



**West Galt Elementary Schools
Pupil Accommodation Review
Minutes of Accommodation Review Committee Meeting #7
February 15, 2012, 5:30-7:00 PM
St. Andrew's Public School Library**

The seventh meeting of the West Galt Elementary Schools Pupil Accommodation Review Committee (ARC) was held at St. Andrew's Public School on Wednesday, February 15, 2012.

Committee Members Present:

Karen Tomlin, Principal, St. Andrew's P.S., Wendy Bowker, Principal, Highland P.S., Marcia Lubert, Principal, Tait Street P.S., Roy Roethel, Parent Rep., St. Andrew's P.S., Trevor McWilliams, City of Cambridge Representative, Barry Frame, Principal, Dickson P.S., Michelle Schmid, Vice Principal, St. Andrew's P.S., Karen Destun, Parent Rep., Tait Street P.S., Paula Ouellet, Parent Rep., Highland P.S., Lynn Robb, Parent Rep, Blair Road P.S., Maura Fuller, Parent Rep., Tait Street P.S., Hayley Orman, Parent Rep., Highland P.S., Al Potma, Parent Rep, Dickson P.S., Ron Dallan, Manager Capital Projects, Dennis Cuomo, Manager of Planning, Andrea Kean, Recording Secretary, and Lauren Manske Senior Planner for the Waterloo Region District School Board.

Other WRDSB Staff Present:

Jim Berry, Assistant Superintendent of Learning Services (Special Education) and Tony Puim, Manager, Facility Services.

Regrets:

Nick Chiarelli, Vice Principal, Highland P.S., Jodie Hancox-Meyer, Principal, Blair Road P.S., Kelly Deml, Parent Rep. Blair Road P.S., Bev Fox, Parent Rep., St. Andrew's P.S., Rebecca Raineault, Parent Rep., Dickson P.S., Nathan Hercanuck, Senior Planner and Lila Read, Superintendent of Education for the Waterloo Region District School Board.

1. Welcome/Introductions

Ms. Manske, Senior Planner opened the meeting at 5:30 pm and welcomed members of the ARC and introduced ARC member Ron Dallan, Manager of Capital Projects, Tony Puim, Facility Services Manager for Area schools and Jim Berry, Assistant Superintendent Learning Services (Special Education).

2. ARC Meeting #6 – Draft Minutes Approval

Ms. Manske asked the ARC if there were any corrections/concerns with the minutes from the February 1, 2012 ARC meeting. None were raised.

Minutes from ARC Meeting #6 approved without changes.

Moved by: Wendy Bowker

Seconded by: Trevor McWilliams

Ms. Manske noted that hardcopies of the minutes will be sent out to the schools for the school binder and the minutes will also be posted on the Board website at:

<http://www.wrdsb.ca/planning/accommodation-reviews/west-galt-elementary-schools>

Ms. Manske led the ARC through the presentation, available on-line at:

<http://www.wrdsb.ca/planning/accommodation-reviews/west-galt-elementary-schools>

3. Requested Information:

- **French Immersion distribution (maps and numbers)**

Ms. Manske noted that no staff from Learning Services who deal with [French Immersion](#) were available to attend this evening but they were able to provide some information for her to share with the ARC.

Referring to slides 7-12 of the online presentation that show the French Immersion (FI) Distribution maps outlining the student concentrations:

- Board-wide
- Cambridge
- West Galt by grade and projection areas
- Highland P.S. Out-of-Boundary FI Students
- Historic Highland P.S. Grade 1 FI numbers

Ms. Manske noted that on the map on slide 7, the black dots are the schools that have FI classes and noting that not all the schools have the same number of grades (some are 7-8 schools, some only have Grade 1 so far, etc.) so the schools may not be operating the same FI program and thus cannot be compared on that basis. She noted that the map can be used to identify the hot spots for FI uptake in the region and clearly the hot spot for the Board is in the Williamsburg and W.T. Townshend P.S. area which is also a hot spot for enrolment in general right now. She also noted that the west side of Waterloo has high FI enrolment as well.

Ms. Manske noted that she broke the West Galt area down by Census Dissemination Area (DA) shown on the map on slide 8. This map shows the highest concentration of FI students in areas E, F and J.

Ms. Manske noted that projection area J has a total FI enrolment of 55 students (see slide 10 of online presentation)

Q: Do the FI students from Highland P.S. continue on to St. Andrew's P.S.?

