



**Woolwich & Wellesley Townships
Elementary Schools Pupil Accommodation Review
Minutes of Public Meeting #3
October 18, 2012
Elmira District Secondary School – 7:30 p.m.**

The third Public Meeting of the Woolwich & Wellesley Townships Elementary Schools Pupil Accommodation Review was held at Elmira District Secondary School on Thursday, October 18, 2012.

Approximately 40 members of the public were in attendance.

1. Welcome/Introductions:

Dennis Cuomo, Manager of Planning for the Waterloo Region District School Board welcomed members of the public, school communities, and Board staff present for the evening, and noted that purpose of tonight's meeting is to share information about the Elementary Schools Accommodation Review running in the Woolwich and Wellesley Townships.

Mr. Cuomo made the following introductions:

Board Planning Department staff:

Nathan Hercanuck, Senior Planner
Andrea Kean, Recording Secretary

The Superintendent of Education for the review area:

Diane DeCoene

Principals/Vice Principals on the Accommodation Review Committee:

Floradale P.S.

Vlad Kovac, Principal

St. Jacobs P.S.

Paul Milne, Principal (sends his regrets)

Linwood P.S.

Geoff Suderman-Gladwell, Principal
(sends his regrets)
Susan Marchiori - Vice Principal
(send her regrets)

Three Bridges P.S.

Wayne Dunham – Principal

Trustees:

Harold Paisley, Vice Chairperson of the Board and Trustee for Wellesley/Woolwich Townships.

Mr. Cuomo noted that the Woolwich and Wellesley Accommodation Review was initiated in February 2011 and since that time an Accommodation Review Committee (ARC) has been established, comprised of the school principals, parent representatives, community representative, Township staff and Board staff. The ARC has met 15 times and held its first public meeting on October 18, 2011 and second public meeting on April 4, 2012.

Mr. Cuomo advised that the display boards located at the side of the gymnasium outline the two scenarios that the ARC is considering as accommodation options for the area. He advised that no decisions have been made at this time.

Mr. Cuomo reminded those in attendance that the idea behind these public meetings is to gather community feedback. He reminded those in attendance to please complete a comment sheet and deposit in the comment box provided or to send comments in via fax to (519)570-2172 or by email to boundaryfeedback@wrdsb.on.ca

Mr. Cuomo advised that Mr. Hercanuck would be leading the presentation this evening and turned the meeting over to him.

Mr. Hercanuck led the group through the evening's presentation (available at: <http://www.wrdsb.ca/planning/accommodation-reviews/woolwich-and-wellesley-townships-elementary-schools>)

Mr. Hercanuck advised that tonight is the third of a minimum of four Public Meetings to be held to seek feedback from the community on the work of the Accommodation Review Committee.

Tonight's meeting will be in two parts:

1. Formal presentation and question and answer session
2. Open house with Planning staff available to answer questions one-on-one around the display boards illustrating the preferred scenarios.

2. Background:

- **What is a Pupil Accommodation Review? (slide 3 of the online presentation)**

Mr. Hercanuck noted that an Accommodation Review is a formal process that follows a set timeline and process which is outlined by the Ministry of Education.

The process ensures that the local community is involved and informed in the decision taken by a school board when looking at the future of a school or group of schools.

An Accommodation Review is based on a broad range of criteria regarding the quality of the learning experience for students.

The Review is led by an Accommodation Review Committee (ARC) which is made up of principals and parent representatives of the schools involved, as well as Board staff.

- **Accommodation Review Outcomes**

An Accommodation Review could result in:

- Boundary Changes (school attendance areas)
- Program Changes (the program and grades offered at a school)
- Construction of a new School (ranging from minor renovations to whole new school)
- School Closures or Consolidations

- **Why an Accommodation Review for this area?**

1. Declining Enrolment:

Over the past ten years elementary enrolment in the area has declined by 14 percent.

2. Small School Organizations:

Related to this decline, some of the schools in this area are smaller than the Board likes to see for JK-8 organizations. The Board has a guideline indicating that it prefers JK-8 schools of an approximate size of 500-600 students in order to offer students better learning opportunities. This recommended size is easier to achieve in an urban setting, as the lower population density of a rural area does present some challenges for achieving this guideline. Nevertheless the small program at Three Bridges PS with 83 students and at Floradale PS with 270 and the empty spaces at both Linwood PS and Floradale PS is a concern.

