



Doon South Elementary Schools Boundary Study
Minutes of Public Meeting #1
November 5, 2013
Huron Heights Secondary School
7:00 p.m. – 8:30 p.m.

The first Public Meeting of the Doon South Elementary Schools Boundary Study was held at Huron Heights Secondary School on Tuesday, November 5, 2013.

Approximately 85 members of the community were in attendance including City of Kitchener, Ward 4 Councillor, Yvonne Fernandes.

1. Welcome/Introductions

Lauren Manske, Senior Planner for the Waterloo Region District School Board welcomed those in attendance and gave the following introductions:

Board Planning Staff:

Dennis Cuomo, Manager of Planning
Nathan Hercanuck, Senior Planner
Andrea Kean, Recording Secretary

Principals:

Don Oberle, Principal of Doon PS
Glenn Kitamura, Principal of Pioneer Park PS
Laura Hagey-Nichols, Principal of Brigadoon PS (Regrets)
Susan Schaffner, Principal of J.W. Gerth PS (Regrets)

Superintendent of Education:

Laura Hodgins

WRDSB Trustees:

Mike Ramsay, Kitchener Trustee

Ms. Manske led the audience through tonight's presentation available online at:

<http://www.wrdsb.ca/planning/boundary-studies/boundary-studiesdoon-south-boundary-study/>

Background:

On May 13, 2013, the Waterloo Region District School Board Trustees authorized staff to do the Doon South Boundary Study prior to the opening of a new elementary school in south Kitchener. The capital request to build a new elementary facility at Thomas Slee Drive and Groh Drive, Kitchener, was approved by the Ministry of Education on January 24, 2013, and the Board is working with the developer and the City of Kitchener to finalize conditions required to acquire the site and start construction. The new JK-8 elementary school has a targeted opening date of September 2015 (tentative); however, there are some schedule concerns due to approvals related to the surrounding subdivision that are limiting our progress.

Purpose of Meeting:

The purpose of tonight's meeting is to gather your feedback on proposed boundary changes and/or grade configuration changes that may affect all the schools in the study area.

2. Explanation of the Boundary Study Process

What is a Boundary Study?

A boundary study is a public process. It ensures that a decision made by the Board regarding attendance boundaries has the involvement of an informed local community.

Reasons for a Boundary Study:

There are several different reasons to conduct a boundary study:

- Opening of a new school and establishing the new boundary and adjusting the boundaries of the existing schools in the area;
- Changing the grade structure of an elementary school – *this could include changing an elementary school from a Junior Kindergarten (JK) to Grade 6 format to a composite school with JK to Grade 8 format;*
- Balancing enrolment and facilities – *one school may have too many students for its capacity and another may have too few.*

This area of Kitchener is one of the fastest growing areas in our Region and our schools are full. This means that although we are anticipating the opening of a new school, we are going to have to look towards some interim measures until that solution can be implemented.

Study Area:

The Doon South Boundary Study area includes 5 schools:

1. Brigadoon Public School (JK-6)
2. J.W. Gerth Public School (JK-6)
3. Pioneer Park Public School (JK-6)
4. Doon Public School (7-8) area senior elementary school
5. (unnamed) new South Kitchener Public School JK-8 (tentatively opening Sept. 2015)

Both Brigadoon PS and J.W. Gerth PS are currently acting as what the Board calls "holding schools" for the Doon South community.

Doon PS is the senior elementary facility for the area. Its current feeder schools are Brigadoon, J.W. Gerth, and Pioneer Park Public Schools.

School Size (Enrolment and Capacity):

Referring to the table on slide 6 of the online presentation, Ms. Manske noted that all of the schools in the area are accommodating students beyond what their buildings are built to accommodate, given today's class sizes and programs operating in the school; resulting in a total of 22 portable classrooms providing temporary accommodation in the area today. She advised that by opening the new school the Board hopes to reduce the number of portables required in the area (one of the objectives for this study).

Full Day Kindergarten (FDK) Program:

The implications of adding the Full-Day Kindergarten (FDK) program have had a major impact on the facilities in the area. We are in our fourth year of the five year implementation of the Ministry of Education's new FDK program. J.W. Gerth PS and Pioneer Park PS offer FDK this year and it will be coming to Brigadoon PS next year.

