



BADEN ELEMENTARY SCHOOLS BOUNDARY STUDY

Minutes of Working Group Meeting #3

April 3, 2014

5:00 PM – 6:30 PM

New Dundee Public School

The third meeting of the Baden Boundary Study Working Group, involving Baden, New Dundee and Sir Adam Beck Public Schools, was held at New Dundee Public School on April 3, 2014.

Attendees:

N. Woodhall, Principal, Baden PS, Roger Boettcher, Principal, Sir Adam Beck PS, Andrea Michelutti, Principal, New Dundee PS, Beth Bodkin, Principal, Waterloo-Oxford DSS, A. Collins, Parent Representative, Baden PS, Angie Hallman, Parent Representative, New Dundee PS, Beth Renaud, Parent Representative, New Dundee PS, J. Scozzafava, Parent Representative, Sir Adam Beck PS, M. Walsh-Hahn, Parent Representative, Sir Adam Beck PS, Harold O’Krafka, Director of Development Services, Township of Wilmot, Laura Hodgins, Superintendent of Education, Dennis Cuomo, Manager of Planning, Lauren Manske, Senior Planner, Nathan Hercanuck, Senior Planner and Andrea Kean, Recording Secretary.

Regrets:

N. Markanastasakis, Vice Principal, Baden PS, and R. Dallan, Manager of Capital Projects.

1. Welcome/Introductions

Nathan Hercanuck, Senior Planner, welcomed members of the Working Group and Board staff at 5:00 PM.

Mr. Hercanuck led the group through the presentation (available online at <http://www.wrdsb.ca/planning/boundary-studies/baden-boundary-study/>)

2. Draft Minutes Review

Mr. Hercanuck asked members if there were any errors or omissions in the draft minutes from Working Group Meeting #2 (March 20, 2014). No changes were requested.

Minutes were approved: Moved by: Beth Bodkin Seconded by: Angie Hallman

Mr. Hercanuck advised that the minutes will be posted on the Board’s website at: <http://www.wrdsb.ca/planning/boundary-studies/baden-boundary-study/>

3. Draft Goals/Objectives (slide 3 of the online presentation)

Mr. Hercanuck went through the Draft Goals/Objectives and asked the Working Group members if they wished to include any others not listed. No other Draft Goals/Objectives were requested.

Scenario Discussion (slides 4-13 of the online presentation)

Status Quo (See map and total enrolment chart on slide 4)

- Baden PS accommodates the Activa subdivision for JK-6, and provides Gr. 7-8 for the entire study area. Also provides French Immersion (FI) program Gr. 1-8 and accommodates a Life Skills class (Gr. 7-8).
- Sir Adam Beck PS accommodates JK-6 in Town of Baden south of Snyder's Rd. and rural Wilmot north of Bleams Rd.
- New Dundee PS accommodates rural Wilmot south of Bleams Rd., including Town of New Dundee

Implications of Status Quo

Mr. Hercanuck noted that the enrolment projections indicate that:

- Baden PS continues to grow, because of high student yield in Activa subdivision, and accommodation of the FI program. Estimated 13-15 portables needed by 2019.
- Sir Adam Beck PS grows slightly reaching capacity in the midterm, then declines slightly.
- New Dundee PS expected to continue to decline, due to low student intake.

As requested at the last meeting, Mr. Hercanuck provided the following draft initial scenarios to spark discussion, details as follows:

Scenario 1 (See map and total enrolment chart on slide 6)

- Baden PS becomes JK-6, keeping existing boundary and French Immersion (Gr. 1-6).
- Sir Adam Beck PS becomes JK-8, receiving Gr. 7-8 from Baden PS, including French Immersion (Gr. 7-8) and Life Skills program.
- New Dundee PS boundary/grades stay the same (except New Dundee graduates would attend Sir Adam Beck for Gr. 7-8).

C: Principal Woodhall noted that the Life Skills program being a 7-8 class also would likely be moved with the Grade 7-8 program, as it has some integration with the regular track 7-8 program.

Implications of Scenario 1

Built Capacity

- Portables eliminated at Baden PS by 2016 (10 needed for 2014/15).
- Sir Adam Beck PS requires 8-12 classroom addition, including intermediate division (Gr. 7-8) infrastructure (lockers, art, science, music rooms).

Mr. Hercanuck noted that Scenario 1 would see the relocation of Grades 7-8 in the study area to Sir Adam Beck PS and it is anticipated that this would:

- (Once fully implemented – by 2016) remove the need for portables at Baden PS; but would require 10 portables in 2014/15 to accommodate the increase in enrolment.
- Require 8-12 additional classroom spaces at Sir Adam Beck PS including infrastructure to support the Gr. 7-8 population. (i.e., Lockers and specialized teaching spaces such as Art, Music, Science and Tech rooms).

Transportation

- Small increase in Gr. 7-8 transportation eligibility in Baden (Town).

Mr. Hercanuck noted that moving the location of Grades 7-8 to the west (a less central location) it is anticipated that there will be a small increase in transportation eligibility for Gr. 7-8 students within the town of Baden. Some parts of *Area A* would become transportation eligible, and more of *Area C* would be transportation eligible.

Program

- French Immersion resources split across two facilities.

Mr. Hercanuck noted that the French Immersion Resources would be split across two schools – and asked if there would be sharing of FI resources between the primary/junior and intermediate divisions?

R: Principal Woodhall commented that the splitting of resources between schools would not be an issue as the divisions do not generally share resources.

Transitions

- Grade 8's phased out of Baden PS beginning in 2015
 - Baden PS – JK-6 and Gr. 8 for 2015/16, JK-6 for 2016/17
 - Sir Adam Beck PS – JK-7 for 2015/16 and JK-8 for 2016/17

Scenario 1 Discussion:

Q: When Sir Adam Beck PS reaches the projected population of 740 students will an 8 classroom addition be able to accommodate that increase or would it also require the use of portables?