3. Facility Challenges:

The age of some of the schools presents some challenges to the Board; some of the buildings are very old and have had numerous additions and renovations over the years. Maintenance costs, accessibility and equity of the schools have all been raised as concerns.

3. **Issues / Objectives:**

The ARC looks at the issues in the review area which have been raised by the Board and the issues that have been raised by the community. These issues are used to craft the objectives for the Accommodation Review and shape the scenarios or recommendations of the ARC that will address the issues. The ARC also looks at the enrolment situation; what it has been and also plans ahead to what is expected in the future for the area. The Issues being considered by the ARC include:

Declining Enrolment:

Referring to slide 7 of the online presentation, Mr. Hercanuck noted the following:

- The purple line indicates the 14 percent enrolment decline.
- The yellow bar represents where we are now the 2012/2013 school year.
- The Green and Blue lines on this chart represent the total capacity of all of the area schools together. *The two lines illustrate the impact of the Full Day Kindergarten (FDK) program. Once FDK renovations are complete the overall capacity of the schools in the review area will have increased to the blue line.*
- The difference then between the purple (enrolment) line and the green and blue (total capacity) lines is the amount of surplus capacity, or empty spaces in the schools.
- Due to stronger numbers in our lower grades as well as anticipated residential development in the Town of St. Jacobs we are expecting some modest growth; however it is expected that moving forward there may still be the issue of surplus spaces in the review area schools.

Small School Organizations and Surplus Space:

Referring to slide 8 of the online presentation, which shows the current boundary and school organization with enrolment projections broken down by the schools in the review Mr. Hercanuck noted the following:

- The left side of the chart shows that we have 1336 pupil places across the schools with a current enrolment of 1097, growing eventually to 1171 by 2020.
- Three Bridges PS very small school organization at 80 to 90 students.

- Schools with less than sufficient enrolment can result in combined grades and less than two classes per grade, which the Board acknowledges in Policy 3002, do not allow for the optimal learning opportunities for both students and teachers.
- Is it possible to reorganize attendance area boundaries to better distribute the enrolment so that students at the facilities might have equal benefit of the multiple teachers per grade and reduced split classes?
- Very small schools are inefficient when it comes to staffing of non-teaching staff. Regardless of the number of students at a school, it will still require a principal, custodial staff, library clerks and secretarial support to meet the site specific needs of the students.

Facility Challenges:

Each individual school differs in its age and type of construction, maintenance needs and the equality of its educational facilities.

The ARC also looked at the facilities and their needs moving forward from a maintenance perspective, the capital requirements at each facility as dictated by legislation (such as Accessibility Act and the FDK program), and the equity of educational spaces (such as gyms, libraries) in the facilities as compared to a benchmark the Board is trying to achieve across all of our facilities.

Age/Maintenance Needs and Equity of Facility: (slide 10)

The Schools in the Review area represent a wide range of ages; from pretty much brand new in the case of Floradale, re-built in 2010, to the oldest school, Three Bridges which was originally constructed in 1872.

The Board has to maintain all facilities to ensure they are suitable learning environments for our students. Roofs need replacing, lighting needs upgrading and a whole host of other items.

Slide 10 outlines the significant difference in maintenance needs across the facilities over the next 10 years. *When based on school size the schools are all about the same in terms of need per pupil place, except for Floradale PS which as a new school has lower projected maintenance needs.*

The Board is also required by legislation to implement the policies of the Provincial Government, such as the Full Day Kindergarten (FDK) program (to be fully implemented by 2014). Floradale and Linwood PS have the program, Three Bridges PS does not offer Kindergarten, St. Jacobs PS is scheduled for implementation in September 2014 and the Board will be receiving approximately \$1 million from the Ministry of Education to construct an addition for the program at St. Jacobs PS.

Another legislated requirement that the Board will have to fund without help from the Ministry is the [Accessibility for Ontarians with Disabilities Act](#) which requires that all public buildings be fully accessible by January 1, 2025. The ARC has taken the accessibility of these facilities and what costs would be incurred to meet the requirements under the legislation: Floradale PS and Linwood PS are both single storey schools with no real accessibility issues so we do not anticipate costs there; St. Jacobs PS and Three Bridges PS are multi-level schools that would require some funds to meet accessibility; about \$500,000 for an elevator to access the multiple levels of St. Jacobs PS and approximately \$80,000 to decommission the lower level learning spaces at Three Bridges PS and add an additional portable to make up that lost space.