R: Yes.

C: Ms. Manske note that of the 104 Out-of-Boundary FI students attending Highland P.S., 47 students are from outside the West Galt review area.

R: Ms. Manske responded that she has been told by FI staff that there has never been enough interest in the past to start another FI program in West Galt and the most likely reason being that there isn't a big enough cohort of senior kindergarten students at the area schools

as they are generally smaller schools offering one class per grade. (A new FI program begins at Grade 1)

Q: Will that change when Tait Street P.S. offers their Full Day Kindergarten program?

R: Ms. Manske responded that it will not change if they are only offering 1 kindergarten class at each school. The school needs a full class of 23 (cohort) Grade 1 students taking the FI class to be able to offer the program.

Q: Has the Board considered offering a full French Immersion school?

R: Ms. Manske responded that yes, in 2008 staff proposed piloting a single-track FI school in Waterloo. An online survey was conducted to gather input from the community and other data was collected and assessed. In the end, staff decided against this pilot and to maintain a dual-track delivery model of FI.

Action Item:

Ms. Manske offered to supply the [Board Report](#) on the French School.

C: Trevor McWilliams noted that there are two French Language School Boards that cover Cambridge, so that is always an option for families.

Ms. Manske noted that two other schools in Cambridge have added F.I. in the past few years: Ryerson P.S. in 2011 and Elgin Street P.S. in 2007

Ms. Manske noted that the FI program can have problems with longevity as it starts off with a full class and then the numbers may fall off from there. It becomes unsustainable so program staff boosts enrolment with out-of-boundary students. Sometimes there is not enough space to do so because out-of-boundary FI students may bring their siblings as well.

Ms. Manske advised that the recommendation is for Highland P.S. to offer two classes of Grade 1 FI in September 2012 and 37 of those students are from the home school boundary and 9 from out-of-boundary with 2 from outside the area that are on the waiting list. The out-of-boundary student breakdown: 3 from Dickson, 3 from Blair Road and 2 from Tait.

Q: Will the new school, Moffat Creek P.S., have FI?

R: Ms. Manske responded that the Board does not typically open a school with FI and there has not been enough interest indicated for a FI program at Moffat Creek this year (September 2012), but that could change in the following year.

C: Hayley Orman responded that is likely because parents would not think to ask or that they could ask for the FI program, that information is not known.

C: Barry Frame commented that if you look at the distribution of the FI students there appears to be 40 or so students that are in the FI program that are located close to Moffat Creek that if the program were to be offered that it might help take the pressure off at Highland P.S. further down the road once the program has moved out to more grades.

Slide 13 outlines the Board's administrative procedure (1000) for the French Immersion class Formation/Consolidation for Grade 1 classes:

By mid-February a school must have at least 20 Senior Kindergarten students wishing to take program

- A waiting list is created when a class reaches the enrolment limit of 23 students.
- If space is not available for out-of-area students at an immersion site – a minimum of 18 home school students will be required to open a grade 1 class.
- When space is required for late entry or waiting list applicants, one grade one FI at a designated school may be opened with less than 20 students.
- A school may also be designated to begin a grade 1 partial FI class under the following conditions:
 - The school is geographically isolated from other immersion sites;
 - Home some and waiting list registrations in the geographic area total 20 or more students;
 - Space is available in the school.
- **Estimated number of students in development areas.**

Ms. Manske apologized for not having this information for this evening but promised it for the next meeting.

Action Item:

Ms. Manske to provide projections for number of students in development areas.

- **Area O and J Transportation**

Referring to slides 14 – 16 of the online presentation Ms. Manske noted that she provided dot maps for where the students are and who is eligible for transportation and why:

Highland P.S.'s area J

All of area J is bussed due to hazard.

Tait Street P.S.'s area O

Hazard bussing for area O

Ms. Manske noted that area J is not within walking distance to Tait Street P.S. Under the board's new transportation distances this area would be eligible for transportation to Tait therefore requiring an additional bus for the school which the site would be challenged to accommodate.

C: Hayley Orman commented that if the end of Southwood Drive (not the entire J area) with the townhouses and people living there if that area were to shift to another school it would take the strain off of Highland P.S.

