



Forest Hill / Trillium Elementary Schools Boundary Study
Minutes of Working Group Meeting # 2
June 15, 2011
Library, Forest Hill Public School - 5:00 – 6:30 p.m.

The second Working Group Meeting of the Forest Hill / Trillium Elementary Schools Boundary Study was held at Forest Hill Public School on Wednesday, June 15, 2011.

Attendees:

Steve Zack, Principal of Forest Hill P.S. and our host for the evening, B. Brown, Principal of Trillium P.S., Carol Fuller, Parent Representative Forest Hill P.S., Shane Hall, Parent Representative Trillium P.S., Jennifer Kroeker, Parent Representative Forest Hill P.S., Jennifer Passy, Parent Representative Trillium P.S., Chris Smith, Manager of Planning, Lauren Manske, Senior Planner, Andrea Kean, Recording Secretary.

Regrets:

Gregg Bereznick, Superintendent

1. Welcome/Approval of minutes – May 17, 2011 Meeting.

- Ms. Manske welcomed members of the Working Group at 5:00 p.m. and enquired as to whether there were any changes to the draft minutes. None were brought forward and minutes were passed. Minutes from first meeting are now available on the website: [Minutes - May 17, 2011 Working Group Meeting No. 1](#)

The Planning Department presented both Forest Hill P.S. and Trillium P.S. with Boundary Study Binders to be kept in their respective main offices and to be kept up-to-date by the principal with information provided by the Planning Department and to be made available for public information. The binders will include the same information that is available on the Board's website.

- Ms. Manske led the group through the presentation (available online at <http://www.wrdsb.ca/planning/boundary-studies/forest-hill-trillium-elementary-schools-boundary-study>):

2. Review of requested demographic information:

Ms. Manske noted that at the first meeting the working group had requested demographic information for the study area and that she had gathered the information which is now posted on the website at: <http://www.wrdsb.ca/planning/boundary-studies/forest-hill-trillium-elementary-schools-boundary-study>

Ms. Manske led the group through the presentation on the requested demographic information which was gathered from Statistics Canada Census data, broken down by dissemination areas within the boundary study projection areas. Ms. Manske also noted that if there is other information the working group needed she would provide the information, as available.

Ms. Manske notified the working group that a map showing the senior elementary and secondary school boundaries is now available on the website: [Study Area Boundary Map](#)

Study Area Expansion?

C: At the previous meeting the working group had looked at section of the study area that attend Alpine P.S. which appeared to be closer to Trillium P.S. but upon further investigation by Ms. Manske using walking distances for the area, it was found that this area was actually closer to Alpine P.S. (within 800 meters walking distance to Alpine P.S.) and should not be included in the study area (see slide 4 of the presentation). Another area considered, at the previous meeting (see slide 5 of presentation) has 56 students who attend Glencairn P.S. This area does not have any children who currently attend Trillium P.S. as an out-of-boundary student as concluded by B. Brown's investigation and according to Ms. Manske's research. The 56 students are slightly closer to Glencairn P.S., their home school, than to Trillium P.S.

It was also noted that Alpine P.S. has an enrolment under 300 (which is on the lower end of the scale) and Glencairn P.S. sits at just over 450 students. It was also noted that an additional 56 students could overwhelm Trillium P.S.'s current facility if there were also a boundary change with Forest Hill P.S.

Ms. Manske asked the working group if we are okay to keep the boundary study area has it is now.

Mr. Smith suggested that as a courtesy, we should let the principals at Alpine P.S. and Glencairn P.S. know that their schools' boundaries had come up in our discussion.

In light of findings it was concluded that Alpine P.S. and Glencairn P.S. should not be included in the boundary study at this time but that they should be notified that they had been considered and that they may be included at a later date if deemed necessary.

Action Item:

Planning Department to advise Principals at Alpine and Glencairn of consideration given to their schools under the Forest Hill / Trillium P.S. Boundary Review.

Requested Information – Howe Dr./Windale Cres. Student Distribution

Ms. Manske, in response to last meetings question as to how much enrolment comes from the Howe Drive and Windale Crescent area. Ms. Manske shared a distribution map indicating the structure type and location of students in the area. It was noted that there were not as many children in the new housing developments in this neighbourhood as expected and that the townhouse structure type generates the highest density of students mostly likely because it is the most family oriented of multi unit types.