The FDK program effectively doubles our Kindergarten population at the schools on a daily basis and requires additional specialized classrooms and the Board has received some funding from the Ministry to construct or renovate classrooms for this program.

Construction of a two classroom addition will be taking place at Brigadoon PS this spring so that the school is ready to implement the FDK program in September 2014. Unfortunately, we were only given funding to help us with the implementation of FDK; no additional funding was given to construct other classrooms at the schools in the area at this time.

French Immersion is offered at Brigadoon, J.W. Gerth and Doon Public Schools.

There are Special Education area classes housed at J.W. Gerth PS and Doon PS.

Portables:

J.W. Gerth PS currently requires 9 portables to accommodate its growing number of students. Brigadoon PS has 6 portables; Doon PS has 3 portables (only 2 are being used) and Pioneer Park PS has 4 portable to accommodate its growing number of students.

Historic Enrolment (2002-2012):

Referring to slide 7 of the online presentation, Ms. Manske noted that overall the Board has experienced an increase in enrolment over the past decade, with most of that growth concentrated in the areas of new residential developments. Older, more established neighbourhoods have been in decline.

Enrolment in the Doon South area has been increasing consistently over the past 10 years. The most recent growth at area schools has been related to additional development in the Doon South area, which is being directed to J.W. Gerth PS and Brigadoon PS.

Since J.W. Gerth PS opened in 2008, enrolment has increased by 22% in the Doon South area – the majority (45%) of this increase has been at J.W. Gerth PS.

[The Boundary Study Process:](#)

How does the process work?

Referring to the chart on slide 8 of the online presentation, which outlines the Boundary Study Process, Ms. Manske noted that once the Board has identified a boundary study area, the Board's Planning Department asks the Principals at each of the schools involved to seek out up to 2 parent/guardian representatives to sit with them and us on a Study Working Group.

3. Working Group

The Working Group represents the larger community and:

- Confirms the actual issues identified in the area
- Develops objectives for the study (*these are important because we go back to them to determine the "fit" of each scenario*)
- Assists with developing scenarios (*i.e., possible solutions*)

Ms. Manske noted the importance of public feedback and collective input on scenarios; and requested that the community [let the Working Group know:](#)

- what you like,
- what you don't like,
- your ideas for improving scenarios

The feedback gathered from comments received from the community will be shared with the Working Group and used to help evaluate the scenarios or produce new scenarios.

Once a preferred scenario is chosen the Working Group will develop an implementation or transition plan on how to best implement changes while being mindful of transitions, for students, staff and parents.

The Working Group will:

- Develop a recommended option/scenario
- Share/seek feedback on the recommended scenario with community at Public Meeting #2 (December 5, 2013 at Doon PS)
- May revise recommendation based on feedback
- Staff on the Working Group will take a recommendation to the Board of Trustees
- The Board of Trustees will make the final decision.

Timeline:

Slide 9 of the online presentation outlines the timeline for the boundary study. Ms. Manske noted the need to have a recommendation to the Board by December 2013 or January 2014, for changes to take place for this coming September (2014); to have enough time for the staffing process and give families time to prepare for any changes.

The next public meeting (public meeting #2) will be on December 5, 2013 at Doon Public School.

4. Study Objectives

Draft Study Objectives:

The Working Group has discussed the issues within the study area and developed a set of draft objectives for things we hope to achieve through this study in order to address the issues.

Ms. Manske noted that the following draft objectives are not weighted in any way; therefore, the order of the objectives is unimportant.

Draft Study Objectives:

- To establish a boundary for the new South Kitchener Groh Drive elementary school.
- To increase the number of students housed in permanent accommodation in a cost-effective way.
- To provide equitable learning opportunities for students and staff by moving towards the following criteria (from [Board Policy 3002](#) – Elementary School Size and Configuration):
 - JK-6 facilities between 350 and 400 students (approx. 2 classes/grade).
 - JK-8 facilities between 500 and 650 students (approx. 2 classes/grade JK-6, 2+ classes/grade 7-8).
 - Minimizing the potential for schools with enrolments over 650 students.
- To increase the number of students within walking distance to their assigned school (<1.6 km).
- To establish boundaries around "Development Areas" where proposed plans of subdivision are temporarily assigned to holding schools until a permanent accommodation solution can be determined.
- To develop an interim (temporary) accommodation strategy, beginning in September 2014, to assist schools with increasing enrolment until such time as the new South Kitchener Groh Drive school is open.

