

Forest Hill/Trillium
Boundary Study
Working Group Meeting #1

May 17, 2011

Trillium P.S. Library

4:30 – 6:00 pm



Waterloo Region
District School Board

Agenda

1. Welcome/Introductions
2. Role of Working Group
3. Background/Explanation of the Boundary Study
Process Process/Timing
4. Discussion of issues/Setting Study Objectives
5. Set Future Meeting Dates
6. Roundtable



What is role of the Working Group members ?

- The Working Group will:
 - Identify and discuss issues and opportunities of the individual school communities and the broader community
 - Set study objectives
 - Develop boundary options
 - Evaluate boundary options against study objectives
 - Act as a liason between the Working Group and the school communities

Working Group Membership

The Working Group consists of:

- 2 parents from each school
- The principal from each school
- Planning Staff
- The school area superintendent



What is a Boundary Study?

The WRDSB considers a School Boundary Study when considering a change to one or more school catchment areas

There can be a number of reasons for a study:

- opening of a new school and establishing the new boundary and adjusting boundaries of the existing schools in the area;
- Changing the grade structure of an elementary school – this would include changing an elementary school from a JK-6 format to a composite school with JK-8;
- Balancing enrolment and facilities – one school may have too many students for its capacity and another may have too few;
- After municipalities approve new residential development, the area need to be assigned to a school where capacity exists.

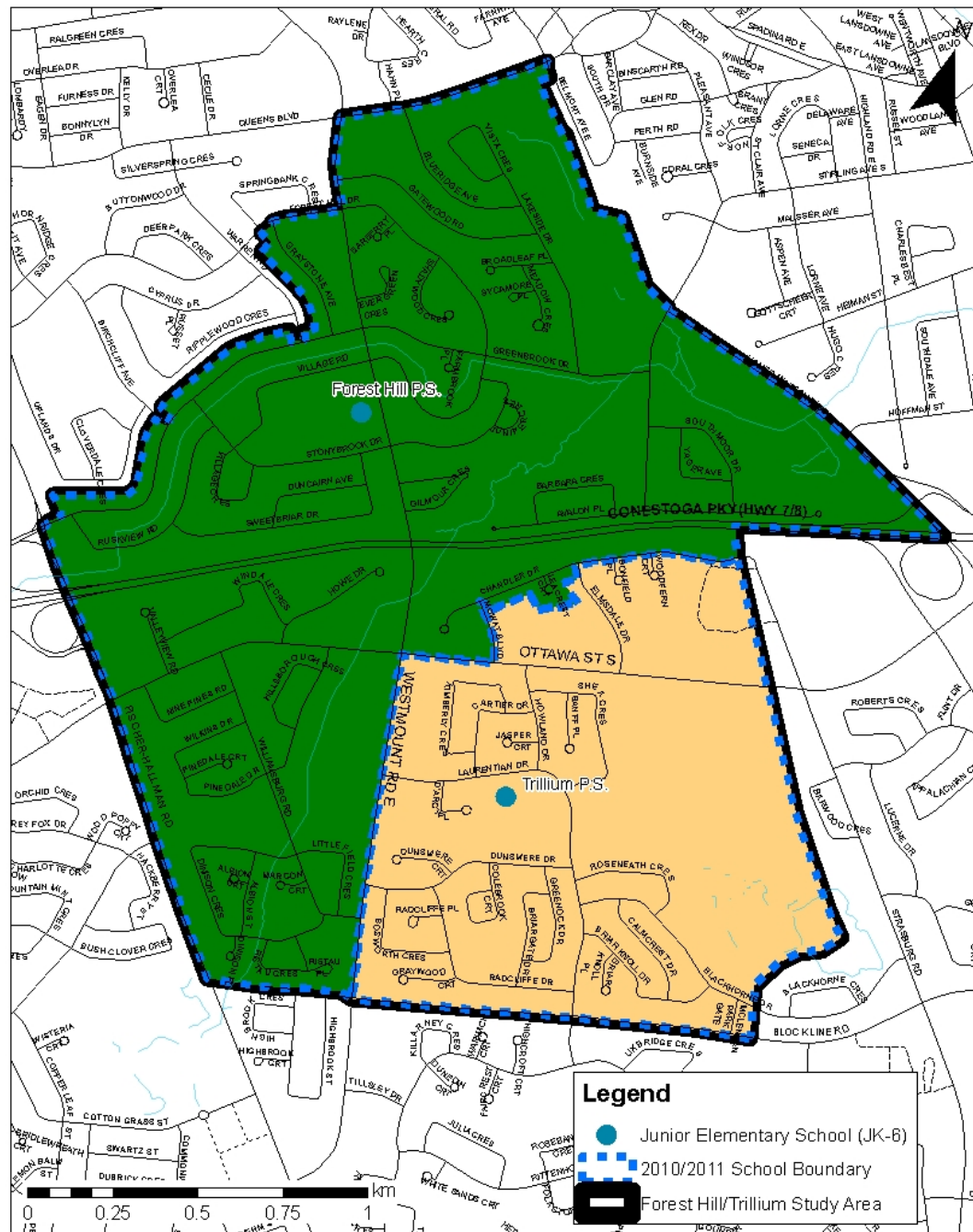
Why a Boundary Study for Forest Hill and Trillium?