Another item under required Capital (slide 10) is an estimated \$50,000 at Three Bridges PS for a bus lay-by. Currently busses dropping students off at Three Bridges have to back up across busy Three Bridges Road into the parking area. Regional, Township and Transportation staff has indicated that this is a safety concern and recommended the construction of a lay-by to remedy the situation.

The ARC also looked at the equity of facilities in the review area and across the other schools in the Board specifically Library and Gym space. St. Jacobs has been identified in a Board- wide study of Library spaces as a facility with a less than ideal space for its enrolment size and JK-8 curriculum. These items would fall under “optional” capital expenditures as there is no legislative requirement.

Current School Boundaries/Community:

Slide 12 depicts the current school boundaries and how they relate to the communities they serve. The review area school boundaries are illustrated with the different colours representing the attendance boundaries as they now exist as follows:

- Floradale PS – Purple
- Linwood PS – Green
- St. Jacobs PS – Tan
- Three Bridges PS which does not technically have a defined boundary; but shares the St. Jacobs PS boundary.

In some cases, parts of attendance areas are actually closer to a school other than their current home school. This could in theory, result in longer transportation time, and attending a school outside the community you feel you identify with.

St. Jacobs PS and Three Bridges PS share the same boundary; and are the only schools in the Board to do so.

When the current Waterloo Region District School Board (WRDSB) was formed by amalgamating the smaller local area boards it inherited Three Bridges P.S. and the program it was running which was a program for members of the Mennonite culture, and it has continued to operate as such.

While Three Bridges PS is not exclusive and anyone within the boundary can attend, the curriculum/program delivered at the school is unlike the program offered at other schools in the Board. Anyone within this area wanting the standard WRDSB curriculum and program would be directed to attend St. Jacobs PS. This has been considered by some to divide a community because students wishing to attend their neighborhood school (the school they are closest to) cannot if they wish to have certain elements of the curriculum and program. Three Bridges PS offers a Grade 1-8 program only. Students wishing to attend the Kindergarten program must attend St. Jacobs PS.

Recognition of Cultural Differences:

The ARC recognized the importance of acknowledging the cultural sensitivity of the conservative rural population who, historically, has not been as comfortable with mainstream public education; and have had a number of meetings specifically with the Three Bridges PS community to gather their thoughts on the Accommodation Review.

Feedback received has been that they would prefer to continue with the status quo/ no changes to the current situation and have expressed concern with attending a school other than Three Bridges PS. The community indicated that a change in the school they would attend (as with a Three Bridges PS closure) would result in a loss of the majority of the

population to the parochial school system. Some members had indicated that if they had to attend another school, Floradale PS would be the most favourable option but clearly the preference is to keep Three Bridges PS open.

With these issues in mind the ARC crafted the following Goals/Objectives for the Review:

Goals/Objectives:

1. Ensure equitable student access to a community school by having defined attendance area boundaries that relate geographically to the community it is located in.
2. Where possible organize school attendance boundaries to minimize distance to school.
3. Address student transitions where changes proposed.
4. Have regard for Board policy 3002; Elementary School Size and Configuration, recognizing the challenges of rural areas.
5. Support the efficient use of capital and operating resources through the consideration of facility condition, accessibility, and equitable access to educational amenities.
6. Maximize the number of students accommodated in permanent capacity.
7. Maximize the use of existing capacity within facilities.
8. Recognize the unique needs of communities served by different schools through the reasonable accommodation of cultural differences.

4. Scenarios

The ARC has given a great deal of consideration to the two scenarios you are about to see and specifically how they will affect the Three Bridges community, which to some degree has other educational options (i.e., parochial schools).

The ARC came to the agreement that whether Three Bridges Public School continues to operate in the current manner is not a recommendation the ARC feels they have the authority to make; given that the original ‘understanding’ was reached between the Three Bridges Community and the Board of Trustees, the ARC has decided that the current Board of Trustees should decide if they wish to continue with that ‘understanding’.

With that in mind, the Accommodation Review Committee will present the following two scenarios in their report to the Board:

1. Should the Board decide that it wishes to continue to operate Three Bridges Public School; the ARC recommends that the Status Quo scenario be continued. *The ARC will also to provide the implications of that decision in terms of the issues and objectives developed at the outset of the process.*
2. The second scenario represents the ARC’s preferred scenario should the Board not wish to continue to operate Three Bridges Public School under the current ‘understanding’. With Three Bridges Public School closed the ARC recommends Scenario X.