R: Mr. Hercanuck responded that the 12 additional classrooms are based on the 740 enrolment projection and 8 additional classrooms with the expected decline that is expected in the longer term.

Q: How will the size of the addition on the architectural drawings affect the size of the addition at Sir Adam Beck PS?

R: Mr. Hercanuck responded that while there is room for a 12 classroom addition (6 over 6 classrooms) those drawings can be scaled back if needed.

Q: Would the 7-8 students receive bussing to Sir Adam Beck PS?

R: Mr. Hercanuck responded that most of the 7-8s within the Town of Baden would be within walking distance to Sir Adam Beck PS based on the Gr. 1-8 walking distance of 1.6 km but there would be a small increase in transportation eligibility from *Area A*; *Areas D* and *E* would continue to receive transportation for Grades 7 and 8.

Q: Would Sir Adam Beck PS get a Vice Principal with the addition of the 7-8 program?

R: Superintendent Hodgins responded that the formula for the allocation of a Vice Principal is based on a combination of enrolment (being 50% of the calculation) and need (which is based on a number of factors, including socio-economics. She noted that while she cannot guarantee that Sir Adam Beck PS would have a VP; Baden PS with an enrolment of over 700 currently has a VP; and while not guaranteed, schools with an enrolment of 700 plus students typically have a VP.

- C: Ms. Manske commented that the Board has a fixed number of VPs that it allocates across the system based on the allocation formula – the allocation of a VP to Sir Adam Beck PS would likely mean the loss of a VP at another school.
- Q: Would Baden PS lose their VP when its enrolment decreases to 530?
- R: Possibly; again, it would be based on the VP allocation formula.
- Q: Could Sir Adam Beck PS get an addition or the approval for an addition in advance of moving students to be able to accommodate the added enrolment so it would not require the use of portables?
- R: Mr. Hercanuck responded that an addition would not be in place by September 2015 and students would have to be accommodated in portables at Sir Adam Beck PS until an addition could be approved and constructed.
- Q: Mr. O’Krafka noted that the proposed addition would be two-stories and asked if the Sir Adam Beck PS site would be able to handle the required amount of portables (one-story) needed to accommodate that number of students long-term, if the request for an addition is turned down – would that be a concern with Scenario 1?
- R: Mr. Cuomo responded that the current site plan drawings allow for the placement of up to 6 portables and noted that if more are required there would be the need to use additional site space.
- C: Parents of students who have been affected in the past would likely be very upset if the funding for the addition doesn’t come through and their children have to move again and be housed in portables.
- Q: Mr. Cuomo asked if a move to Sir Adam Beck PS into portables until an addition could be built would be a non-starter.
- Q: Why doesn’t the Township restrict the growth of the area until we can get what we need into place first – noting that there are various studies that are completed (i.e., wastewater studies) to make sure that certain infrastructure is in line to support growth - why aren’t school studies included in that process as well; can the Township determine the need for more schools. Is the Education Development Charge (EDC) money collected from developers pooled for use for new school construction?
- R: Mr. Cuomo responded that the EDCs collected can only be used for new school sites (property purchase and servicing), not school construction.
- C: I don’t see a coordination of the Township’s growth with the schools in the area; why isn’t that something that is worked out in advance of development?
- R: Mr. O’Krafka responded that it is the dilemma of how the physical construction of schools is funded – which is through Provincial taxes; your tax bill from your local municipality covers roads, sewer, fire and recreation centres etc., it does not cover education.

- Q: If we don't have funding for additional schools/classrooms we shouldn't be approving new development – is that an option?
- R: Mr. O'Krafka responded that the Province will not allocate money for new schools until the students are there, so development is necessary for school construction.
- C: The students are here, in portables. Moving portables from Baden PS to Sir Adam Beck PS is not solving the problem, we still have a problem. We know that we need an addition and we knew that we needed an addition at Baden PS before the school even opened – 6 years later we are in the same dilemma. I don't understand what you have to do to get this addition to the top of the list to make the situation right. If the money had been spent 7 years ago we wouldn't be sitting here right now.
- C: A parent representative commented that, to be fair, the Activa neighbourhood has yielded a lot more children than other areas – something that could not have been predicted and Scenario 1 is just one possible strategy – there are 3 others we have to discuss.
- R: Mr. Hercanuck responded that the points are well taken and noted that we have to do something for September 2015 to address Baden PS's situation because Baden's site is tight and the infrastructure there cannot handle much more enrolment. He advised that we would have liked to have had something in place for 2014, but thought that it would have been too rushed for the community. He noted that Scenario 1 is basically moving the portables from Baden PS to Sir Adam Beck PS because the Sir Adam Beck PS site has more space and is not as constrained as the Baden PS site, which is a slight positive; but it is still moving the portable issue from one site to the other. He noted that if Scenario 1 is chosen, the Board would apply for the addition at Sir Adam Beck PS and it would likely be high on the Board's priorities list but that does not mean that the Province would consider it as such. The Province chooses which of the Board's priority projects it will fund and that final decision is out of the Board's hands. There are not currently enough portables/classroom needs in the area to warrant an additional school (at this time).
- C: If we don't get the funding for the schools in the area, the Township should not give approvals for new development.
- R: Mr. O'Krafka responded that the enrolment projections are only based on the population we have right now, without any new development.
- Q: If we end up having to accommodate students in portables at Sir Adam Beck PS – would we be able to ensure the required infrastructure to meet the needs of the 7-8 program is in place? Is it correct that the money required for these program needs would not involve the same requirements as money required for capital construction projects?
- R: Mr. Hercanuck responded that it is correct that the funds for those types of projects would come from a different fund and noted that it might require the renovation of existing rooms inside Sir Adam Beck PS; because of the proximity to Waterloo-Oxford DSS and the possibility of the Grade 7-8 students walking over to WODSS to use the specialized classrooms there (i.e., Science and Technology, Woodshop etc.) until such time as the Grade 7-8 infrastructure can be built at Sir Adam Beck PS.