4. Expert Panel Discussion:

- **Learning Services – French Immersion**

Staff unable to attend.
- **Learning Services – [Special Education](#)**

Jim Berry, Assistant Superintendent of Learning Services (Special Education) spoke to the ARC questions around special education programs noting that these programs are geared to the needs of its students and therefore a program at one school may be quite different from a program being offered at another school but an effort is made to try and bring a consistency to ensure a balance of programs in regards to space utilization, distribution of programs across the system, diversification and equity of access to programs while staying within many parameters.

Mr. Berry noted that within the West Galt review area schools in the area of special education the Board offers a variety of programs and services and one of these types of services is called a “self-contained class” meaning students come from a variety of schools because of their specific designated needs to get a very specialized service (i.e., autism, developmental education, life skills, or the enrichment program). The Board offers this program at various locations because we cannot offer a full program for each of these types of services in every school.

Mr. Berry noted that, for example Blair Road P.S. offers an autism class, so if the school were to close, the Board would look at the possibility of placing that program at a nearby school because the students attending the program are most likely from the surrounding area. He noted that it is the Board’s goal to keep these students as close to their home community as possible for the best interest of the students and their families. He also noted that when considering a site to offer programs the Board considers schools located closest to the students it needs to serve, if it has sufficient space and is accessible. The Board also considers if there are any planned additions/renovations to area schools which can be modified to include the infrastructure required to offer these special programs and cited the example of Avenue Road P.S. which will be renovated to include the specialized supports required for a Life Skills program that will be displaced due to the closing of Lincoln Avenue Public School at the end of the 2013-2014 school year.

Mr. Berry advised that when the Board builds a new school, he sits with the architects to determine accommodation requirements to address the future needs of the community.

With regard to staffing, when a program is being displaced the Board works with the special education staffs and supports (paraprofessionals: child and youth workers, educational assistants and potentially early childhood educators) being displaced and looks at the needs of the school and the students and start to redistribute the staff to best meet those needs.

Q: Al Potma asked how much consideration the Board gives to the possibility that the staff at smaller schools operate closely with the parents and may have a better knowledge of the students that may be able to keep the students out of the special programs because of the lower teacher-student ratio they can pay more attention to the needs of the student.

R: In a big school you have the same relative number of teachers to the students and the students get the same level of attention no matter the size of the school. He also noted that there are some advantages to bigger schools as it is easier to resource them equitably whereas a smaller school may not qualify for full-time staffing for some special education programs. Also one must be aware that if you only have one staff, not all the kids might get along with that staff whereas when there are multiple staff you have the opportunity to have an alternative that may be able to provide an improved relationship.

- C: Mr. Potma responded that having had a child with a disability go through Dickson P.S. it is his personal opinion that the quality of the staff was such that they were able to provide a better relationship between parents, teachers, students and the community that is potentially much greater than what might be achieved at a larger school.
- R: Mr. Berry responded that there are arguments for both sides but what we have to decide as a system is what is the economy of scale to keep all of our schools functioning effectively and with this accommodation review process knowing that there are some inequities of services; at a system level, we have to ensure that we provide an equity level of service so that every student can have access, in this instance, to special education programs. Mr. Berry noted that the Board recognizes the difference and part of the challenge here is to ensure maximizing the resources that we have for all of our students.
- C: Paula Ouellet commented that perhaps the reason why the staff at small schools are considered so highly is because these schools cannot justify the staffing resources needed to run the programs, the teachers have had to adjust which has put more work on the teachers.
- R: Mr. Potma responded that while he agrees that it took more effort on the part of the teachers, in his opinion it enabled his child to be able to stay out of the special education programs.
- C: Ms. Ouellet commented that she is privy to many special education success stories as well where the child has been helped in such a manner that they were enabled to return to the school system as a regular student as opposed to being sent to home because of their developmental challenges.
- C: Mr. Berry commented that Special Education is a very complex process with the primary goal of addressing the individual needs of the student the best we can within this very complex system. Students have a diverse range of needs that must be supported through appropriate special education programs and services.
- Q: Ms. Manske noted that the autism congregated class at Blair Road P.S. does not go on to St. Andrew's P.S. and asked Mr. Berry his preference with the congregated programs in terms of a continuum JK-8 or being able to have a consistent feeder school that keeps the kids together.
- R: Mr. Berry responded that Autism is a good example, as most people have some knowledge of what Autism involves; and his opinion of autism is that "when you've met one autistic student— you've met one autistic student" because everyone is very unique in their skills. He explained that the scale for autism may go from exceptional intelligent but with autistic tendencies, to communicating with pictures or vocalization with limited ability to communicate and noted that they could also lie somewhere in between. Mr. Berry noted that part of the Board's challenge in working with these students is to determine at what point we make decisions about placement in self-contained classes. With appropriate supports, many autistic students will graduate from secondary school earning credits the way we would expect from all of our students. He noted that self-contained classes help us learn what a particular child may need to succeed. When a child comes into the program