Mr. Hercanuck detailed both scenarios as follows:

Status Quo:

Referring to slide 16 of the online presentation; enrolment across the review area is expected to decline in the mid-term but rebounding slightly in the longer term:

- Floradale PS remains under capacity at 270 students in a 322 capacity building,
- Linwood PS also under capacity at 430 students in a 519 capacity building.

- St. Jacobs PS increases enrolment to about 380 students as new residential development in the south end of town proceeds and generates additional students.
- Three Bridges PS is expected to retain its current numbers (80-90 students).

Status Quo - Costing:

Referring to slide 17 of the online presentation; Mr. Hercanuck advised that the Status Quo Scenario would require the listed capital expenditures at each of the facilities in the review area which also takes into account the 10 year maintenance needs, legislative required expenses, and additional costs to improve spaces (library & gym) at St. Jacobs PS totaling an estimated \$10 million.

Status Quo - Staffing:

Slide 18 details the staffing requirements for each school for the Status Quo scenario, based on the enrolments estimated for the 2016 school year. Mr. Hercanuck noted that some staff (teachers) are allocated as bodies, while other staff (Library staff) are allocated by the number of work hours allocated to a facility.

The theoretical staffing numbers can be used to determine savings when closing a school facility; outlining the positions which will no longer be required such as the principal, secretary and custodian that need to be allocated to a facility no matter how small the enrolment.

Status Quo - Objectives:

Slide 19 Status Quo scenario leaves six of the issues/objectives that initiated this review unresolved.

Objective	Objective Met?	Comments
Ensure equitable student access to a community school by having defined attendance area boundaries that relate geographically to the community it is located in.	✘	Three Bridges PS/St. Jacobs PS do not have defined boundaries. Portions of Floradale PS boundary closer to Linwood PS.
Where possible organize school attendance boundaries to minimize distance to school (time on bus)	✘	Portion of Floradale PS boundary closer to Linwood PS. In some cases Three Bridges PS students closer to St. Jacobs and vice versa.
Address student transitions where changes proposed.	✔	No changes so no transitions necessary.
Have regard for Board policy 3002; Elementary School Size and Configuration, recognizing the challenges of rural areas.	✘	Small school organizations. Three Bridges PS less than 100 students.
Support the efficient use of capital and operating resources through the consideration of facility condition, accessibility, and equitable access to educational amenities.	✘	<ul style="list-style-type: none"> • Continue to have surplus space across the review area with all school remaining open, incurring costs associated with operating all the facilities (staff, operating, and maintenance). • St. Jacobs PS requires significant funds in future.
Maximize the number of students accommodated in permanent capacity	✘	<ul style="list-style-type: none"> • 3-4 portables required at Three Bridges PS. • 1 Portable may be necessary at St. Jacobs PS in the longer term.
Maximize the use of existing capacity within facilities	✘	Surplus space at 2 of 4 facilities
Recognize the unique needs of communities served by different schools through the reasonable accommodation of cultural differences.	✔	Three Bridges PS population accommodated as per current 'understandings'.

Scenario 10(A):

Referring to slide 20 of the online presentation; Mr. Hercanuck noted that the lead scenario being considered by the ARC as the best alternative to the status quo is Scenario 10(A) as follows:

- Three Bridges Public School would close, and we would see its population directed to Floradale and St. Jacobs Public Schools.
- The total enrolment projection numbers for Scenario 10(A) are less than the numbers for status quo because we have built in an anticipated loss of enrolment with the closure of Three Bridges PS. Through our consultations with the community it has been indicated that many Three Bridges families would choose to move to the parochial school system and these projection reflect that.
- The Floradale PS boundary would move south to just shy of Hawkesville Road (students living on Hawkesville Road. would be directed to St. Jacobs PS).
- The ARC determined that the area north of the existing St. Jacobs PS boundary actually contains mostly families who choose to send their children to Three Bridges PS (some of these families would be more comfortable attending the more rural Floradale PS and this boundary attempts to accommodate that preference); only one or two families in this area send their children to St. Jacobs PS.
- The portion of projection area A west of the Conestoga River that is closer to Linwood PS would move from Floradale PS to Linwood PS.
- From an enrolment and school organization perspective:
 - Floradale PS would stay about the same as it currently; a little under capacity at 270 students in a school built for 322.
 - Linwood PS would increase from the current 429 to about 450 students in a 519 capacity school.
 - St. Jacobs PS would increase from about 315 to 380 in a school that will have a capacity of about 400 once FDK is added.