The need to consider boundary changes for Forest Hill P.S. and Trillium P.S. exists because of:

- Enrolment decline
- Facility size
- Opportunity to better balance enrolment numbers

Forest Hill/Trillium Study Area

Study Area



May 17, 2011

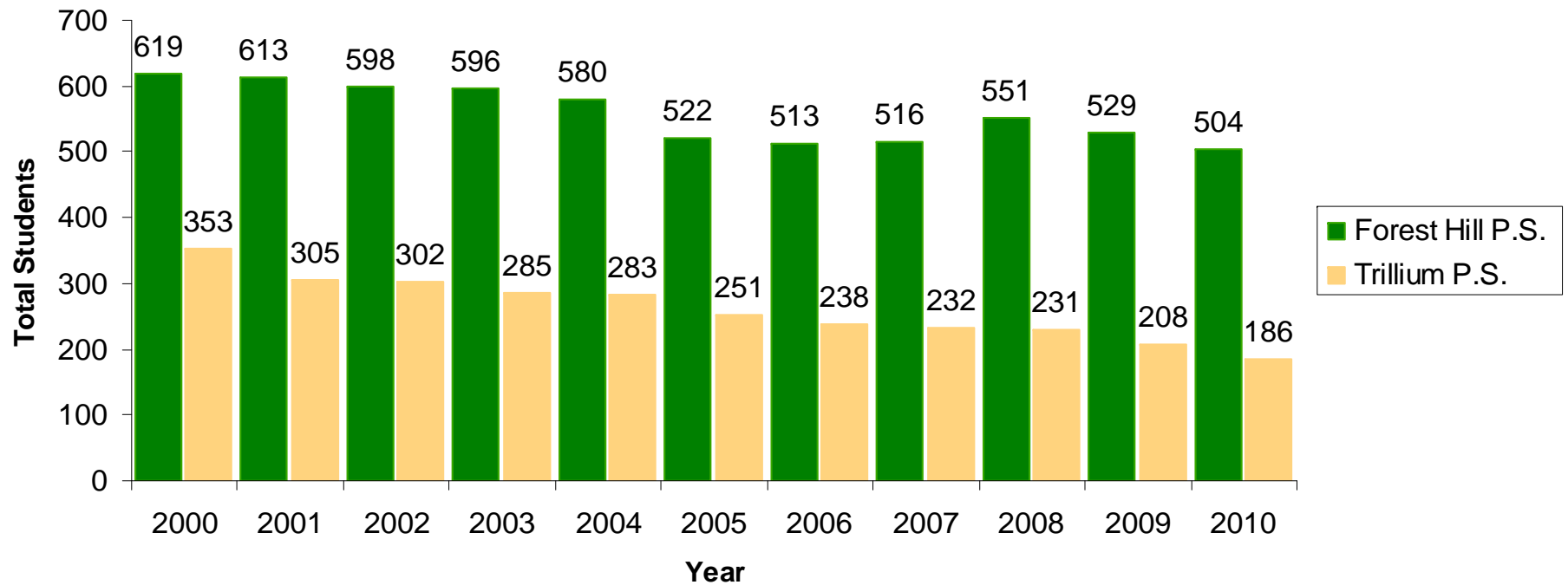
Current Enrolment and Capacity

School	Capacity (based on Ministry loading)	Projected Capacity (with additions)	Enrolment – March 31, 2011		Year Built	Site Size (acres)
			Total	FTE		
Forest Hill P.S.	406	529	513	448	1957	7.25
Trillium P.S.	236	n/a	192	174	1972	8.00

FTE refers to Full Time Enrolment – Kindergarten students counted as half a student because they only use the facilities half the time