and as a result of the intensive supports and services we start to unlock some cognitive abilities that can be reached in such a way that they succeed to their highest level of ability. The Board's number one goal for the special education student is to have them achieve the highest level of success they possibly can and that cannot always be accomplished in a regular class.

Mr. Berry noted that the self-contained classes are for the students who have cognitive challenges, safety challenges, or behavioural challenges. He also noted safety is a number-one concern, as some students may not be able to self-regulate, the self-contained classes can help maintain the safety.

Q: Al Potma asked how many students are attending the special education programs within the Board.

R: Mr. Berry responded that the Board has 93 self-contained classes in the elementary system supporting just over one seven hundred students with programs ranging from enrichment to medically fragile (requires nursing care for health needs for life threatening medical conditions). He noted that the Blair Road P.S. special education program is the only one in the schools being reviewed in this ARC. It supports 6 students. The Board total overall enrolment for elementary and secondary (both regular & special education) is approximately sixty thousand students.

Q: Hayley Orman asked if there is a need to open more special education classes.

R: Mr. Berry responded that depending on the exceptionality grouping the answer would be yes. There are needs in the Cambridge community for more self-contained classes. The Board has opened some secondary level self-contained classes and there is a need for primary as well but just because we say there is a need – it does not mean it will happen because there is a funding issue. He noted that self-contained class of 6 students requires a teacher and often two full-time educational assistants to support the students. Mr. Berry noted that he has spent more than twenty years working as a teacher and administrator in Cambridge schools and is very familiar with the needs of Cambridge and in his current portfolio is certainly trying to make sure Cambridge has the supports it needs.

Q: Ms. Manske asked what is the potential moving an existing program into somewhere we have space – what's the process and frequency.

R: Mr. Berry responded generically that we would identify a school with available space and then consider if the program will have longevity by being placed in that school. The Board does not want to offer programs for only one year and then have to move it again because it's our obligation to provide some stability to the students and families because they deserve to have a home school just like every other student. He stated that to the best of the Board's ability, if we are going to move a special education program, it is going to be for the long-term. The Board does move the special education programs and when moving a program the Board takes into consideration the accessibility of the school, as well as the consistency of natural flow of the peer group from the elementary to senior and secondary schools so there is the continuity of supports to ensure the families feel part of a normal school community even though they may live in a different area. These changes are made

in consultation with the principals and where appropriate other stakeholders such as parents.

Q: Trevor McWilliams asked whether the special education students themselves have greater difficulty with a move than the general school populace.

R: Mr. Berry responded that yes, absolutely this is a significant issue; it's a fundamental concern as most children who struggle with cognitive skills take longer to adapt and we therefore want to minimize transitions so if it's possible when programs are relocated we consider a JK-8 school, rather than a JK-6 then a 7-8 school because they do struggle with the transitions. This also minimizes the transition anxieties for the parents and families. Mr. Berry noted that these transitions are stressful for parents of the general populace and this stress can be magnified many times over for parents of special needs students.

- **Facility Services**

Ron Dallan, ARC member and Manager of Capital Projects presented the Facility Condition Report information for the review area schools (slides 3-6 of the online presentation). He noted that the Board hired Anderson Building Science to conduct the assessments and John Pogacar, a professional engineer for the firm spent approximately one-half day at each school walking through and visually assessing each school under accommodation review by the Board.

Mr. Dallan also noted that in 2002-2003 the Ministry of Education undertook a province-wide audit to inspect every school in the province to assess the needs and priorities of repairs and to allocate funding to meet these demands. Physical Planning Technologies Incorporated (PPT) was the facilities management consulting company hired by the Ministry to perform a detailed inspection of each school building and capture the results in the facilities management database ReCAPP which was designed to help boards identify renewal needs for the capital planning cycle to provide province-wide consistency of reporting on school condition. ReCAPP allowed boards to update their school building condition assessment information developed from the PPT inspections and assisted boards in selecting projects and developing effective school renewal programs. The Ministry also required that boards update their ReCAPP databases to reflect current renewal projects and to aid in the planning process.