Scenario 10(A) - Costing:

Slide 21 outlines the breakdown of capital maintenance costs for Scenario 10(A) which are the same costs anticipated for status quo minus the anticipated maintenance and bus lay-buy costs for Three Bridges.PS.

The maintenance costs for the other facilities remain the same in regard to: Accessibility, FDK, and consideration of a gym and library upgrade at St. Jacobs PS.









From a capital and maintenance perspective the savings on Scenario 10(A) would amount to about \$670 thousand.

Scenario 10(A) - Staffing:

Slide 22, provides some efficiencies from a staffing perspective as with one less facility the Board does not incur the costs of staff required to operate a facility regardless of how small the school is. Savings are achieved on: one less principal, 1.5 custodian, and library clerk and secretarial hours the Board could save or reallocate the resources elsewhere in the system. The need for fewer teachers is primarily due to the anticipated enrolment loss from Three Bridges.

Scenario 10(A) - Objectives:

Slide 23, does not fully meet the first two objectives that touch on boundaries and their relationship to the community the school serves.

Objective	Objective Met?	Comments
Ensure equitable student access to a community school by having defined attendance area boundaries that relate geographically to the community it is located in.		Defined boundaries however a number of areas closer to a school other than home school.
Where possible organize school attendance boundaries to minimize distance to school (time on bus)		Areas of Floradale boundary closer to St. Jacobs.
Address student transitions where changes proposed.		Transitions not yet confirmed.
Have regard for Board policy 3002; Elementary School Size and Configuration, recognizing the challenges of rural areas.		Floradale PS maintains current enrolment.
Support the efficient use of capital and operating resources through the consideration of facility condition, accessibility, and equitable access to educational amenities.		<ul style="list-style-type: none"> • Three Bridges PS closed, removing the maintenance/operations costs at that facility. • St. Jacobs PS requires significant funds in future. • Less facilities, less staff costs.
Maximize the number of students accommodated in permanent capacity		All students housed in permanent capacity. (! Portable may become necessary at St. Jacobs)
Maximize the use of existing capacity within facilities		<ul style="list-style-type: none"> • Three Bridges closed (existing capacity). • Retained facilities fully utilized.
Recognize the unique needs of communities served by different schools through the reasonable accommodation of cultural differences.		<ul style="list-style-type: none"> • Directed Three Bridges community to St. Jacobs/Floradale. • Some of Three Bridges population may be more comfortable attending Floradale than St. Jacobs • Sends largest proportion of Three Bridges families to Floradale.

The ARC felt that Scenario 10(A) had difficulty meeting the first two objectives; while we would now have defined boundaries for all schools and we adjusted the Linwood/Floradale boundary so the area closer to Linwood would attend Linwood PS. However, in the ARC’s efforts to accommodate some of the Three Bridges PS community by adjusting the boundaries between Floradale PS and St. Jacobs PS further south, we have created larger areas that are closer to St. Jacobs PS than they are to Floradale PS.

The ARC has not yet discussed how any student transitions might be implemented with respect to the closure of Three Bridges PS and boundary changes between the retained schools. Historically, the Board has allowed the Grade 8 classes to finish out at the school they started at, so a student would have some stability in the year before they move to high school and the ARC has had some discussion of that point.

St. Jacobs PS – Maintenance/Capital Needs:

Slide 24 highlights the anticipated maintenance needs and costs required to achieve legislated requirements and program equity of education spaces (library, gym) at the review area schools.

Mr. Hercanuck noted that the ARC has looked at each of the facilities as part of this process including comparing these costs to the cost of constructing a new school facility. When adding up the maintenance and capital costs required for St. Jacobs PS the costs are approaching the 75 percent of the cost of a new facility. The ARC can recommend that the Board build a new school to replace St. Jacobs PS. Mr. Hercanuck cautioned that a new school to replace St. Jacobs PS is not a foregone conclusion. There are a number of issues to consider such as the location for a rebuild (on site on the lower field?), the historic original building, and obtaining Ministry of education approval and funding for such a venture.