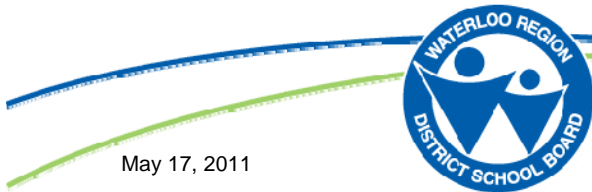
Historic Enrolment

**Change in Enrolment Forest Hill P.S. and Trillium P.S.
2000-2010**



Forest Hill P.S. 6 % decline 2000-2010

Trillium P.S. 33 % decline 2000-2010

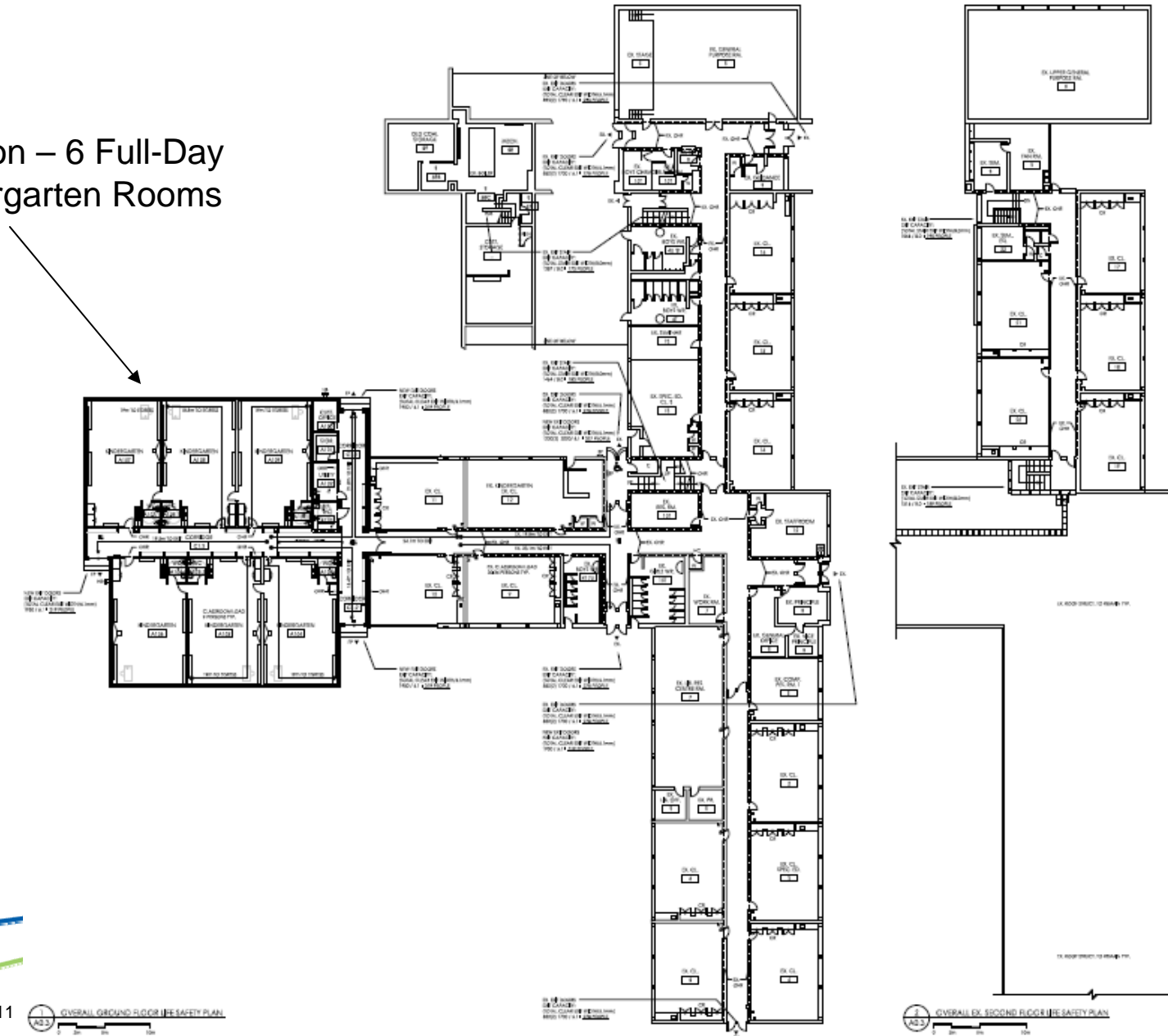


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May 17, 2011

Forest Hill FDK Addition

Addition – 6 Full-Day Kindergarten Rooms

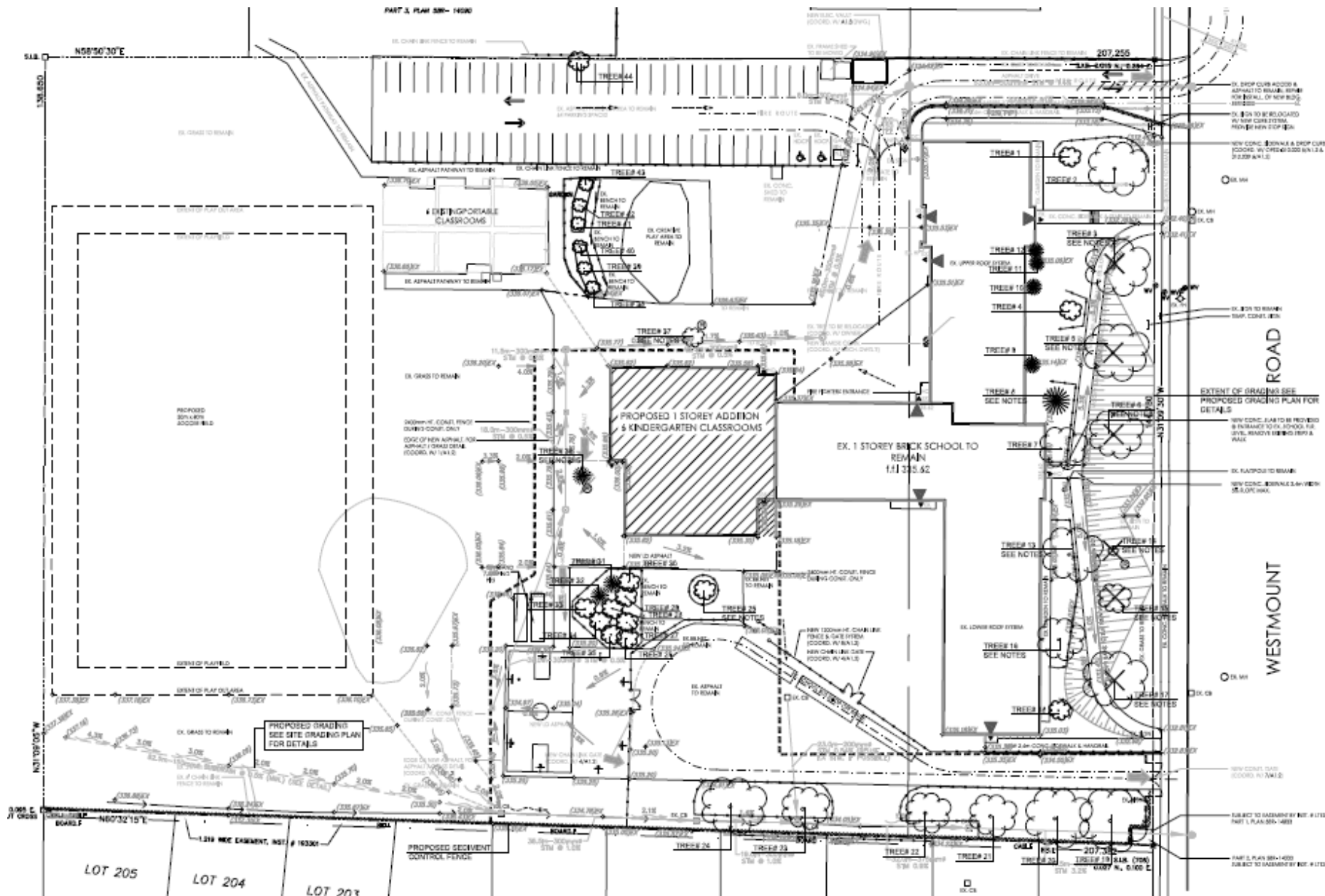


May 17, 2011

A2.3 GROUND FLOOR LIFE SAFETY PLAN

A2.3 SECOND FLOOR LIFE SAFETY PLAN

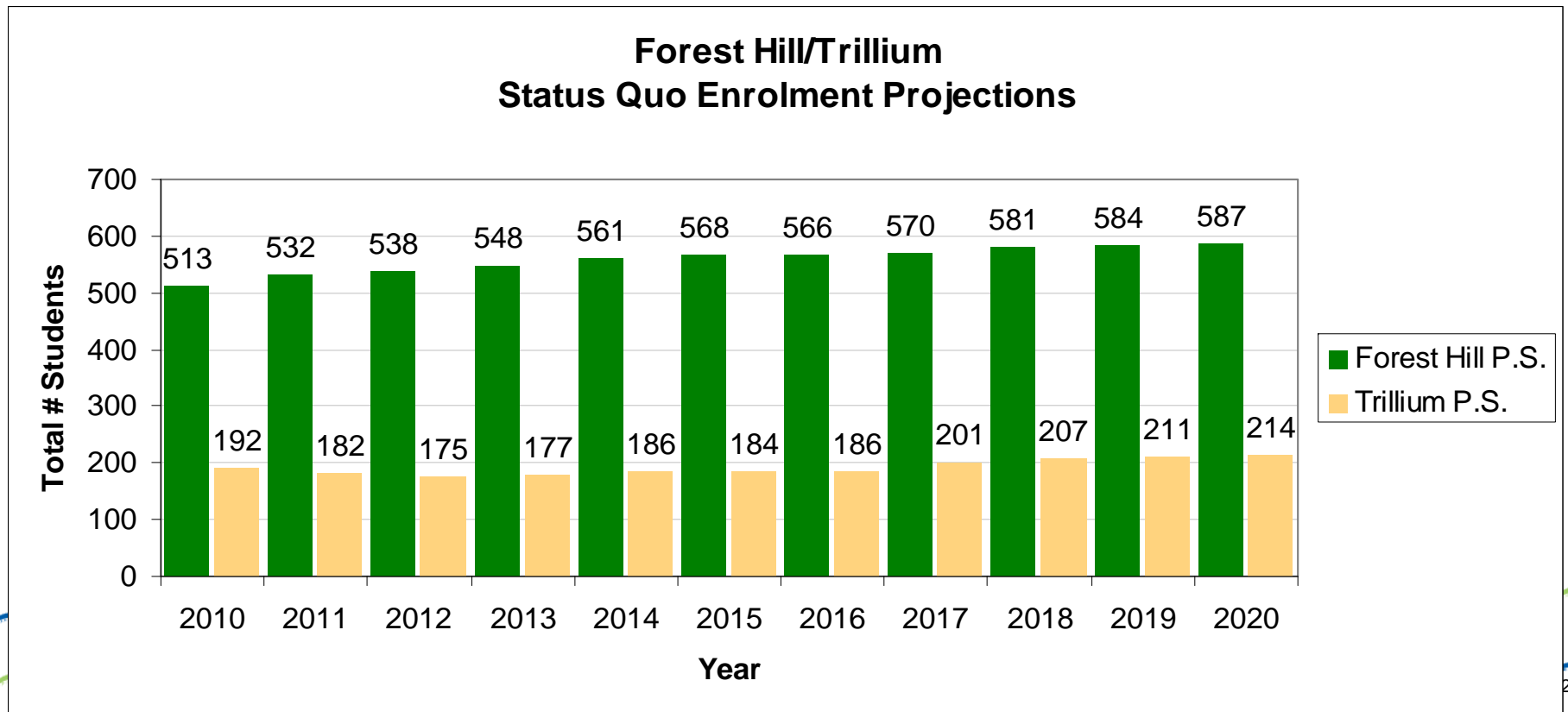