On February 17, 2005 the Minister of Education announced the [Good Places to Learn](#) (GPL) initiative from which the Board was allocated \$50 million which has been fully committed by the Board on capital projects.

The Board was also allocated a \$9 million Energy Efficiency Funding which has also been fully committed.

Mr. Dallan noted that the Board has an annual school renewal capital budget which it uses to do school renewal type upgrades and noted that this money is allocated to the schools with the highest priority needs determined by Board committees with representation from various Board departments as well as representation from school principals.

Mr. Dallan noted that Mr. Pogacar used the 2003 Ministry audit as a baseline but has yet to enter the condition assessment data into the new March 2011 Ministry of Education mandated

database, Total Capital Planning Solution (TCPS) but has provided Mr. Dallan with the updated information in an Excel spreadsheet.

Mr. Dallan explained that the School Renewal Funding Budgets consists of several categories of funding as outlined on slide 4 of the online presentation and includes the following categories:

- Instructional Computer Infrastructure
- Environmental (*Asbestos removal*)
- Program Related Projects (*library renovations, upgrades to main office site lines etc.*)
- School Communication Systems (*P.S.s*)
- Interior Finishes (*flooring, ceilings, etc.*)
- Mechanical/Electrical (*air conditioning, heating, etc.*)
- Building Envelope/Structure (*bricks and mortar, roofs, windows*)
- Accessibility (*all schools to be accessible by Jan 2025 – no specific provincial funding currently allocated – Board responsibility to achieve and has started with secondary schools*)
- Site Improvements (*driveways, fields, drainage*)

Mr. Dallan (referring to slide 5 of the online presentation) explained the condition assessment cost information for each school in the review area, broken down by the budget categories noted above, with the combined bucket totals determining the **5 year renewal needs assessment** for each school, as follows:

- | | |
|---------------------|----------|
| • Blair Road P.S. | \$699K |
| • Dickson P.S. | \$1.312M |
| • Highland P.S. | \$1.662M |
| • St. Andrew's P.S. | \$1.669M |
| • Tait Street P.S. | \$2.118M |

Mr. Dallan noted that Mr. Pogacar's report looked at the areas in each school that would need to be addressed in the next 5-7 years as well as the issues that need to be looked at further out in 15-20 years which the Board will prioritize on the basis of a high, medium or low needs basis. He noted that where schools have categorized as partially accessible (St. Andrew's P.S. and Tait Street P.S.) a student can be accommodated by moving the course to a classroom that is accessible or the level can be accessed from another exterior entry point. Both Blair Road P.S. and Highland P.S. are accessible; Dickson P.S. is deemed to be not accessibility.

Mr. Dallan explained (see slide 6) that a school's total 5 year renewal needs assessment is then used to determine the Facility Condition Index. This is defined by a measure of building condition based on estimated costs of necessary upgrades and repairs in a school and the school's replacement value of permanent built based on the schools on the ground capacity and the Ministry of Education benchmark funding.

The following **Facility Condition Index (FCI)** have been determined for the review area schools:

| School | On the ground capacity (OTG) | 5 year maintenance cost | Cost to rebuild | Facility Condition Index (FCI) |
|-------------------|------------------------------|-------------------------|-----------------|--------------------------------|
| Blair Road P.S. | 294 | \$ 669,000 | \$6,159,591 | 0.11 |
| Dickson P.S. | 161 | \$1,312,000 | \$4,125,664 | 0.32 |
| Highland P.S. | 464 | \$1,662,000 | \$9,489,801 | 0.18 |
| St. Andrew's P.S. | 424 | \$1,669,000 | \$8,272,205 | 0.20 |
| Tait Street P.S. | 348 | \$2,118,000 | \$7,117,351 | 0.30 |

In short, the FCI is a ratio of the deferred 5 year maintenance costs divided by the cost to rebuild.

Mr. Dallan noted that 2006 Ministry of Education [Prohibitive to Repair](#) (PTR) funding defined the PTR schools as those having an FCI equal to or greater than 65%. He also noted that the Board had received funding for two school replacements under this initiative: Floradale P.S. and Ryerson P.S. which are now complete.

Mr. Dallan opened the floor to questions.

Q: Al Potma asked if the Ministry Funding model took into account the historic value of a school.