Ms. Manske noted that:

- One of the objectives is to find a scenario where it makes sense to replace some of these portables with permanent accommodation. The most cost-effective way to do this is to do the construction at only one or two locations (not all schools) – this way we can achieve economies of scale.
- Since this area is growing and we know we are not going to be able to handle all the new growth in the facilities we have today, it is important to establish boundaries around "Development Areas" and temporarily assign these proposed plans of subdivision to holding schools until a permanent accommodation solution can be determined for those students. This way we can distribute the growth pressures to schools that can accommodate it.
- The development of an interim (temporary) accommodation strategy, for implementation as early as September 2014, is important to assist schools with increasing enrolment until such time as the new South Kitchener school is open.

Ms. Manske asked for feedback on the objectives; advising that should there be something we have missed, or that does not make sense, please let us know by leaving a comment or sending us an [email](#).

5. Scenarios:

Status Quo: (slide 11 of the online presentation)

Referring to slide 11, Ms. Manske noted that without making any changes or introducing the new school, the increasing enrolment will be placing major pressures on the facilities in the area.

Given the extensive growth that is projected, it is likely that this area will require another boundary study in about five years.

Ms. Manske advised the Working Group has decided to bring forward three scenarios to share tonight and noted that these may not be the options that we land on, but they are the best of the scenarios that have been explored to date.

French Immersion registration process

Ms. Manske noted the following regarding the Board's French Immersion (FI) program:

- The Board's FI program entry point is Grade 1.
- It is a choice program that is offered only at select schools where there is enough interest generated and it is seen as sustainable for the long-term.
- Every year in January an [online registration](#) process begins for Grade 1 FI. *If you have a student in SK this year, you would have the opportunity in January to put your child's name in for registration to the FI program for the next school year.*
- There are no boundaries for FI; however, first choice is given to in-boundary (or home school) students.
- For those out-of-boundary students, who are given a space in a school with FI, they are allowed to bring their siblings with them (even if the siblings are not in FI).

Ms. Manske noted that each of the three scenarios (5, 7 and 8) presented here tonight assumes:

- That any student in a FI class at one of the schools today (e.g., Brigadoon PS or J.W. Gerth PS) and their siblings will remain there, regardless of boundary changes. ***(Please note an error on the display boards that directs current FI students from Brigadoon PS and J.W. Gerth PS to Doon PS for FI in Scenarios 7 and 8. These numbers will be adjusted accordingly.)***
- She cautioned that the Board may not supply transportation if students choose to stay at their current school.
- We have introduced a FI program at the new school that would start with Grade 1 in the first year and progress from there. This assumes that there would be enough interest generated to start the program there.
- The enrolment projections for each scenario assume that these solutions would be fully implemented in 2015 (and do not take into account any potential grandfathering option which will be considered as an implementation piece).
- Gives a breakdown of the JK-6 enrolment, the 7-8 enrolment and the number of FI students in the various grades at the schools for three time periods (2015-16; 2017-18 and 2019-20).
- OTG (on the ground capacity) refers to the permanent capacity of the school (number of students that can be accommodated inside the building).
- Temp Capacity refers to the number of additional classrooms required beyond what the school is built for.
- Likely recommend that a request be made for permanent classroom addition for schools that have long-term need for additional classrooms.
- Even with the introduction of a new school, this area will still require additional permanent classrooms.

Scenario 5: (slides 12 and 13 of the online presentation)

Slide 12 illustrates the revised school attendance area boundaries; slide 13 illustrates school projected enrolments and capacities (2015-2020); study area projected enrolments (2014-2024) and Draft Objectives comparison.

- New South Kitchener School (JK-8) boundary takes in portions of the current Brigadoon PS, J.W. Gerth PS boundaries (JK-6) and Doon PS (7-8)
- Doon Village area (Old Mill Rd/Doon Valley Dr) redirected to Pioneer Park PS from Brigadoon PS
- Doon PS remains as senior (7-8) school for Brigadoon PS, J.W. Gerth PS and Pioneer Park PS students
- Based on assumed interest, we suggest that the French Immersion program be offered at:
 - Brigadoon PS,
 - J.W. Gerth PS,
 - the New South Kitchener school (starting with Gr. 1 only in 1st year),
 - Doon PS (Gr. 7-8 for the area);
- Boundaries established around Development Areas (hatched areas) where the school will be determined at a later date.

