



**Forest Hill / Trillium Elementary Schools Boundary Study**  
**Minutes of Working Group Meeting # 4**  
**October 12, 2011**  
**Library, Forest Hill Public School - 5:00 – 6:30 p.m.**

The fourth Working Group Meeting of the Forest Hill / Trillium Elementary Schools Boundary Study was held at Forest Hill Public School on Wednesday, October 12, 2011.

**Attendees:**

Steve Zack, Principal of Forest Hill P.S. and our host for the evening, Carol Fuller, Parent Representative Forest Hill P.S., Jennifer Kroeker, Parent Representative Forest Hill P.S., Jennifer Passy, Parent Representative Trillium P.S., Nathan Hercanuck, Senior Planner, Lauren Manske, Senior Planner, Andrea Kean, Recording Secretary.

**Regrets:**

Gregg Bereznick, Superintendent, B. Brown, Principal, Trillium P.S., Shane Hall, Parent Representative, Trillium P.S.

**1. Welcome/Approval of minutes – September 21, 2011 Meeting.**

Ms. Manske welcomed members of the Working Group at 5:00 p.m. and asked if there were any changes to the draft minutes of the previous meeting. None were brought forward and minutes were passed. Minutes from the third meeting are now available on the website: <http://www.wrdsb.ca/planning/boundary-studies/forest-hill-trillium-elementary-schools-boundary-study>

Ms. Manske presented the members with handouts of materials requested at the last meeting and led the group through the presentation (available online at:

<http://www.wrdsb.ca/planning/boundary-studies/forest-hill-trillium-elementary-schools-boundary-study> ):

**Requested Information: (see slides 4, 5, 6 and 7 of the on-line presentation)**

Regarding the student distribution maps, Ms. Manske noted that some of the dots may represent multiple students.

**Regarding future FDK (Full Day Kindergarten) site information (Slide 7)**

Both Monsignor Haller C.S. and St. Paul C.S. will be year 3 FDK sites. Trillium P.S. is also year 3.

Also, it is not clear whether Forest Hill P.S. with its new FDK program drew any Catholic Board students. As Mr. Zack pointed out, parents don't usually disclose this information, and we are not allowed to ask. He was not sure if there were any FDK students that had older siblings attending Forest Hill P.S. who had not attended previously.

## **Study Objectives For the Forest Hill / Trillium Elementary Schools Boundary Study**

- To develop a solution that is long-term (approximately 10 years) by:
  - Addressing future development plans and demographic shifts.
  - Balancing enrolment to capacity using Board Policy 3002 – Elementary School Size and Configuration, as a guideline for school size.
  - Addressing the diverse needs of all students by creating a balance of enrolment that recognizes these needs.
- To increase the number of students within a ‘safe’ walking distance to school.
- To keep in mind the impact on the senior elementary and secondary school boundaries.
- To minimize the impact on students where transitions are proposed.

## **2. Ongoing Discussion: Scenarios**

### **Status Quo Scenario (Slide 8)**

No change to boundaries. We will present this scenario at the Public Meeting. (will be discussed at the beginning of the meeting)

### **Scenario 6 (Slide 9)**

This scenario has area H of the map moving from Forest Hill P.S. to Trillium P.S.

Implications for Forest Hill P.S. - reduces enrolment below its built capacity.

Implications for Trillium P.S. – increases enrolment above its built capacity and thus may require the use of portables or an addition to address the increased student population.

Q: Does this scenario meet the study objectives?

R: Meets most of the objectives but will create a greater demographic sway and will still have JK/SK students (in area H) that are not in walking distance. Also the junior elementary walkers will have to go past Laurentian Senior Elementary Public School, which may be an issue.

Q: Would we be able to have a crossing guard at Westmount Road and Williamsburg Road or Westmount Road and Dunsmere Road?

R: We do have some crossing guards at signaled crossings, and a crossing guard may be assigned by the City of Kitchener if there is enough student traffic to use it and they feel it is warranted.

Q: Would the Catholic Board students be crossing here too?

R: Possibly.

### **Action Item:**

Ms. Manske to do a map of current crossing guard locations for both Public and Catholic Board use.

C: The Demographic numbers are not good with this scenario. Area H is primarily single family housing, which would be taken out of Forest Hill P.S. This area is currently helping with the balance.

**Scenario 7** (Slide 10)

Moves areas G, F and H from Forest Hill P.S. to Trillium P.S.

Moves areas Q and R from Trillium P.S. to Forest Hill P.S.

Implications for Forest Hill P.S. – reduces enrolment below built capacity.

Implications for Trillium P.S. – increases enrolment above built capacity.

Q: Does this scenario meet the study objectives?

R: Does not meet in terms of walking distance as students in areas Q and R are closer to Trillium P.S. than to Forest Hill P.S. As well, it does not meet the final objective which is to minimize the impact of transitions on students.

Q: Do we want to continue to look at this scenario?

R: No.

The group agreed not to discuss Scenario 7 any further.

**Scenario 8** (Slide 11)

Moves areas E, F, G, H and Q from Forest Hill P.S. to Trillium P.S.

Implications for Forest Hill P.S. – reduces enrolment well below built capacity.

Implications for Trillium P.S. – increases enrolment above built capacity.

Q: Does this scenario meet the study objectives?

R: Areas Q and S have to go through Area R to get to Trillium P.S.

R: Lot of unused space at Forest Hill P.S. with this scenario and would take too many students out of the school.

R: Not crazy about this scenario.