Q: What grades would be located in the portable classrooms at Sir Adam Beck PS? Would it be a possibility that students that were housed in portables from Grades 3-6 at Baden PS would now be housed in portable for Grades 7-8 at Sir Adam Beck PS and without the best infrastructure for their program requirements? Noting that in past she has seen program specific infrastructure constructed fairly quickly and wondered if that would be the case here or if those renovations are now subject to an application process for funding as well.

R: Mr. Hercanuck responded that the Board would not be required to apply for that funding from the Ministry of Education to do that renovation – it would likely be a relatively easy process done through school internal approvals.

R: Mr. Cuomo responded that it could be prioritized as a need through the Board's Elementary Accommodation Committee. He also pointed out that the way in which the Board is required to formulate business cases to the Ministry of Education to justify additions/new construction; the Ministry looks at the total built capacities and total enrolment numbers combined for the 3 schools involved in this boundary study (1279 versus 1336); they look at the capacity in the area versus the enrolment, so right now we are technically only 57 pupil places short (equivalent to 2 or 3 classrooms). He advised the need to demonstrate a much more significant issue/need to the Ministry to be able to justify the need to get the construction in place. He advised that it is not that new future growth will not be taken into account, it will be part of our business case; but until it can be demonstrated that it is not just the fact that we have 10 portables at one school – we may have spaces elsewhere and the Ministry considers what we are doing to utilize other empty spaces in the area as well. They will be looking at the sum total of all the space in the area. The Board has to demonstrate that we are trying to make the best use of the capacity that we have and show that we have a plan to move forward to accommodate the students as the new growth comes on. Then we can make a case to the Ministry for additional pupil places that we need. That is the process that we have to go through when we request funding for capital projects.

Mr. Hercanuck asked Principal Bodkin to discuss how Waterloo-Oxford DSS could assist accommodating a Grade 7-8 program at Sir Adam Beck PS, if that is the chosen scenario.

Principal Bodkin commented that she is part of this process because of the close proximity of WODSS to Sir Adam Beck PS and that WODSS does have the possibility to offer options during a transition period. That might mean providing a shop class, Design/Tech., Music or family studies. She noted that Science might be more challenging based on demand at the high school level. She advised that the Music department would be thrilled to be able to engage students prior to Grade 9 and perhaps garner more interest in the music program and be able to build on that engagement; they would be really excited to welcome them into the building and see what can be done to coordinate timetables to accommodate those students.

C: There had already been concern expressed about the proximity of Sir Adam Beck PS to WODSS and any adverse effects that might have on the younger students being exposed to the older high school students; you will likely have some push back from the community on that.

- C: Mr. Hercanuck commented that this area has had shared bus runs for many years and these kids are riding the bus together (both elementary and high school students) and with the 2 school located side-by-side with offset bell-times; he is not sure he understands the concern.
- R: Some of the concern was related to the high school students walking past Sir Adam Beck PS and smoking and swearing, things that parents are trying to protect their children from for as long as possible. If that is the scenario – there will be concerns.
- C: It might be important to provide (at the Public Meeting) information about the “Beck Buddies” that come over from WODSS noting how amazing that group of students has been for all levels of students at Sir Adam Beck PS. Parents might think that from Grade 8 to Grade 9 is a huge step – I think integrating into WODSS is a great idea. The “Beck Buddies” program is fantastic and my child speaks about it and it has been a really positive experience.
- C: In describing some of the positive WODSS/Sir Adam Beck PS interactions, Principal Boettcher advised that the curriculum at the high school level includes leadership training. Programs like the “Beck Buddies” as well as other groups, come over to Sir Adam Beck PS to demonstrate their leadership skills working with the staff at Sir Adam Beck PS and WODSS to put together the Winter Carnival and run the activities; they are engaging with the students; the show initiative to offer there help with other classes such as gym. They work with all grades from JK up to Grade 6 in the building. WODSS is not a scary place at all. He noted that they have done some problem-solving in the past with WODSS around smoking and noted that there solutions seem to be working as there are currently no issues. He advised that he has never had a complaint about sharing sidewalks or busses with the high school students.
- C: Principal Bodkin commented that the WODSS Music Program brought all their instruments over to Sir Adam Beck PS at Christmas time to play for the elementary students as well. We also hosted a Science activity at WODSS and are building positive relationships.
- C: The Public Meeting should put a focus on the positive relationships that have been established between Sir Adam Beck PS and WODSS to help ease the fears for families.
- C: Principal Boettcher commented that he has been administrator at a school where the Gr. 7-8 student had to take a class at the high school – noting that while this would be something new for the area – it is not necessarily new in the Board.
- Q: Where would any additional portables (more than the 6 allotted for on the site plan) be place on the Sir Adam Beck PS site – would it take up playground or parking space?
- R: Mr. Hercanuck responded that additional portables would likely take up some existing paved play area and green space – he advised that most of them could be removed once the addition is completed and depending on the timing the number of portables may change owing to its size a 12 room addition might not be able to be completed over the summer months and might require the vacation of a couple classroom near the construction, during the school year to make that happen, which would result in the need for more portables (to accommodate the construction project).