Ms. Manske noted the following for Scenario 5:

Scenario 5 meets most of the objectives, but does not meet the size targets under [Board Policy 3002](#) – Elementary School Size and Configuration.

Scenario 7: (slides 14 and 15 of the online presentation)

Slide 14 illustrates the revised school attendance area boundaries; slide 15 illustrates school projected enrolments and capacities (2015-2020); study area projected enrolments (2014-2024) and Draft Objectives comparison.

- New South Kitchener School (JK-8) boundary takes in portions of the current Brigadoon PS, J.W. Gerth PS boundaries (JK-6) and Doon PS (7-8), acts as senior (7-8) school for Brigadoon PS.
- Doon Village area (Old Mill Rd./Doon Valley Dr.) redirected to Pioneer Park PS from Brigadoon PS
- J.W. Gerth PS adds Grade 7-8 to become a JK-8 school
- Doon PS adds JK-6 to become a JK-8 school – boundary takes in existing Brigadoon PS and J.W. Gerth PS students, and remains as senior (7-8) school for Pioneer Park PS students
- French Immersion program offered at:
 - Brigadoon PS (Grades 1-6),
 - J.W. Gerth PS (Grades 1-8 by 2018) ,
 - the New South Kitchener school (Grades 1-6 by 2020),
 - Doon PS (Grades 1-8); *Implementation may need to be adjusted if students choose to finish at Brigadoon PS and J.W. Gerth PS,*
- Development Area boundaries established - future school to be determined.

Ms. Manske noted the following for Scenario 7:

- Based on the projected enrolment numbers, would need to put in a request for an addition at Doon PS and would include FDK rooms that are not currently there.
- It is also likely that we would look to put additions at J.W. Gerth and Pioneer Park PSs.
- This scenario meets the majority of the objectives; however, Brigadoon PS enrolment is significantly reduced – to the point where there would be empty classrooms. This may put it in a good position to handle some or most of the Development Area enrolment.

Scenario 8: (slides 16 and 17 of the online presentation)

Slide 16 illustrates the revised school attendance area boundaries; slide 17 illustrates school projected enrolments and capacities (2015-2020); study area projected enrolments (2014-2024) and Draft Objectives comparison.

- New South Kitchener School (JK-8) boundary takes in portions of the current Brigadoon PS, J.W. Gerth PS boundaries (JK-6) and Doon PS (7-8), acts as senior (7-8) school for Brigadoon PS (similar to Scenario 7)
- Doon PS adds JK-6 to become a JK-8 school (like Scenario 7), but the boundary is larger, taking existing Brigadoon PS and J.W. Gerth PS students, and remains as senior (7-8) school for Pioneer Park PS and J.W. Gerth PS students
- French Immersion program offered at:
 - Brigadoon PS (Grades 1-6),
 - J.W. Gerth PS (Grades 1-6 by 2016) ,
 - the New South Kitchener school (Grades 1-6 by 2020)
 - Doon PS (1-8); *Implementation may need to be adjusted if students choose to finish at Brigadoon PS and J.W. Gerth PS,*
- Development Area boundaries established - future school to be determined.

Ms. Manske noted the following for Scenario 8:

- This scenario is similar to Scenario 5 with respect to meeting the objectives.
- Although it does not reach the enrolment targets as set out under [Board Policy 3002](#) for Doon PS or JW Gerth PS, it does provide a much better solution for Brigadoon PS and J.W. Gerth PS than previous scenarios.
- Again, an addition at Doon PS (which would include FDK rooms) would be required under this scenario.

Next Steps:

- Working Group reviews public meeting comments
- Working Group refines scenarios based on public feedback
- A minimum of 1 additional Public Meeting
- Working Group to develop recommendations
- Staff bring recommendations to the Board of Trustees
- Trustees vote on recommendations

6. Questions/Other

Ms. Manske opened the floor to questions/comments from 7:25 – 8:30 pm:

Q: Looking at the projected population growth expected for the Doon South study area and reflecting back on the long-term enrolment projections on which the construction of J.W. Gerth PS was based; How accurate were the Board's projections for J.W. Gerth PS?

