a precedent that the Board extended to current students only based on their address at the date of the boundary change to continue transportation if the FI program was not offered at their new home school (under the boundary change). He noted that transportation would likely not be extended to siblings if they were not enrolled in the program at the time of the boundary change.
- Q: Scenarios 2 and 4 take the 7-8 program out of Jean Steckle PS; how long before we could bring it back?
- R: Mr. Hercanuck advised that we would look at bringing it back when the Tartan Ave school opens which would be 2020 at the very earliest; if funding is granted for the school this winter from the Province. He noted that both Jean Steckle PS and the new Seabrook Drive school were both unsuccessful in our first request for funding. He advised that the Province wants to see that the students are registered before it gives us funding. He advised that if we don't receive funding for Tartan this round, it will be submitted again in the next round of requests.
- Q: Is there anyone at the provincial level we can contact to get funding?
- R: Mr. Hercanuck advised contacting their local Member of Provincial Parliament.
- Q: Are there any plans to audit Jean Steckle PS to make sure that everyone currently attending should be here; before we start disrupting lives by moving kids out who should be here?
- R: Mr. Hercanuck advised that they went through a process this summer and were able to remove 50 students. The Board does not have the mandate or the resources to do anything further than what we are currently doing.
- Q: What is the process to make Jean Steckle PS larger to build an addition? Can we purchase parkland from the City?
- R: Mr. Hercanuck advised that Jean Steckle PS has already gone through internal retrofits this summer. He advised that we will not be putting an addition on as the school is the appropriate size for its site and for its long-term sustainability. If we were to make it larger we would be left with a school with many empty classrooms down the road.
- Q: Can we purchase some of the park to get a bigger play area?
- R: Mr. Hercanuck advised that more site space will be opened up if move some students out.
- Q: Will the Tartan Avenue school be a JK-8 school?
- R: Yes. Mr. Hercanuck noted that it will be a JK-7 in opening year and JK-8 the following year.
- Q: Can we look at moving the 7-8 program to Huron Heights Secondary School to reduce transitions as they will have to transition there for Grade 9 anyway?
- R: Mr. Hercanuck advised that while many boards offer 7-12 schools unfortunately, Huron Heights has its own issues with the amount of portables needed there and sending students there would leave empty classrooms at the new 335 Seabrook Drive school.

Mr. Hercanuck thanked everyone for coming out, and asked those in attendance to provide their feedback on the comment sheets provided or to send an email to boundaryfeedback@wrdsb.ca

The formal presentation concluded at 8:35 PM and Mr. Hercanuck invited those in attendance to look at the display boards outlining the scenarios and advised that Planning staff would be available to answer questions one-on-one.

Board staff answered questions one-on-one until approximately 9:15 p.m.

9. OPEN HOUSE

Contact Information:

Website: <http://www.wrdsb.ca/planning>

Email: boundaryfeedback@wrdsb.ca (please indicate Fischer-Hallman/Huron in the subject line)

Fax: 519-570-2172

Phone: 519-570-0003 ext. 4419

Mail: Planning Department, 51 Ardelt Ave., Kitchener N2C 2R5

Twitter: @wrdsb

How to be a Delegation

Individuals, organizations and groups are welcome to speak to the Board as a delegation. In accordance with Board Bylaws, at regular Board meetings, delegations speak only to matters relevant to items listed on the agenda. All other presentations will be scheduled at Committee of the Whole Meetings.

You may register as a delegation by calling the Manager of Corporate Services, at 519-570-0003, ext. 4336 during regular business hours. You should register by noon on the Thursday prior to the meeting.

Future Meetings:

WORKING GROUP MEETINGS:

Working Group #4: Tues., Nov 7, 2017 from 3:30-5:00 PM

Working Group #5: Tues., Nov 21, 2017 from 3:30-4:30 PM (tentative)

PUBLIC MEETINGS:

Public Meeting #2: Tues., Nov 21, 2017 from 7:00-8:30 PM (tentative)

Committee of the Whole Meeting: December 11, 2017 (tentative)