As follow-up to the last meeting, Jennifer Passy, parent representative for Trillium P.S. offered to look into the vacant property (City Work Yard) which consists of 12 acres across from Sheridan Nurseries. Ms. Passy spoke with the selling agent and at present the City does not have a buyer but has had many offers. It was also noted that the property has environmental issues, including its proximity to the former landfill. It was concluded that the property's future development would mostly like be mixed-use consisting of retail, commercial and low/medium density residential.

3. Study Objectives:

Jennifer Kroeker, parent representative for Forest Hill P.S. suggested, after reviewing past boundary studies (available on the Board's website), that a good study objective going forward would be "to balance enrolment for both schools including balancing the demographics between both schools." Ms. Kroeker suggested that the contextual information available in the Board's EQAO results for both schools could be used as a valuable tool to access this information.

It was noted that the new EQAO results would be available at the end of October early November but there is five years of past EQAOs to draw from.

It was noted that using this information would allow us to compare the number of English Language Learns (ELL) and Special Education students and allow for a closer look at the demographics with a goal of possibly achieving a more balanced distribution for both schools.

Ms. Manske provided the working group with a set of Draft Study Objectives that were used in past boundary studies (See Slide No. 6) as follows:

Possible Draft Study Objectives could include:

- To develop a solution that is long-term (approximately 10 years) by:
 - Creating more consistent feeds between Jr. Elementary and Sr. Elementary programs.
 - 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. (available on the Board's website at: http://www.wrdsb.ca/staff/policyprocedure/dl.php?file=wp-content/uploads/3002_Ele._School_Size.Configuration.pdf
- To increase the number of students within walking distance to school.
- To minimize the impact on students where transitions are proposed.

Ms. Manske noted that "long-term" refers to the 10 year cycle it takes a child to go through elementary school.

The working group discussed the "creating more consistent feeds between the jr. elementary and sr. elementary programs" and as it could have an adverse affect on other boundaries, and decided not to include this as an objective but to replace with "to keep in mind the impact on the senior elementary and secondary boundaries."

It was noted that the expressway is the dividing line for the senior elementary (7/8) feeds but the split remains consistent from there on. Forest Hill P.S. students split to Laurentian P.S. and Queensmount P.S. for the senior elementary program and to Cameron Height C.I. and Forest Heights C.I. respectively for the secondary program; whereas, all students from Trillium P.S. go on to Laurentian P.S. for the senior elementary program and to Cameron Heights C.I. for the secondary program.

Discussion continued around Draft Study Objectives with the following revisions:

- Addressing needs of all children while creating a balance between those needs. To have a regard for development plans and then balancing demographics (aging population) while keeping in mind the building implications (i.e., greater need for parking)
- To increase the number of students within 'safe' walking distance to school.
- To minimize the impact on current students where transitions are proposed. For example, to include grandparenting options so those currently attending can finish out and look at having new registrations start earlier to minimize impact on families.

Q: B. Brown was concerned that the objective of balancing enrolment based on demographics might be setting a precedent particularly around existing area ELL families? Should we be keeping these groups together as opposed to sharing them out?

R: Mr. Smith was not sure this specifically would be precedent setting but found that in other areas – having a set of objectives is a very good process to follow. Statistics Canada data can be helpful in this regard.

Mr. Smith pointed out that by holding Public Meetings we are able to get feedback from the school community on these issues (that is, if folks come out to talk.)

C: With respect to the timeframe, Mr. Smith suggested that it is important for the Working Group to come up with options and after we can look at how we would transition to get there.

Q: Would the objective of balancing enrolment have an affect on staffing? For example, with ESL would splitting them between both schools have an affect on resource allocation?

R: Mr. Zack responded that schools do not receive staff resources for ELL/ESL program until school starts in September and the identified students are physically in the building. Unfortunately, the total funding for the ELL program has not changed in five years. But, balancing program enrolment can have an affect on resources. It might be preferable to keep program together has it might affect whether school would receive a full-time of part-time resources.

Q: Is there merit in having a large group in one school? Put all resource in one school?