R: Ms. Manske advised that she was unaware of what the Board's projections were at that time but would be able to provide that information at a later date. She advised that the Board begins planning for new schools, sometimes 10 -15 years in advance by requesting sites in community plans at which time the density of housing may not be determined. She also advised that since J.W. Gerth PS has been built, the City has increased density targets resulting in more housing units and people per hectare than what might have been anticipated for this area. She also noted that the Ministry of Education's primary class size reductions and the introduction of Full Day Kindergarten requirements both reduce the capacity of schools by reducing the number of students that can be accommodated inside the building.

Ms. Manske noted that the Doon South study area is also yielding a higher number of students per household than elsewhere in the Region; and projections beyond 5 years are really a best guess at predicting the future.

Q: What is the percentage used for student yield? How do you determine how much student population to expect from new plans of subdivision development?

R: Ms. Manske responded that yields per unit are used with a percentage applied for future growth; for this area we are looking at upwards of 0.7 students per unit compared to 0.3 average student yield per unit across the entire Board. She noted that new developments with affordable housing tend to attract young families. The Board uses live birth data from Public Health to predict the number of JK students to expect 4 years later as well as a percentage for growth. We use the cohort-survival projection method.

Q: In the scenarios, French Immersion students remain at Brigadoon PS; in 2015 some of these students are shown as moved to Doon PS – how will it be decided which 100 students will have to move?

R: Ms. Manske responded that this scenario assumes that parents would want their children to attend the school closest to their home.

Q: I moved to have my child attend Brigadoon PS and bought a home further away; I was able to walk to school before but moved further away to be able to attend Brigadoon PS and also to have the available childcare. Is there a chance that the new school will not have a childcare attached?

- Q: Childcare spots are important to families; can be more important than which school we have to attend; will the new school (and Doon PS if converted to JK-8) have childcare?
- R: Mr. Cuomo responded that when the Board undertakes large construction projects we put out a request for partnerships. To date, those responding to our requests have been childcare providers that can finance their portion of the construction; therefore we cannot guarantee that a childcare operator will be in place at these schools, but we will encourage them to be our partner.
- Q: The interim solution will move kids around and again in 2015 for the new school; Should Grades 1-6 students get moved, what happens to their childcare placements?
- R: Ms. Manske responded that childcare could be an issue for consideration under transition planning.
- Q: Does the Board make the decisions on whether or not childcare is provided at a school?
- R: The Board does not decide this for third party operations because we are not the ones providing the care. The Board does operate extended-day programs at schools. These are offered based on parent interest.
- Q: What about the Before and After School Program?
- R: Ms. Manske responded that [Before and After School Programs](#) are typically offered in schools with Full Day Kindergarten, dependent upon parent interest/demand.
- Q: There is a wait list at the schools for the Before and After School Programs; will these programs be given consideration for the new school and at Doon PS should it offer the JK-6 program?
- R: Ms. Manske responded that given the interest level here today, there is a good chance of a program being offered at Doon Public School.
- Q: Scenarios displayed tonight show Brigadoon PS with empty classrooms; why would this be considered a viable option to have this school lose enrolment that could result in the loss of classroom supports and upheaval to a lot of students?
- R: Ms. Manske responded that when looking at a transition plan, it would not make sense to have empty classrooms at Brigadoon PS, especially when we have overcrowding at the other schools. Scenarios 7 and 8 will have to be reconsidered to look at how we can better utilize that space.
- Q: Under Scenario 8, Doon PS would operate as a JK-8; and because of required funding and construction that would not be ready by 2015; where would those kids be housed in the interim?
- R: Ms. Manske responded that those students would likely stay at Brigadoon PS until construction could be done at Doon PS; however, an interim plan has yet to be determined.
- C: If parents can get a coveted childcare spot they may not care which school they have to attend.
- Q: The Board has adopted an [Active Transportation Charter](#) encouraging walking and biking to school; how important is the “within walking distance to school” objective given that the Board has a transportation deficit?