The group agreed not to discuss Scenario 8 any further.

**Scenario 9** (Slide 12)

Moves areas O, P and R from Forest Hill P.S. to Trillium P.S.

Implications for Forest Hill P.S. – reduces enrolment just below built capacity.

Implications for Trillium P.S. – increases enrolment just above built capacity.

Q: Does this scenario meet the study objectives?

R: Scenario 9 seems to meet most objectives.

**Scenario 10** (Slide 13)

Moves area N and P from Forest Hill P.S. to Trillium P.S.

Implications for Forest Hill P.S. – reduces enrolment below built capacity.

Implications for Trillium P.S. – increases enrolment above built capacity.

Q: Does this scenario meet the study objectives?

Q: Does this move too many students to Trillium down the road?

C: This would work best if we could guarantee an addition would be built.

C: This does not meet the balance objective.

Q: What is the purpose of this study?

R: To look at unused space as well to look at the potential for increasing the enrolment at Trillium P.S.

C: Trillium P.S. has combined grade classes at every grade level, since enrolment is low, there is not a lot of staff and there is the possibility that a child will have the same teacher for 3 years in a row. This is not healthy for students or for teachers. Larger schools can provide better learning opportunities for students and teachers.

Q: Does Trillium P.S. want to have a bigger school? Do they want to increase enrolment to the point where they have to build? Or do they just want to maximize usage of the current facility?

R: Ms. Manske noted that there is no guarantee that we will be able to get the funding to build. But if we can, it is preferable to build permanent spaces over installing portables.

Q: How would the Trillium P.S. community react to the potential of using portables for 5-10 years to be able to offer better programs?

R: It would probably be tough to accept for that amount of time as we only have historically had no more than 1 portable. Would be huge adjustment.

C: Mr. Hercanuck commented that the Ministry of Education does not currently have a Capital Funding Program, so there is a lot of uncertainty around funding. The Board also has a lot of Board approved projects that are still waiting for funding from the Province.

C: Ms. Manske noted that it might be wise for residents to appeal to their Member of Provincial Parliament to request funding in the next Provincial budget to address school capital projects.

Discussion around scenario selection lead to the selection of Scenario 9 as the current front-runner.

Ms. Manske asked if there were any other suggestions or scenarios we have missed. None were raised. Ultimately we have to decide what scenarios we want to present at the first public meeting on October 27<sup>th</sup>.

### 3. Public Meeting #1

#### **What Scenarios to Consult on:**

After lengthy discussion the study group decided that the following 4 scenarios would be presented at the First Public Meeting:

- Status Quo
- Scenario 6
- Scenario 9
- Scenario 10

#### **Questions/Comments around Public Meeting Process:**

Q: How do you run the first public meeting?

R: Typically we do part presentation and part open house. Staff will make a brief presentation about the boundary study process, explain why we are undertaking the study and explain our objectives. We will present alternate student accommodation options (scenarios), followed by a question and answer period. We will have the scenarios set up on easels for the public to study and staff will be available to answer questions. There will be comment sheets available for public feedback to see if they like or don't like an option or can outline issues or variables that we have missed.

C: Mr. Hercanuck commented that it is worthwhile to demonstrate various scenarios to illustrate the dramatic change from one scenario to the next and it is sometimes useful to show the process to show the public we have looked at all the possibilities.

Q: Would it be possible while presenting the scenarios, to keep the Status Quo slide up while showing the other scenarios? This would be useful for visual learners.

R: Yes, that's a good idea.

#### **Action Item:**

Planning to inquire at Trillium P.S. if there is a second screen available for the presentation.

Q: Would it also be possible to present an aerial photo of the study area to show physical constraints so audience can orient themselves on the map?

R: Yes.

Q: Would it be possible to keep the old boundaries visible on the maps while showing the scenario boundaries?

R: Yes.

Q: Grandfathering seems to be a prime concern for parents who have commented to the parent representatives about the possibility of a boundary change. Would it be possible to explain how grandfathering would work for each of the scenarios?

R: We would only develop the grandfathering options as well as costing once scenarios have been selected as an option for recommendation. This would be presented at Public Meeting # 2. Grandfathering would be included as would costing. We will explain this during the presentation.

C: If there is anything else that you can think of for the first public meeting please email Lauren.

Ms. Manske noted that the working group members do not have to attend the public meeting but may find it beneficial to attend.

## **5. Future Meeting Dates:**

### **Public Meetings:**

- **Public Meeting #1**  
Thursday, October 27, 2011 @ 7:00 – **8:30 pm (note time change)**  
Trillium P.S. Gymnasium.
- **Public Meeting #2**  
**Tentative** Wednesday, November 30, 2011 @ 7:00 – **8:30 pm (note time change)**  
Forest Hill P.S. Gymnasium

### **Working Group Meetings:**

- Working Group Meeting # 5 - Wednesday, November 2, 2011  
**5:30 – 7:00 pm, Trillium P.S. Library (note time change)**
- Working Group Meeting # 6 - Wednesday, November 16, 2011  
5:00 – 6:30 pm, Forest Hill P.S. **Staff Room (note location change)**
- Working Group Meeting # 7 - Tuesday, December 6, 2011  
5:00 – 6:30 pm, Trillium P.S. Library

## **6. Roundtable**

J. Kroeker, parent representative for Forest Hill P.S. indicated that the following languages might require translation services: Somali and Arabic

Ms. Manske thanked the working group for their time and Mr. Zack for hosting.  
The meeting adjourned at 6:05 p.m.