R: The ELL students may benefit when there is a larger program but there are also drawbacks when the numbers get too high in one class/teacher. It can have a negative impact on the remainder of the students in the class. It is probably best to share the stress as there are never enough supports.

It was noted that balancing program enrolment could be a great community building experience for Trillium P.S. and Forest Hill P.S.

Mr. Smith noted that we should certainly look at balancing and ask the community for their input at the first public meeting.

Ms. Manske noted that the working group will create a matrix using the objectives to set out scenarios and determine if the scenarios meet the objectives we have set out. It was also noted that the wording of the objectives should be generalized to be of use in comparison of scenarios.

C: Currently there is an Adult Crossing Guard at Ottawa and Howland as well as a traffic signal. The City of Kitchener provides the guards but it is up to the Board to prove we have enough kids crossing to warrant a guard.

Ms. Manske noted that Board Policy 3002 (noted earlier) might not be achieved with the numbers and school capacities in this study. Forest Hill P.S. numbers are high for a JK-6 facility, but the facility can also accommodate the higher numbers.

Ms. Manske also noted that a new double gym, office relocation and new library at Forest Hill has been approved and will be completed in phases, with the first phase being the double gym addition. This is not part of the current project.

Q: Boundary Changes, will affect staffing and classroom supports?

R: We will work building and support costs into the report. We build in the key pieces needed to make the recommendations work, particularly if these are extraordinary, one-time resources.

Q: Trillium will be undergoing upgrades to prepare for Full Day Kindergarten (FDK) in 2012-2013 and with additional enrolment from the boundary change will make the school body larger than anticipated. Can this be built into the report for FDK needs?

R: If numbers warrant, it could be reason to do more work on the Trillium facility. The boundary change may up your priority for such changes.

Q: Is Trillium still considered a 'holding school'?

R: It is not currently a holding school. Holding school situations come and go, there may be the option for new development areas to be assigned to Trillium in the future. We will evaluate this possibility when the time comes.

It was noted that the working group should plan on doing what make sense for their respective school communities as we know them today.

It was agreed that the a new objective would be needed to address construction that may need to occur at Trillium P.S. including parking lots, to accommodate increased enrolment.

Ms. Manske suggested including the objective "to ensure facility and site can accommodate all students".

Action Items:

Ms. Manske to revise draft objectives with discussed changes.

4. Initial scenario development.

Ms. Passy noted that she had done some initial scenario development and will e-mail to Ms. Manske to share with the Working Group.

5. Set future meeting dates:

Mr. Smith stated that the goal is to have the recommendations go before the Board by January 2012 more specifically to aim to be on the Board agenda for the December 12th Committee of the Whole Meeting. Any decisions would then be made before the new Junior Kindergarten registration for 2012-13 year begins in February 2012.

Assuming we can achieve this schedule, the final meeting of the Working Group to be held in December will be a wrap-up meeting to go over recommendations from Public Meeting #2 and to go over the draft report.

Proposed Meeting Schedule:

Public Meetings:

- **Public Meeting #1**
Tentative date set for - Thursday, October 27, 2011 @ 7:00 – 9:00 pm
Trillium P.S. Gymnasium.
- **Public Meeting #2**
Tentative date set for - Wednesday, November 30, 2011 @ 7:00 – 9:00 pm
Forest Hill P.S. Gymnasium

Working Group Meetings:

- Working Group Meeting # 3 - Wednesday, September 21, 2011
5:00 – 6:30 pm, Trillium P.S. Library
- Working Group Meeting # 4 - **Tentative** – Wednesday, October 12, 2011
5:00 – 6:30 pm, Forest Hill P.S. Library
- Working Group Meeting # 5 - Wednesday, November 2, 2011
5:00 – 6:30 pm, Trillium P.S. Library
- Working Group Meeting # 6 - Wednesday, November 16, 2011
5:00 – 6:30 pm, Forest Hill P.S. Library
- Working Group Meeting # 7 - **Tentative** – Tuesday, December 6, 2011
5:00 – 6:30 pm, Trillium P.S. Library

6. Roundtable

Ms. Manske asked the Working Group to add the meeting schedule to their calendars and to notify Andrea with any conflicts.

Ms. Manske thanked the working group for their time and Mr. Zack for hosting.
The meeting adjourned at 6:40 p.m.