- R: Ms. Manske responded that the boundary study objectives aren't weighted but advised that boundaries that allow students to walk to school would be given fairly strong consideration.
- Q: City of Kitchener, Ward 4 Councillor Yvonne Fernandes introduced herself and noted that the Board needs to recognize that parents are not walking their children to school, which is evident by the amount of money the City spends on policing the problems with parking and student safety issues related to student morning drop off and afternoon pickup; she asked if the Board will take this into consideration when designing parking for the new school?
- R: Mr. Cuomo responded that the Board will work with City of Kitchener staff through the Site Plan Approval Process to provide parking spaces for staff, visitors and parent and bus drop off for the new South Kitchener School. He advised that the Board would never be able to provide enough parking spaces required for the 15 minute peak morning drop off because doing so would result in the parking lot being empty for most of the day and the school without any play space. He advised that the Board has adopted an [Active Transportation Charter](#) to encourage parents to adopt alternate, active ways to get to their children to school.
- Q: Councillor Fernandes commented that she fears for the safety of the children during the drop off and pick up times and asked if the Board will consider a "Kiss and Ride" Feature to address the 15 minute issue; noting the importance of parents, schools and the City working together to keep the children as safe as possible.
- R: Mr. Cuomo responded that the Board and its architects are currently working on the site plan with the City to ensure that the new South Kitchener school site will have safe drop off and pick up for students that is separate from the bus drop off/pick up.
- Q: A teacher commented that the J.W. Gerth PS site does not have adequate staff parking and the childcare has lost staff because of ticketing and the inability to get a parking spot; she asked if staff parking could be included in the process.
- R: Mr. Cuomo responded that the rationale for the number of parking spaces includes parking for the appropriate number of staff required at the school. He advised that the parking at J.W. Gerth PS would have been adequate for the school when it was constructed and attributed the present day parking inadequacy to the provincially mandated primary class size reduction, implementation of Full Day Kindergarten and enrolment pressures.
- Q: For those Scenarios that would have J.W. Gerth PS students bussed to Doon PS for Grades 7-8; would it be possible to consider having those students within walking distance to the new school attend 7-8 at the new school?
- R: Ms. Manske advised that this is useful information that the Working Group can use to develop walk-in boundaries and advised that this area will be looked at further in that regard.
- C: There isn't a safe walking path for the community by Schneider's Creek to be able to walk to any of the schools (no sidewalks and have 2 lane heritage roads)
- R: Ms. Manske responded that all scenarios would have that area bussed to school (for any school it would have to attend) because of those issues.
- Q: Once the boundaries are set, what types of grandfathering will be considered?

- R: Ms. Manske responded that once a scenario has been selected, grandfathering provisions can be considered to reduce the number of transitions (in a short period of time) for students affected by changes made by the Board and could include:
- Open the new school as JK-7 in its first year to *grandfather* Grade 8 students who would have been affected to finish out at their current school; Example: the new Jean Steckle PS (JK-8) opened as JK-7 this year allowing the Grade 8 students to finish out at their current school (Laurentian PS) before transitioning to High School.
 - Allowing current French Immersion students to remain in the program where they are.
- Q: The new South Kitchener school and any possible conversion of Doon PS to JK-8 would not be completed for September 2014; what sort of changes could we expect to be in place for September 2014?
- R: Ms. Manske advised that will be one of the items to be discussed at the Working Group Meeting taking place tomorrow evening (November 6, 2013). She advised that options may include such things as taking a grade out of a school (i.e., moving Grade 6 to Doon PS) for a couple of years, until the new school opens. She advised that the interim options will likely not be popular with the community; the Board is in a tight spot and has to come up with a plan to accommodate students in September 2014.
- Q: Why is the Board suggesting placing so many portables on the Doon PS site?
- R: Ms. Manske responded that Doon PS has a very large site that can better accommodate portables and any additional parking needed to accommodate additional staff as well.
- Q: How much notice of any changes to school boundaries or grade movements will the community have in advance of changes?
- R: Ms. Manske responded that to have changes in affect for September 2014 requires a report to the Board (and a decision) of Trustees by the end of January 2014. She advised that Public Meeting #2 (December 5, 2013) for this Boundary Study will include the transition pieces; and will be an opportunity to solicit [feedback](#) from the community before recommendations are brought forward to the Board of Trustees.
- Q: J.W. Gerth PS and Brigadoon PS may still end up being over enrolled if the French Immersion program students are allowed to remain at the two schools, along with their siblings; J.W. Gerth PS students would attend Grades 7-8 at Doon PS.
- R: Ms. Manske responded that French Immersion students have been factored into the enrolment projections numbers for Doon PS that are on display here today.
- Q: Two of the scenarios presented tonight move Robert Ferrie Drive (west of Doon South Drive) students from J.W. Gerth PS (which they currently walk to via a community walking trail) to a school that they will have to be bussed to; can these scenarios be revised to keep this area at J.W. Gerth PS?
- R: Ms. Manske advised that this area can be adjusted; the boundaries had been broken into smaller building blocks and can be readjusted accordingly. She noted that there may be other streets with similar circumstances as well and asked the community to [let her know](#) if there are others that she should be aware of.

