



**Forest Hill / Trillium Elementary Schools Boundary Study**  
**Minutes of Public Meeting**  
**October 27, 2011**  
**Trillium Public School 7:00 p.m. – 8:30 p.m.**

The first Public Meeting of the Forest Hill / Trillium Elementary Schools Boundary Study was held at Trillium Public School on October 27, 2011.

**1. Welcome/Introductions**

- Lauren Manske, Senior Planner, welcomed members of the public, school communities, and Board staff present for the evening, and made the following introductions:

Gregg Bereznick, Area Superintendent, Barbara Brown, Principal of Trillium P.S., and our host for the evening, Steve Zack, Principal of Forest Hill P.S., Abigail Dancey, Manager of Communication, Nathan Hercanuck, Senior Planner, Andrea Kean, Administrative Assistant who will be taking minutes of tonight's meeting.

Approximately 37 members of the public were also in attendance.

**Purpose of Public Meeting: why are we here?**

- Ms. Manske gave a brief background on the boundary study.
- On February 14, 2011 the Waterloo Region District School Board Trustees authorized staff to do the Forest Hill/Trillium Elementary School Boundary Study in this part of Kitchener initially because of the concerns with the over-crowding at Forest Hill P.S. and the declining numbers at Trillium P.S.
- The purpose of tonight's meeting is to share with you some boundary scenarios that have been developed and to get your comments on them, or to suggest other scenarios you might think could work.
- Two important things to note:
  1. We are looking at possible boundary changes that could be implemented for this coming September 2012.
  2. We are not looking at any school closures.

**2. What is a Boundary Study?**

- A public process that ensures a decision made by a school board regarding the realignment of attendance boundaries has the involvement of an informed local community.

### **Reason for a Boundary Review**

- 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> ) to discuss the reasons.
- The key reason for this study is: Balancing enrolment and facilities.

### **Rationale for Forest Hill/Trillium Study:**

- This study was initiated at the request of the school's principals for three main reasons:
  1. School size
  2. Enrolment changes/shifts
  3. Implications of Full-Day Kindergarten

### **School size: (Enrolment & Capacity)**

Trillium P.S. is a small organization of approximately 200 students and does not have quite the same amount of opportunities as a school of a larger size would have.

Forest Hill P.S. is almost 550 students and at the time this study was initiated, did not have appropriately sized ancillary spaces (library, gym etc.) for the number of students that attend there. The Board is now working on a gym addition and possible future library conversion/expansion.

### **Enrolment changes/shifts:**

Since 2001 both Trillium P.S. and Forest Hill P.S. have seen some significant drops in enrolment. Trillium's enrolment has declined by 50 percent and Forest Hill's has declined by 13 percent. Projections indicate that the current numbers will hold fairly steady into the next 10 years with perhaps a bit of an increase because of the area's popularity with new immigrant populations and the types of housing available.

### **Implications of Full-Day Kindergarten (FDK):**

- This program effectively doubles the Kindergarten population at the school on a daily basis (see chart on slide 9 of the online presentation)
- Forest Hill P.S. implemented FDK in September 2011
- Trillium P.S. will offer FDK in September 2012
- Funding for the FDK program comes from the Ministry of Education but does not cover the cost of upgrading all the other spaces these student will use (libraries, gym, etc.)

### **3. How does the WRDSB Boundary Process Work?**

- Once the Board has identified a boundary study area, Planning asks the Principals at each of the schools involved to seek out up to 2 community representatives to sit with them and Planning staff on a Study Working Group.
- This Working Group represents the larger community and:
  - a) confirms the actual accommodation and/or program issues identified in the area
  - b) develops objectives for the study (and these are important because we go back to them to determine the "fit" of each scenario)
  - c) assists with developing scenarios.
- The Working Group may have several meetings to get to a recommendation.