C: Principal Boettcher commented that again the proximity to WODSS would be a positive in that it would allow for the use of their site as well noting that there are occasions when Sir Adam Beck PS uses the WODSS fields – we are using their site already and it would just be a matter of coordinating times, which is manageable and solvable.

Q: Where would the portables be located?

R: Mr. Boettcher responded that the site plan allows for portable placement on one of the mini stick courts; he noted that there are a couple of other possible locations.

Mr. Hercanuck noted that for Scenario 1 there seems to be some concerns with transitions from Baden PS to Sir Adam Beck PS in respect to accommodation in portables; both the amount of portables (until an addition can be provided) and the possibility of students being moved from one school to be housed in portables at another school.

C: Even though there is an offer and commitment from WODSS – it is a school that is at 100 percent capacity. Also, there isn't the same flexibility for teachers to offer extra help over the lunch hour when the program is not being offered in your building. While it is better than nothing – it is not the same as having that infrastructure in your building and those students deserve to have that infrastructure in place. It is a great Plan B, not a good Plan A. There should be some commitment to have that Gr. 7-8 infrastructure in place for those intermediate students especially if they have spent from Grades 2-6 in portables at Baden PS, it would be very disheartening to have those students go back into portables at Sir Adam Beck PS.

C: Why wouldn't we just keep them in portables at Baden PS until we get the addition in place and then move them over?

R: Mr. Hercanuck responded that Baden PS's site cannot accommodate more portables, with the site being tight as it is and more portables means less green space and less outdoor play space and parking has always been an issue at Baden PS; more portables means more teachers which will require more parking.

C: Superintendent Hodgins commented that there are a lot of students at Baden PS and while staff manages really well, it is not sustainable and it needs to change and that is why we are here to talk about what those possible changes might be.

Scenario 2 (See map and total enrolment chart on slide 8)

- Baden PS remains JK-8, keeps Gr. 6 feed from New Dundee PS, and French Immersion program (1-8) and Life Skills program (7-8).
- Sir Adam Beck PS becomes JK-8, keeping its own Gr. 6's.
- New Dundee PS boundary/grades stay the same continues to feed Baden PS for Gr. 7-8

Implications of Scenario 2

Built Capacity

- Need for portables at Baden PS, 'capped' at current levels (8) for the long term (10 needed for 2014/15 school year)
- Sir Adam Beck PS requires a 4-6 classroom addition, including intermediate division (Gr. 7-8) infrastructure (lockers, art, science, music rooms).

- Mr. Hercanuck noted that Sir Adam Beck PS would become a JK-8 school keeping its own Gr. 6's. With this change it is believed that the need for portables at Baden P.S. would be capped at 8 in the long term, possibly fewer. Sir Adam Beck would need approximately 4-6 additional classroom spaces including specialized facilities for the Gr. 7-8s.

Transportation

- Possibility of small increase in Gr. 7-8 transportation eligibility in Baden (Town).
- Gr. 7-8 French Immersion students in *Areas B, C, D* lose transportation eligibility to Baden PS for French Immersion program

Mr. Hercanuck noted that there would be a small increase in transportation eligibility (*Area C*), but also Gr. 7-8 FI students in *Areas B, C and D*, would lose their eligibility (if they have it) for transportation to FI at Baden PS (Sir Adam Beck PS now their homeschool)

Program

- Baden PS – 7-8 program: 2.5 classes/ grade regular track, 1 class/grade FI
- Sir Adam Beck PS - 7-8 program: 2 classes/grade

Mr. Hercanuck noted that in terms of school organization the Board has a policy ([3002](#)) indicating that it likes to see 2 classes per grade in grades 1-6, and at least 2 classes per grade in grades 7-8. In the case of this scenario, 2.5 classes/grade at Baden PS (Regular Track) + 1 each for FI. Sir Adam Beck PS – 2 classes per grade. He noted that Scenario 2 is close to meeting the preferred number of classes/grade, it doesn't quite achieve it. He also noted that while this is a guideline we try to achieve the Board does operate many schools with less than 2.5 classes/grade at the 7-8 level.

Transitions

- Sir Adam Beck PS Gr. 8's phased out of Baden PS beginning in 2015
 - Baden PS – remains JK-8 for 2015/16
 - Sir Adam Beck PS – JK-7 for 2015/16, JK-8 for 2016/17

Scenario 2 Discussion:

Q: How much built capacity will an additional 4-6 classrooms add to a school?

R: Mr. Hercanuck responded that classroom loading for capacity calculations is 23 students per classroom. So 92-138 pupil places would be added to Sir Adam Beck PS making it similar in capacity to Baden PS. Special Education rooms are loaded at 9 students and Resource rooms are loaded at 12 students.

Q: Mr. O'Krafka asked if Baden PS's long-term plan would be its current built capacity plus 8 portables and Sir Adam Beck PS would go to the same built capacity; is it fair to guess that to accommodate future growth you would be looking at adding, over time, more portables to Sir Adam Beck PS (plus 8 portables) to match Baden PS?

R: Mr. Hercanuck responded that Planning staff has had that conversation and that through this process we cannot ignore the future development expected for Wilmot Township that you had talked about at our last meeting; however, we don't have enough information right now to talk about how we are going to accommodate that. It is worth mentioning in our Report to the Trustees and our discussions with the public, that more

development is coming. It is very possible that we could need one or maybe even two new schools in Wilmot Township, in the new developments or elsewhere; but until we have a better picture of what that development will look like (# of units) and the rate at which it will be developed and where, we can't make concrete plans. We have a number of options, we can accommodate that additional enrolment in portables at existing schools, or we can carve off phases of development and designate as a Development Area (DA) and assign that phase of development to a school where we have the space to accommodate them until a new school can be built or we come up with a more permanent solution – this may be a school outside of the community.