Q: Why would the Board consider putting so much money into renovating the oldest school in the study area (Doon PS) to convert to JK-8? Why not renovate a newer school?

R: Ms. Manske responded that while Doon PS might be the oldest school in the study area it also has the largest site. She advised that both J.W. Gerth and Brigadoon Public Schools have much smaller sites. The Board's Facility Services Department is currently looking at the sites to advise us of any constraint concerns. She noted that depending on the scenario, one possibility would be to rebuild Doon PS; if it is more cost effective than additions.

Q: Is Scenario 5 the preferred option?

R: Ms. Manske responded that she believes that the preferred option hasn't been developed yet. She advised that the scenarios on display tonight show a variety of options and were selected to elicit feedback from the community; she noted that, in that regard they have worked very well and we have gathered some excellent feedback which will be used to generate new scenarios that hopefully will better meet the objectives.

Q: Scenario 5 appears to have the least amount of change, other than boundaries, once the new school is built; what would be the interim solution under this scenario?

R: Ms. Manske responded that Scenario 5 shows what the area could look like if everything is in place for the 2015-2016 school year; she noted that no transitions have been included. An interim solution would require a reduction in enrolment at J.W. Gerth PS and possibly Brigadoon PS for September 2014.

Q: Does the Board have approval and funding to construct an addition at Doon PS?

R: Ms. Manske responded that at this time there isn't any funding for an addition at Doon PS and it was not included on the Board's October 31, 2013 request for Capital Priorities Funding to the Ministry of Education. She advised that the Board will likely not be invited to submit its next round of funding requests until next fall which would make 2016-2017 school year, the earliest possible completion date (if funding granted) for an addition at Doon PS. She advised that in the interim, the only funding the Board has available is for temporary accommodation (portables); unless the Board can come up with some other sources of funding internally.

Q: What are the Board's sources for funding?

R: Ms. Manske responded that large capital construction projects are funded:

- By the Ministry of Education through the Capital Priorities Grant (annually)
- Through the Board's Proceeds of Disposition Reserve (POD) which is money from the sale of surplus school sites/property. (Ms. Manske noted that the Board's POD budget is essentially depleted at this time)

Ms. Manske advised that according to the Ministry's Fundraising Guideline, the community/schools/parents are not permitted to fundraise for items funded through provincial grants, such as capital projects.

Q: Does the Board have funding for the new south Kitchener school?

R: Ms. Manske responded that the Board has secured funding from the Ministry of Education for the new South Kitchener school but noted that the Board cannot take ownership of the school site until the subdivision registers.

- Q: What happens if the new school's subdivision doesn't proceed in time; how will that affect the timeline for the new school being built?
- R: Ms. Manske advised that on the positive side, if the subdivision does not register then there won't be any homes built in that particular subdivision or children requiring a school. She advised that the Board is working with City of Kitchener staff to explore all options to get this school opened on time; however, we likely need a year to do the actual construction.
- Q: Why would the Board make changes now, waiting for these other things to happen which may take a long time; why would we disrupt so many families now when you don't know when the required infrastructure can be built – why attached a 2015 date when it might not be achievable?
- R: Ms. Manske responded that it is beneficial that the Board has a target date to work towards; it also allows us to show the approval authorities the seriousness and urgency. She advised that while we are working towards a 2015 target, the reality is we need this school open today. We cannot afford to delay any longer.
- C: I feel that the kids are being used as pawns, sitting in portables; the Board is asking us to give something up for something unknown.
- R: Ms. Manske responded that the Board has to plan for the long-term and advised that the schools are filled and unfortunately, there isn't room for everyone to stay where they are; she advised that once a solution has been reached, a transition plan can be developed and implemented that will attempt to lessen the impacts on students and families where changes are required.
- C: I am more interested in what changes we can expect to be implemented for September 2014; these will be big changes for those students who will have to change schools. I am more concerned with right now than 10 years from now.
- Q: Why was the over enrollment needs at J.W. Gerth PS not accounted for in the new addition?
- R: Ms. Manske responded that the new addition at J.W. Gerth PS was for the accommodation of Full Day Kindergarten and unfortunately the funding received from the Ministry of Education could only be used for that purpose.
- Q: Why didn't the Board build J.W. Gerth PS larger, to be able to accommodate for the present day enrolment needs?
- R: Mr. Hercanuck responded that the Board plans its new schools 10 – 15 years ahead of development and without knowing precisely when the developments will register, which is at the discretion of the builder and largely dependent on the housing market. He noted that the provincially mandated primary class size and implementation of Full Day Kindergarten both reduced the school's built capacity from the time that it was constructed.
- Q: Who controls when subdivisions are allowed to proceed?
- R: Mr. Hercanuck responded that the City gives the builder permission to proceed; but the builder decides when or if it will proceed. He noted that sometimes a builder will be in disagreement with the Board on a school site and that may require an Ontario Municipal Board (OMB) ruling.