R: Mr. Dallan responded that repairs at schools designated as heritage sites need to follow proper design protocols and may have to go through approvals from the Municipal Heritage Committees.

Q: Maura Fuller asked if the Board receives any special funding for historical buildings.

R: Mr. Dallan responded that he cannot comment as there is no funding that he is aware of.

C: Tony Puim commented that Galt Collegiate Institute's building exterior is historically designated and the Board has had issues when dealing with renovations to that building.

C: Ms. Manske commented that Dickson P.S. building exterior is designated as well. The inside of the building has not been designated. St. Andrew's P.S.'s front façade near the front office is also designated.

C: Mr. Dallan commented that Blair Road P.S.'s FCI is the lowest in the group partly because the Board has recently executed a complete roof replacement for nearly \$500,000.

Ms. Manske asked the ARC if there were further questions for Mr. Dallan about his presentation this evening or about information shared at previous meetings regarding additions at the review area schools.

Q: Trevor McWilliams asked if the historically designated buildings are more expensive for the Board to maintain over time.

R: Mr. Dallan, citing Elizabeth Ziegler P.S. as an example noted that while the Municipal Heritage Committee does have some flexibility and does allow the Board to use special manufacturers that build to order, and thus will cost the Board significantly more to replace the windows at that school. So, yes these buildings can be more expensive to maintain.

C: Tony Puim commented that when dealing with the interior finishes of these older buildings you never know what you will find underneath and the costs that will be incurred.

5. Public Meeting #2

Public Meeting #2: Thursday, March 1, 2012, 7:00-8:30 pm @ Blair Road P.S. Gym

Ms. Manske noted that the Public Meeting will consist of a presentation and an informal open house with display boards and maps. She hopes to post all the school information profiles on the website and will be shared with the community during the meeting.

Ms. Manske noted that she would also like to share the draft objectives with the community and asked the ARC if they would be comfortable with her parsing them out further and she will send them out via email for comments before the public meeting.

Action Item:

Planning to send out revised draft objectives for comments.

This meeting is a status update; we will not be showing the scenarios but rather sharing the school information profiles, the draft objectives, school conditions and display boards with the opportunity for the community to ask questions.

Ms. Manske noted that if the ARC would like to have a decision by the end of this school year – April 19, 2012 is the date by which we have to have our report to the Board.

Ms. Manske noted that we will still need 2 more public meetings before the report can be submitted and is not sure if this will happen but noted that it should not be a problem for the ARC to wrap up its work as a committee by the end of the school year. Therefore the 60 day waiting period between the ARC's report submission and the Board's decision would be broken up by the summer break.

The ARC discussed the possibility of 2 more public meeting before April 19th and decided to push ahead to try to meet this timeline and to include display board with the scenarios still being considered.

C: Barry Frame commented that the ARC seems to have come down to two issues: FI and boundaries; it might be a combination of the two or one or the other. It's trying to take the pressure off of Highland with boundaries that will not have to be changed again in 5 years.

C: Ms. Manske commented that the Province's [Drummond Report](#) came out today as well and it is recommending potential changes to class sizes and Full Day Kindergarten.

Q: Maura Fuller asked if area I is bussed to Highland P.S.?

R: Not all are bussed, the apartments on Cedar walk but the kindergarten students are bussed.

C: Trevor McWilliams noted that this apartment is slated to be a 30 unit building and is located down from the water tower.

6. Future Meeting Dates:

Public Meeting #2: Thursday, March 1, 2012, 7:00-8:30 pm @ Blair Road P.S. Gym

ARC Meeting #8: Wednesday, March 7, 2012, 5:30-**7:30 pm** @ St. Andrew's P.S. Library

ARC Meeting #9: Tuesday, March 20, 2012, 5:30-**7:30 pm** @ St. Andrew's P.S. Library

Tentative **Public Meeting #3:** Tuesday, March 27, 2012, 7:00-8:30 pm @ St. Andrew's P.S. Gymnasium.

7. Roundtable/Wrap Up

Ms. Manske asked the ARC to let her know by email if they have any further information requests before the next meeting.

Action Items:

- **Ms. Manske to add FI Maps to the website**
- **ARC members to email any requests for additional information to lauren_manske@wrdsb.on.ca**

Ms. Manske thanked this evening's guests and the ARC for coming out and the meeting adjourned at 7:10 p.m.