- C: Mr. O'Krafka commented that from his perspective as a parent, when new schools are built it is the assumption that built capacity is the target – in my experience, a portable is considered a perfectly acceptable place for a child to learn; and even though parents expect that new schools won't have portables – really the plan is never to have built capacity for every single student - the long-term plan could be Sir Adam Beck PS with 8-10 portables as well as at Baden PS and that is really an acceptable situation from the Board's perspective. Just to be clear for the parents at the Public Meeting, the goal isn't to get rid of all the portables and have built capacity for all students. Parents need to be told that up front, even if it causes grief, so that don't have this vision that my child is not going to be in a portable.
- R: Mr. Cuomo responded that he would not say that it isn't the Board's goal, as ultimately, the ideal would be to have the majority of students accommodated in permanent capacity. As we strive to get the permanent capacity, portables will be a reality for the interim while we wait for the Ministry to fund those new schools as we need them in the area.
- C: Mr. Hercanuck noted that parents are often puzzled that brand new schools would have portables. He advised that new schools are not built to accommodate the peak enrolment of new neighbourhoods that will not maintain the high student yields forever. He advised that is why we use portables on new school sites; to most effectively use the capacity of the school for the 60-80 year life of that school and not have a situation thirty years down the road where the school is half empty.
- C: Can pictures and more information on the current day portables be shown at the Public Meeting so parents can have more information on portables.
- C: Mr. O'Krafka commented that when the old Baden PS closed and the new Baden PS opened it had as many portables that would have been accommodated inside the old school – the community wondered why we couldn't have kept the old school open as well and all the students could have been accommodated in built capacity – the reality is, that isn't how the system works.
- Q: Scenario 2's enrolment projections do not reduce the numbers for Baden PS enough – is Baden PS still accommodating New Dundee's 7-8s?
- R: Mr. Hercanuck responded that Scenario 2 keeps New Dundee's 7-8 at Baden PS.

- Q: How would Scenario 2 affect the size of the addition request for Sir Adam Beck PS? Can we still build the full addition at Sir Adam Beck PS based on the assumption that we will need that space in future for the anticipated new development, given that the space and opportunity exists there?
- R: Mr. Hercanuck responded that it would be a difficult business case to make to the Ministry without showing the move of the rest of the students that are accommodated in portables at Baden PS to Sir Adam Beck PS. If we are apply for funding for a 12 classroom addition - we need to show the 12 classrooms as full and well utilized.
- Q: Mr. O’Krafka asked if Sir Adam Beck PS with a 12 classroom addition would exceed the Board’s Policy 3002 maximum size guideline for a JK-8 school.
- R: Ms. Manske responded that 650 pupil place is the capacity under the guideline but noted that this was established prior to the Full-Day Kindergarten program implementation; however, yes, a 12 classroom addition would bring the capacity to over 750.
- Q: Would the Board be able to achieve a better price on a larger addition versus a smaller addition in regards to the price for construction?
- R: Mr. Hercanuck responded that they would achieve a better price on a per square foot basis when constructing 12 classrooms as opposed to 6 classrooms – we would get a cheaper price per classroom, but the total budget would be higher.
- Q: Scenario 2 seems a little irresponsible in that we would be duplicating the 7-8 program and having to build the 7-8 infrastructure at Sir Adam Beck PS when it already exists at Baden PS – would the Ministry consider that a good idea – or would that not be a project that they would consider a priority to fund?
- R: Mr. Hercanuck responded that in his experience with submitting business cases – if the Board were to submit a business case that showed a 12 classroom addition at Sir Adam Beck PS with the Scenario 2 enrolment projection numbers – we would not get funding approval for this project, because it is not fully utilized.
- Q: The Ministry would not see it as a priority because it is not full?
- R: Ms. Manske responded that the Ministry sees a priority where there is absolutely no space anywhere to accommodate students.
- R: Mr. Hercanuck responded that we know that there will be more students somewhere, sometime, at some rate – but we do not have enough information of how that will play out to be able to come up with a plan to accommodate that. The Ministry does not allow us to build on speculation of future students. He advised that the Board would not want to be in a situation where we build this addition that will eventually be filled at Sir Adam Beck PS and have those empty classrooms space impede our ability to develop a plan that may be more appropriate accommodation strategy (i.e., new school) that will come forth once we have a better idea of how, when and where these other students from future development are going to show up.

- Q: Under Scenario 2 any students outside of Area A (in Gr. 7-8) would attend Sir Adam Beck PS including any new development?
- R: Yes. Mr. Hercanuck advised that unless, once any new development comes on, we decide to carve off a development area (DA) and designate it to another school that has the space to accommodate those students.
- Q: Are there any other schools with Grade 7-8 in the area?
- R: Forest Glen PS - Mr. Hercanuck noted that he is not saying that those students would go to Forest Glen PS but it is a possibility that can be considered if this area does not have enough space – staff will have to look at other schools that can accommodate until such time as we can build the infrastructure for the new development.
- Q: Would students in *Areas B, C and D* that would now be attending Sir Adam Beck PS for Grades 7-8, receive bussing?
- R: Mr. Hercanuck responded that those students would only receive transportation if they are eligible by distance (1.6 km).
- C: Mr. Hercanuck noted that for any New Dundee FI students in *Area E* (because Baden PS would still be the homeschool for their 7-8 program) they would not lose their FI transportation.
- Q: Mr. Hercanuck asked the Working Group for their thoughts on how the community might feel about having two intermediate programs in Baden.
- R: I think that most parents will like to have their kids start and finish at the same school. Keeping continuity with bussing; would be a positive change overall.
- Q: Mr. Hercanuck asked administrators for a program perspective on two intermediate programs – in particular running the 7-8 program with 2 or 2.5 classes per grade.
- R: Principal Woodhall responded that it would affect the rotary and timetable. She noted that the 7-8 teachers would not be able to be dedicated subject teachers; they would have to teach additional subject(s).
- R: Principal Boettcher responded that it would not be the traditional full rotary – which is not necessary a negative outcome.
- C: Principal Woodhall commented that there would be fewer transitions for students – which is a positive.