- Q: A member of the community directed the following question to City Councillor Fernandes: With the City in control of development; why does it allow growth in areas before the required infrastructure (i.e., schools) is in place?
- R: Councillor Fernandes responded that in June 2011, the City of Kitchener implemented its [Kitchener Growth Master Plan](#) (KGMP) to effectively manage growth in Kitchener by staging development by assigning priority levels for development with requirements, including densities for development of intensification and greenfield growth areas (with infill being higher priority than greenfield) and promoting the use of existing infrastructure (i.e., the intensification of infill in older neighbourhoods with existing schools that may be underutilized). She noted that she has visited the new developments in Doon South area and noted that not many of the 105 lots have been sold so far; and commented that she was happy to see that the Board is projecting on the higher side for enrolment in this area.
- Q: You noted that a 2014 interim plan might consider moving Grade 6 to Doon PS; have you considered that the largest increase is in the primary grades; will moving Grade 6 move enough students, should you consider moving the Grade 5s as well and if you do, will Doon PS be able to offer childcare?
- R: Ms. Manske responded that the Working Group will have to explore several options. It is clear that childcare is an important component of change in this community, so we will have to take that into consideration.
- Q: Why does the comment sheet provided for feedback not have an option to gauge which of the Scenarios (5, 7 or 8) would be preferable? Suggesting that the Board would offer the French Immersion program at four of the area schools might not be realistic, as it is my understanding that there is a shortage of French teachers.
- R: Ms. Manske responded that the scenarios presented tonight were presented to solicit feedback on which aspects of the scenario you may or may not like and why. This is the type of feedback that is valuable to the Working Group.
- C: I don't like any of the scenarios presented tonight. If the Board wants to solicit community feedback; the community should have been surveyed about what we want prior to the start of this process.

Ms. Manske thanked everyone for coming out, and asked those in attendance to provide their feedback on the comment sheets or to send an [email](#). The contact numbers and Board website information were shared. The formal presentation concluded and Ms. Manske invited those in attendance to take a look at the display boards outlining the scenarios and advised that Planning staff would be available to answer questions one-on-one.

Mr. Cuomo, Mr. Hercanuck, Ms. Manske, Superintendent Hodgins, Trustee Ramsay and Principals Oberle and Kitamura were available to answer questions one-on-one until approximately 9:45 p.m.

Contact Information:

Website: <http://www.wrdsb.ca/planning/boundary-studies/boundary-studiesdoon-south-boundary-study/>

Email: boundaryfeedback@wrdsb.on.ca (please indicate Doon South Study in the subject line)

Phone: 519-570-0003 ext. 4419

Fax: 519-570-2172

[How to be a Delegation](#)

Individuals, organizations and groups are welcome to speak to the Board as a [delegation](#). In accordance with Board Bylaws, at regular [Board meetings](#), delegations speak only to matters relevant to items listed on the agenda. All other presentations will be scheduled at Committee of the Whole Meetings.

You may register as a delegation by calling Jayne Herring, Manager of Corporate Services, at 519-570-0003, ext. 4336 during regular business hours. You should register by noon on the Thursday prior to the meeting.