Forest Hill FDK Addition



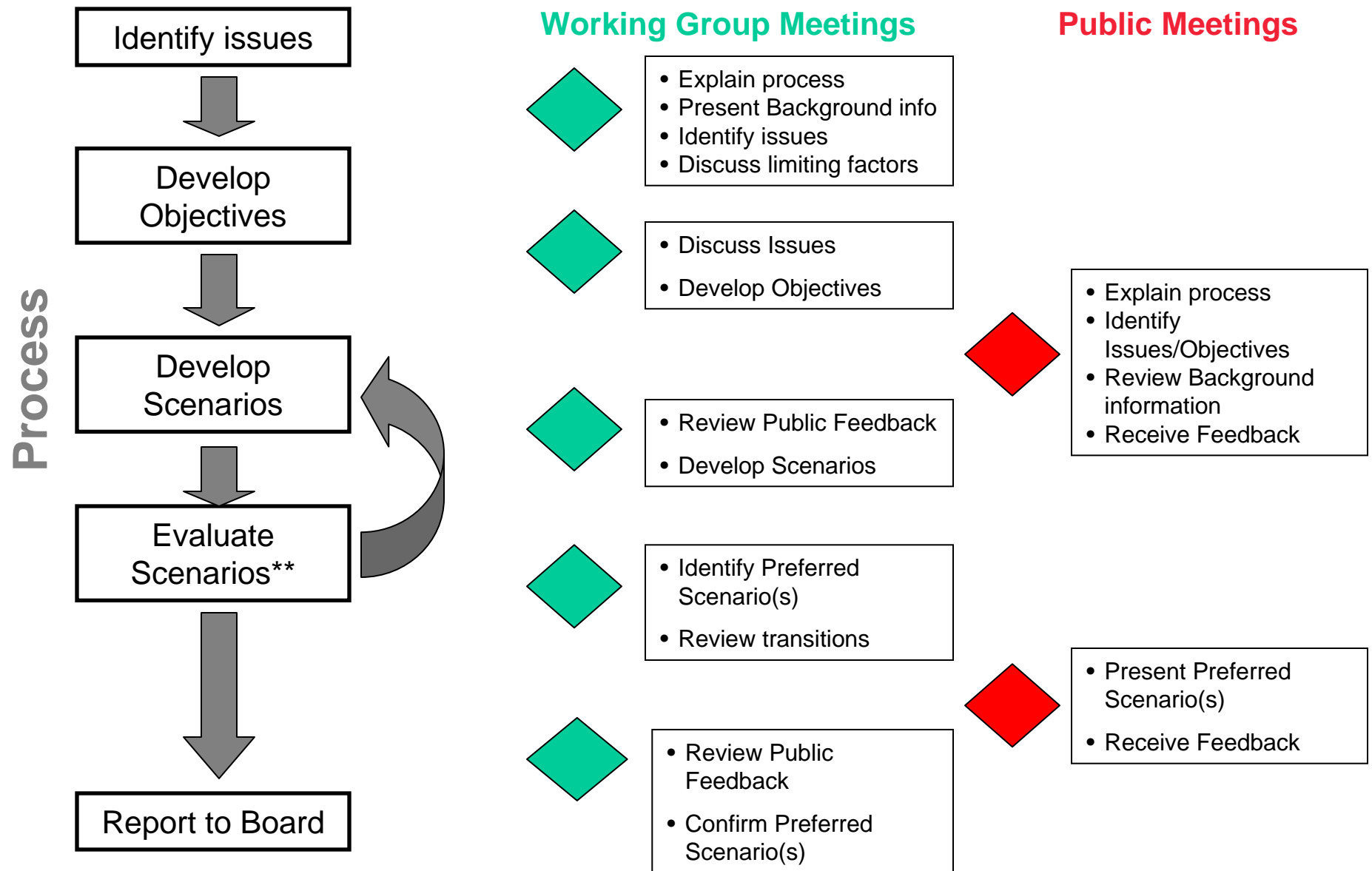
Status Quo Enrolment Projections

School	Built Capacity	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
		<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>	<i>Total</i>
Forest Hill P.S.	529*	513	532	538	548	561	568	566	570	581	584	587
Trillium P.S.	236	192	182	175	177	186	184	186	201	207	211	214
Total	765		714	713	725	747	752	752	771	788	795	801

* Includes additional capacity as a result of FDK addition



Boundary Study Process