Scenario 3 (See map and total enrolment chart on Slide 10)

- Baden PS remains JK-8, keeps own Gr. 6s, and French Immersion program (1-8).
- Sir Adam Beck PS becomes JK-8, keeping its own Gr. 6's, and receives Gr. 6 feed from New Dundee PS.
- New Dundee PS boundary/grades stay the same but now to feed Sir Adam Beck PS for Gr. 7-8.

Implications of Scenario 3

Mr. Hercanuck noted that Scenario 3 is essentially the same as Scenario 2 except the New Dundee PS students are moved to Sir Adam Beck PS, instead of continuing to be accommodated at Baden PS.

Built Capacity

- Need for portables at Baden PS, reduced to 5-6 for the long term (10 needed for 2014/15).
- Sir Adam Beck PS requires 7-8 classroom addition, including intermediate division (Gr. 7-8) infrastructure (lockers, art, science, music rooms).

Mr. Hercanuck noted that the need for portables at Baden PS is reduced to 5-6 possibly less in the long term once scenario fully implemented. Sir Adam Beck PS requires 7-8 additional classroom spaces including the Gr. 7-8 facilities.

Transportation

- Possibility of small increase in Gr. 7-8 transportation eligibility in Baden (Town).
- Gr 7-8 French Immersion students in *Areas B, C, D and E* lose transportation eligibility to Baden PS for French Immersion program.

Mr. Hercanuck noted that there is a small increase in transportation eligibility for *Area C* Grade 7-8 students.

Program

- Baden PS 7-8 program: 1/1.5 classes/grade regular track, 1 class/grade FI.
- Sir Adam Beck PS 7-8 program: 2.5 classes/grade.

Mr. Hercanuck noted that Gr. 7-8 FI students from *Areas B, C, D and E* lose transportation eligibility.

Transitions

- Sir Adam Beck PS/New Dundee Gr. 8's phased out of Baden PS beginning in 2015
 - Baden PS – remains JK-8 for 2015/16
 - Sir Adam Beck PS – JK-7 for 2015/16, JK-8 for 2016/17

Mr. Hercanuck noted that:

- Baden PS 7-8 program 1/1.5 classes/grade Regular Track, 1 class /grade FI
- Sir Adam Beck PS 7-8 program – 2.5 classes/grade

Scenario 3 Discussion:

Mr. Hercanuck asked Principal Woodhall for her comments on the number of classes per grade for the 7-8 program (1.5 classes/grade Regular Track and 1 class/grade FI) at Baden PS under Scenario 3 and how much integration occurs between the Regular Track and FI programs? Will it be more difficult to program?

R: Principal Woodhall responded that it would depend on the French Immersion allocation (possibly moving to 50 percent French); currently offering 35 percent French Immersion, the Grade 7 have FI in the morning and are in Grade 7 rotary in the afternoon and the Grade 8 class does the opposite, having their FI classes in the afternoon and Grade 8 rotary in the morning. She noted that she is not sure what it would look like if we go to 50 percent French Immersion (in Sept. 2014 or 2015) in regards to timetabling and subjects that will be allocated to FI. It would affect rotary and teachers (which subjects

taught); we would have fewer teachers and those teachers would teach more subjects. It will be more difficult to program but we would try to integrate both programs (regular track and FI) otherwise it would just be one class with one teacher, for the FI program.

- C: Superintendent Hodgins commented that Scenario 3 does decrease the enrolment at Baden PS significantly and does allow for future growth should the Activa development continue to yield the higher than average students.
- R: Mr. Hercanuck responded that Scenario 3 is similar to Scenario 2 but the need for more classroom space (portables in the interim) would be directed to Sir Adam Beck PS with the addition of New Dundee's 7-8 students.
- C: Superintendent Hodgins commented that Scenario 3 does not require as many portables at Sir Adam Beck PS as Scenario 1 and we would still be requesting an addition to accommodate this scenario.
- Q: Principal Bodkin noted that each scenario proposes a different size addition at Sir Adam Beck PS – is it possible to do a mid-range addition such as a 7 or 8 classroom addition given that the proposed 12 classroom addition would be two-storied?
- R: Mr. Hercanuck responded that the site plan identifies where a 6 x 2 classroom addition could be constructed – new architectural drawings would have to be done for the project anyway and would have the opportunity to adjust as needed.
- Q: Principal Boettcher asked if the 7 or 8 classroom addition takes into account the 2 rooms that are currently available at Sir Adam Beck PS.
- R: Mr. Hercanuck responded that all the projections for Sir Adam Beck PS classroom additions are based on those 2 spare classrooms likely being in use next year with your current enrolment profile.
- Q: Mr. O'Kafka asked if an additional column could be added to all the charts for each of the Scenarios to include '*proposed capacity*' including the year proposed, for each facility beside the '*built capacity*' column.

Mr. Hercanuck agreed to add a '*Proposed Capacity*' with year proposed column to the scenario charts.

- C: The loss of transportation for French Immersion for Grades 7-8 students in projection *Areas B, C, D and E* might decrease the FI enrolment.
- R: Ms. Manske responded that those areas do not currently have transportation for Grades 1-6 FI.
- Q: Principal Boettcher asked Principal Woodhall if the smaller the regular track program becomes – the more difficult it becomes to have the integration with the FI program; or the larger the regular track program, it is easier to integrate the FI program?