- The key for the 1<sup>st</sup> Public Meeting is to get your collective input on the scenarios developed with the Working Group; what you like, what you don't, how can we improve on them, and often once there is a recommended scenario, what is the plan to get from here to there?
- We will take the feedback from tonight, emails, and phone calls, etc. back to the Working Group and evaluate these scenarios. We might have a front-runner we can build on or we may have a fairly wide range of thoughts.
- Usually the Working Group will come up with a recommended option which we will bring back to the community for another look.
- After one more opportunity for public comment, staff will then take a recommendation to the Board of Trustees, who ultimately make the decision.

### **Timing**

- We would like to try and get a recommendation to the Board in December or January, with possible changes to take place for this coming September (2012); however, we may decide to phase the implementation of changes. (grandfathering options)
- We would like to have the decision before January 2012 so that boundaries can be in place for the February 2012 Kindergarten registration process.
- The next public meeting is tentatively scheduled for November 30<sup>th</sup>, 2011, but that date may change if the feedback tonight tells us that there is still a lot of work to do!

### **4. Draft Objectives**

- The Working Group has discussed the key issues within the study area, and has developed a set of objectives that we hope to achieve through this boundary study in order to address these issues.
- It is important to note that these objectives are not weighted in any way. We do use them for the scenarios, only on a meets or doesn't meet basis with respect to each objective. So, the order of the objectives is unimportant.
- Ms. Manske reviewed each objective:

#### ***To develop a solution that is long-term (approximately 10 years).***

Ms. Manske noted that we typically use a 10 year timeframe because this is the time it takes a student to get through an elementary school from JK to Grade 8.

- Addressing future development plans and demographic shifts;
  - There is not much in the way of residential development within this study area – and no other major development plans at this point.
  - Demographics refer to the characteristics of a population (including: age, income, educational attainment, home ownership, employment status, etc.)
- Balancing enrolment to capacity;
  - Forest Hill's enrolment is more than double that at Trillium, so there's the opportunity to look at better distributing this enrolment between the two facilities.
- Addressing the diverse needs of all students by creating a balance of enrolment that recognizes these needs.
  - This community has very diverse needs especially the number of English Language Learners students we have at both schools. The Working Group wanted to make sure

that we take this into consideration when developing scenarios or moving students around.

***To increase the number of students within a safe walking distance to school***

- Current transportation policy states that a safe walking distance is 800 metres for Kindergarten students and 1600 metres for Grades 1-8 or Grades 1-6 in the case for both these schools.

***To keep in mind the impact on the senior elementary and secondary school boundaries***

- Although we are not looking at secondary or senior elementary school boundaries as part of this study, we still have consideration for these boundaries to maintain consistency. Currently within our study area, we have students attending Queensmount and Laurentain senior elementary schools and move on to attend Forest Heights C.I. and Cameron Heights C.I. secondary schools.

***To minimize the impact on students where transitions are proposed.***

- Consider phasing-in changes so that they impact the least amount possible.

## **5. Scenario Presentation**

- The Working Group has put together several different scenarios or combinations of boundaries, but has chosen only to show 4 scenarios they felt were the most logical solutions here for you tonight.
- Ms. Manske ran through the scenarios, and advised the group that they would have a chance to view the details more closely on the display boards after the presentation.

### **Status Quo**

- Status quo means no changes made.
- Trillium's enrolment is projected to remain in the low 200 range which fits pretty well to the 236 built capacity of the school.
- Forest Hill's enrolment is projected to be in the 550 range over the next 10 years; with a built capacity of 532 and would result in being over capacity.
- This is always a scenario we can consider – provided it meets our objectives.

### **Scenario 6**

- Moves the southernmost area of Forest Hill's boundary to Trillium.
- This area, identified as Area H, contains Littlefield, Dinson and Ristau Crescents, Albion Street and some of Williamsburg Road (south of the hydro corridor).
- All of Area H would be within walking distance to Trillium for the grades 1-6 students. There would be some JK/SK students eligible for transportation.
- Area H would add just fewer than 60 students to Trillium's population.

### **Scenario 9**

- Moves areas labeled Area O and Area P of Forest Hill's boundary to Trillium.
- Would affect approximately 45 students living along Chandler Drive, including Leacrest Court.

### Scenario 10

- Adds an additional Area N, to the boundary created under scenario 9.
- Would add an additional 60 students to Trillium's population.