5. Next Steps (slide 25)

Timeframe	Event
October/November 2012	<ul style="list-style-type: none"> • ARC to review Public Meeting #3 feedback on preferred scenarios • Develop timeline and implementation recommendations. • Draft Accommodation Report to Trustees
December 2012/ January 2013	<ul style="list-style-type: none"> • Public Meeting #4 – Share ARC Accommodation Report. • Present ARC Accommodation Report to Trustees.
60 day waiting period	<p>Mandatory 60 day wait period between the presentation of ARC Accommodation Report to potential Trustee vote.</p> <ul style="list-style-type: none"> • Board staff will prepare and present report and recommendations responding to ARC Accommodation Report.
March/April 2013	<ul style="list-style-type: none"> • Trustee vote on recommendations
September 2014	<ul style="list-style-type: none"> • Possible implementation of Trustee approved recommendations

Public Information and Access

Mr. Hercanuck noted that all information, including minutes, presentations and scenarios will be made available on the Board's website and in hardcopy at each of the schools under review.

Board website for the review: <http://www.wrdsb.ca/planning/accommodation-reviews/woolwich-and-wellesley-townships-elementary-schools>

You can participate in this review by sending in comments to our email address: boundaryfeedback@wrdsb.on.ca, by calling us at 519-570-0003 ext. 4419, or by contacting your school representatives on the ARC through school council.

Mr. Hercanuck thanked everyone for coming out and reminded those in attendance to leave their comments in the comment box at the entrance of the gym. Mr. Hercanuck then opened up the floor for any question/comments from the audience.

6. Questions and Answers

Q: What would the implications for the timeline look like if the Trustees don't like either of the scenarios put forward by the ARC?

R: Mr. Hercanuck responded that the process would be delayed if the Trustees chose not to approve either scenario; they can choose to send the ARC back to develop an alternative solution; or the Trustees can decide to make modifications to the scenarios presented (to the timing, transition options or boundaries). It is not a foregone conclusion that the Trustees will approve the ARC's recommendation.

Q: Why didn't the Board also review the Conestogo and Elmira Public Schools as part of this Accommodation Review?

R: Mr. Hercanuck responded that the Elmira schools have separate more urban issues; and have a largely walk-in population. The Board has requested a school site in the new Lunor subdivision with plans to build a new school there, which we anticipate helping us with our concerns in the town of Elmira.

We believe that the inclusion of Conestoga PS in this review would not offer a complete solution to the issues addressed by this process. Taking any of the population away from Conestogo PS could create similar problems to those being experienced at Floradale PS with respect to school sizes; resulting in less than the desired number of classes per grade at that facility as well.

Q: If the goal of the review was to fill Floradale PS, did the ARC discuss any non-boundary strategies?

R: Mr. Hercanuck responded that the less than complete utilization of Floradale PS and other schools in the review area is just one aspect of this accommodation review. The ARC did not develop any other solutions to increasing enrolment other than boundary modifications.

Q: Did the Board Trustees request this review or did Board staff request the review?

R: Mr. Hercanuck responded that the recommendation to undertake accommodation reviews come from Board staff but the Board of Trustees must approve the request in order for the process to be initiated.

Q: Do you look at balancing cultural and religious demographics when reviewing attendance boundaries?

R: Mr. Hercanuck responded that the Board does not collect those kinds of statistics, but noted that the ARC is aware of the various Mennonite groups which are involved in this review area and recognizes their distinctness.

Q: Has there been any discussion around the possibility of the public schools sharing space with the parochial schools?

- R: John Krupicz, ARC member and parent representative for St. Jacobs PS responded that the premise of school sharing had been discussed as part of the meeting with the Three Bridges Public School community and there did not seem to be much interest in that idea.
- R: Mr. Hercanuck responded that the community has indicated that it has strong historical and generational ties to the Three Bridges Public School facility and property and favours the separation from other non-rural influences which may be challenging to administer in a shared facility at one of our other school locations.
- Q: Do you take into consideration that parents affected by changes may choose other means of education for their children, which could include enrolling their children in the French Immersion program to be able to attend a alternate public school, switch to the Catholic system, or the parochial system?
- R: Mr. Hercanuck responded that those options are factored into the projected enrolment numbers, and noted that speaking from past experiences; the Board does not see a large loss in enrolment to our co-terminus Board when changes are made.

Mr. Hercanuck reminded those in attendance who might not feel comfortable to ask questions that they may ask staff questions one-on-one during the open house portion of the meeting.

Mr. Hercanuck thanked everyone for attending and gave the contact numbers and Board website information for the public to access with any questions or comments. The meeting adjourned at 8:30 p.m. and Mr. Cuomo, Mr. Hercanuck, Principals Dunham and Kovac, and Vice Chairperson Paisley made themselves available to those in attendance to answer questions one-on-one until 9:15 p.m.

Website:

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Email:

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