- R: Principal Woodhall responded that integration requires balancing of classes; if you have more classes (with larger FI classes) we have FI (2 or 3) students going to 8 classes which pushes the regular track numbers up from 28 to 31 students for half of the day. If FI were to be integrated with only 3 regular track classes than that could push numbers up and if it was too large it might require an additional class.
- C: Mr. Hercanuck commented that generally, we do see a reduction due to attrition of students as the FI program progresses. We start out with a Grade 1 class of perhaps 24 students and it generally decreases year-after-year thereafter. He noted that when we are talking about moving the French Immersion program and losing the eligibility for transportation, these scenarios assume that distribution of FI yields for the *projection areas A-E* remains unchanged regardless of what we do; however, it is very likely that the demand for FI might increase in areas that would become eligible for FI or may decrease in areas where they are no longer eligible for transportation for FI.

Scenario 4 – (See map and total enrolment chart on slide 12)

- Baden PS remains JK-8 for the study area. French Immersion program moved to Sir Adam Beck PS (Gr. 1-6).
- Sir Adam Beck PS remains JK-6.
- New Dundee PS remains JK-6.

Implications of Scenario 4

Mr. Hercanuck noted that Scenario 4 is essentially the Status Quo Scenario with a relocation of the Gr. 1-6 French Immersion program to Sir Adam Beck PS from Baden PS. Baden PS continues to offer 7-8 for whole area (Regular track and FI).

Built Capacity

- Need for portables at Baden PS, reduced to 5-6 for the long term (10 needed for 2014/15)
- Sir Adam Beck PS requires a 6 classroom addition.

Mr. Hercanuck noted that Baden PS portable needs reduced to 5-6, Sir Adam Beck PS requires 6 additional classrooms spaces (no need for 7-8 specialized facility).

Transportation

French Immersion program transportation eligibility change: Gr. 1-6 FI students in *Area A* not eligible for transportation to Sir Adam Beck PS. Some Gr. 1-6 FI students in *Areas B, C and D* become eligible for transportation to Sir Adam Beck PS

Mr. Hercanuck noted that FI students in *Area A* become ineligible for transportation to Sir Adam Beck PS (out-of-boundary). However Sir Adam Beck PS is relatively close, and may still be considered easy for students to get to new FI school (walking or parent drop off). Some Gr. 1-6 FI students in *Areas B, C and D* become eligible for transportation to Sir Adam Beck PS.

Program

- French Immersion resources split across two facilities (Grades 1-6 and Grades 7-8)
- Projections assume no change in FI yields by area despite changes in transportation eligibility.

Transitions

- Transition Plan for French Immersion move TBD

Mr. Hercanuck noted that there could be a number of issues that arise in contemplating a FI program transition to Sir Adam Beck PS (siblings, grandparenting Gr. 6 class at Baden PS so will not have to change from Baden PS to Sir Adam Beck PS and back to Baden PS for Gr. 7); he also noted that the projections shown (on slide 13 of the online presentation) don't include any transitions (straight change in 2015) and noted that the projections assume that the change of the location of the FI program will have no impact on each area's FI yield.

Mr. Hercanuck noted that Scenarios 1-4 are the initial scenarios that have been developed to start the discussion and explore changes in grade configuration, and relocation of program (FI), which in themselves are realistic and feasible solutions. He noted that these scenarios contemplate change and advised the Working Group of the need to further flesh out details as to how to accomplish that change. Many of these scenarios include the need for significant student accommodation at Sir Adam Beck PS and how we are going to achieve that in the short and longer term would also have to be determined.

Scenario 4 Discussion:

C: Scenario 4 might look good on paper with Baden PS at a really manageable number – but in reality it may not come anywhere close to having the desired effect on enrolment at Baden PS because you will be telling all the families in the Activa subdivision who currently walk to school and attend the FI program that they will have to drive their children to Sir Adam Beck PS to continue in the FI program – they will take their children out of the FI program to stay at Baden PS. You might get a few that will stick with the program if they don't have other younger children not attending school.

R: Mr. Hercanuck responded that is why he has included that the **projections assume no change in FI yields by area despite changes in transportation eligibility**. He noted that it will also depend on how many parents that are sold on the benefits of the French Immersion program, Sir Adam Beck PS is just 1 km down the road, but it is a change in convenience level. I would imagine that we would lose some FI students and we aren't necessarily going to pick those up now that *areas B and C* become eligible for transportation because the FI program starts at Grade 1; it may create a stronger demand in those areas over time, growing from Grade 1 up.

C: Mr. Hercanuck commented that he has not given the transition plan full consideration and asked the Working Group on their thoughts on what that transition plan might entail.

R: Ms. Manske responded that the FI transition plan might have to give consideration to grandfathering transportation, but this would be a significant cost that would require further discussion.

Q: Mr. O'Kafka asked if the Board would approve grandfathering transportation for the FI program because it would be affecting such a small concentrated area of students.

R: Mr. Hercanuck responded that while the Board does have the ability to approve the grandfathering of transportation for the FI students, there would likely be concern as to the precedent it could set in doing so.

C: It may also bring up some hostility from those families that lost bussing a few years ago when Sir Adam Beck PS opened.

Q: How would Scenario 4 affect the classroom addition to Sir Adam Beck PS?

R: Mr. Hercanuck responded that if we are not building the Grade 7-8 program infrastructure we do not have to worry about lockers and larger specialized intermediate rooms.

Q: Have we given any consideration to keeping this year's Grade 6s at Sir Adam Beck PS (in portables)?

R: Mr. Hercanuck responded that the challenge for next year would be that we will not have a decision from the Trustees until well into the start of the 2014-15 school year (September or November) when we have already staffed and resourced the facilities for 2014-15.