Ms. Manske commented that with all these scenarios, we would be bringing Trillium's enrolment above its built capacity. This means that there is the possibility that not all students attending there would be able to be accommodated inside the building unless we were able to construct an addition. Anything that would require capital for construction needs to be approved not only by our Board, but also the Ministry of Education (they provide the funding). It could take several years before we see any money to complete the project. Ms. Manske noted that it is possible that the money could flow quickly but in the meantime Trillium PS may be faced with a few portable classrooms until any built solution to implement these scenarios is realized.

### **6. Next Steps:**

Ms. Manske advised that the 4 shared scenarios don't come with a lot of information other than projected numbers and boundaries. The Working Group will review the comments received tonight and refine the scenarios – perhaps there is something we have missed. If there is a front-runner or more than one scenario that meets the objectives, then we will gather a bit more information on that scenario. This information could be related to cost, additions, transportation, staffing, building requirements, and possible transitions (or grandfathering options).

Ms. Manske noted that ultimately the Working Group will be bringing recommendations to the Board of Trustees to make the final decision on whether boundaries should be adjusted or not.

Ms. Manske opened up the floor to any questions or comments from the audience.

### **7. Questions/Other:**

Q: Do the projected enrolment numbers include Full-Day Kindergarten?

R: Yes.

Q: For scenarios 9 and 10 – will most of those areas if moved to Trillium PS be within walking distance to Trillium PS?

R: Yes, for grades 1-6.

Q: How likely is Status Quo going forward?

R: That would depend on if it meets the objectives. That's why we are here tonight for you to tell us and for the Working Group to figure out.

Q: Scenario 6 moves a portion of Williamsburg Road; what part of Williamsburg exactly?

R: The South side of the green space (hydro corridor), closer to Littlefield Crescent, near the community trail, where Fischer Hallman meets Westmount Road.

Q: Still referring to Scenario 6; how many less Forest Hill PS bussed students would be walking to Trillium PS?

R: Approximately 60 less bussed children, but there are some Kindergarten students that may require bussing to Trillium PS.

Q: Currently 10 students on Littlefield are being bussed to Forest Hill PS; would those students be in walking distance to Trillium PS?

R: Yes, all students JK-6 would be within walking distance to Trillium PS.

Q: Would there be a Crossing Guard?

R: The City of Kitchener hires the crossing guards, and the Board would work with the City to see if one would be required.

Q: Is there currently a Crossing Guard in that area?

R: I don't believe so; there isn't any need for one at this time since there aren't any students needing to cross to Trillium PS (they are transported to Forest Hill PS).

Q: Earlier you mentioned demographic information; where does that information come from and is it available to the public?

R: The demographic information comes from Statistics Canada data and a summary of that information is available on the Board's web page for this study.

Q: What type of information is demographic?

R: Demographic information refers to the characteristics of a population and includes: income, housing type, age, languages spoken, etc.

### **Website:**

Ms. Manske invited the community to visit the Board's website and advised that there is additional information posted on the website for viewing. Ms. Manske also noted that Forest Hill PS and Trillium PS each have a binder with the same information for those people who do not have access to the web and instructed them to ask the Principal to see the binders.

### **Contact Information:**

Ms. Manske noted that all are welcome to contact us if there are any questions or to share comments and noted that the contact information is also available on the bottom of the [comment sheets](#).

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

**Email:**  
[boundaryfeedback@wrdsb.on.ca](mailto:boundaryfeedback@wrdsb.on.ca)

**Phone:**  
519-570-0003 ext. 4419

Ms. Manske thanked all for coming out, and asked those in attendance to fill out the comment sheets. The contact numbers and Board website information were shared. The formal presentation concluded and Ms. Manske asked those in attendance to take a look at the display boards outlining the 4 scenarios and invited those in attendance to place a sticker to indicate if the scenario does or does not meet the study objectives. Ms. Manske, Mr. Hercanuck, Superintendent Bereznick and Principals Zack and Brown made themselves available to answer any questions one-on-one.

- The Public Meeting adjourned at 8:30 pm.
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