**Scenario development and evaluation may go through multiple iterations as scenarios are evaluated , and new ideas result from the evaluation.

Proposed Boundary Study Timeline

2011



Note: No boundary changes would be implemented prior to September 2012

Sample Objectives

(Taken from Breslau/Stanley Park Accommodation Review)

- Provide current and future students in the review area with equitable program opportunities to ensure their success by:
 - Having regard for Board Policy 3002 - Elementary School Size and Configuration
 - Recognizing the distribution of Special Education, French Immersion and English as a Second Language programs, and ensuring these programs are accommodated with any proposed changes
- Make the best use of Capital and Operating resources by:
 - Maximizing the number of students within walking distance to school.
 - Maximizing the number of students in permanent accommodation
 - Eliminating, where practical, underutilized space and introduce new facility
 - Identifying facility requirements for new mandates (i.e. AODA, FDK)
 - Improving retained facilities (i.e. site, layout, security, access, facility)
- Develop a solution that is long-term (approximately 10 years) by:
 - Creating more consistent feeds between the secondary and senior elementary program
 - Addressing future development plans and demographic shifts
 - Minimizing the number of student transitions where changes are proposed

Next Steps

- Confirm objectives
- Develop boundary scenarios
- Refine boundary scenarios based on objectives
- Evaluate scenarios against objectives
- Public/Community meetings

Contact Information

- Website: www.wrdsb.ca
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