Q: Are there any schools within the Board that have a Music or French room in a portable as opposed to having a straight class accommodated in a portable, so that one class is not the portable for the entire day? It might be a way to ease parent frustration.

R: Principal Boettcher responded that a counter argument to that and one of the reasons intermediate classes aren't housed in the portables is they are constantly moving (for rotary) and when the weather is miserable and always having to go in and out – it is more disruptive.

C: Principal Woodhall responded that the intermediate classes are only thirty minutes; you also have to take travel time into consideration, getting from inside the school and into one of the eight portables you are taking away from instruction time. The students in the portables aren't moving classrooms as much (moving for gym, library and computers). Portables would not be conducive to house a music program.

R: Mr. Hercanuck responded that generally, portables are not good for musical instruments because of changes in heat and humidity and electric heat would dry out the instruments. Mr. Hercanuck advised that the Board does not really have French rooms unless a school has the extra space available – if the school is full, the Board would not provide a portable for a French room – French teachers provide the program "*a la carte*"; they have their resource materials on a cart and go from classroom to classroom.

C: These might be good points to make at the public meeting.

Mr. Hercanuck asked the Working Group if Scenario 4 warranted more consideration.

C: I sometimes notice that parents are not as committed to the French language as they are to the perception that in the immersion schools – the French Immersion classroom is the better place to be for their child. I am not saying that it is true – just that it is a perception. Perhaps a *magnet school* would achieve an audience more committed to the language. The point being, we don't really know the motivation for all the FI parents and therefore cannot make assumptions as to whether they will follow the program or not.

C: For me, it wasn't so much about the language – rather, that I wanted to provide more of a challenge for my child. Of the 4 scenarios, this one is at the bottom of my list.

R: Mr. Hercanuck noted that he does not believe that the Board has ever moved an entire French Program from one school to another before – he noted that this scenario does have some challenges and some big question marks.

Other Scenarios

Mr. Hercanuck noted that perhaps these Scenarios have sparked ideas for further scenarios that the Working Group would like to explore, and advised that we would be very interested in hearing those, and fleshing those out as well.

C: Superintendent Hodgins commented that considering the resistance to Scenario 1; if there was a different scenario created where the phase-out of the Grades 7 and 8 to Sir Adam Beck PS from Baden PS was pushed back to 2017 with a transition time that had Sir Adam Beck PS's 7 and 8 perhaps along with New Dundee's 7 and 8s phased-in 2 years later, once the facilities are in place at Sir Adam Beck PS. Would it even be possible to consider that?

R: Mr. Cuomo responded that he had the conversation with Mr. Hercanuck about the possibility of starting with Scenario 2 for a certain number of years while getting things in place (including the funding for the addition); we could then move to Scenario 1 to move more students out a few years down the road.

C: At some point the Activa bubble will decrease – in that situation, would you at some point return Baden PS back to a JK-8 school?

R: Superintendent Hodgins commented that she was suggesting that Baden PS remain JK-8 for 2 additional years. After that it would have to be considered in a future study if enrolment decreases in the area.

C: Scenario 3 looks the best because it keeps Baden PS JK-8 and converts Sir Adam Beck PS to JK-8; to remove the 7-8 program from Baden PS might make it difficult to have that program reinstated at the school. It is better to leave it in place even if it means an extra portable for a few years.

C: Superintendent Hodgins commented that the difficulty for her and what she finds challenging is the boundary around Baden PS and how tight it is, suggests a younger population making that walk to school; it looks like a JK-6 boundary, the more wide spread area is the older students, and there will be more potential growth in the school that we are not quite sure of.

C: I agree that Scenario 1 has the best numbers; in 5 or 6 years we may want the 7-8 program back at Baden PS.

Mr. Hercanuck noted that the primary goal of this Boundary Study is to address the situation at Baden PS – we know that there is development coming, how much, where and when is unknown – it may be that, should we implement Scenario 1 (either right away, or in a phased approach); maybe in the new Activa subdivision (speculation only) located off the back of the existing Activa subdivision, (if it is as dense as the current subdivision) we build a new school JK-8 there and Baden PS would feed to that school for grades 7 and 8. That is a possibility, but not until we know what the development looks like. When the Board looks at the new developments that are coming on, we will have to make a decision as to whether we will

request school sites in these new developments based on the pattern, size and so on that we are anticipating and when we do request those new sites and ask for and receive funding from the Ministry of Education, we are going to go through this boundary study process again. This will be mentioned at the Public Meeting as well when we talk about the additional development and how we are not quite sure the extent.

C: Mr. O’Kafka commented that the only thing that the Board can be certain of in regards to the new development is that it is all located in the current boundary of Sir Adam Beck PS, which is a concern.

R: Mr. Hercanuck responded that it is a concern but advised that the Board would have plenty of advanced notice before the plans register and housing is occupied.

C: Mr. O’Kafka commented that a better indication should be available from the Township by September 2014.

Next Steps:

Mr. Hercanuck asked the Working Group if based on the discussion of today’s scenarios, are there any scenarios you feel are either strong or weak or any additional transitions to consider or if they had any ideas for additional scenarios they would like to see developed or requests for tweaks on the current Scenarios for the next meeting. He advised that Scenarios 1-4 are the initial scenarios that staff had considered. He asked the Working Group to take some time to consider for the next meeting, if any of the scenarios (1-4) should not be considered further.

Mr. Hercanuck advised that a maximum of 3 scenarios should be taken to Public Meeting #1, which will also include additional information on construction implications and cost with more detailed implications for each.

Mr. Hercanuck advised the Working Group that he is looking for more feedback on the Scenarios as well as their ideas on additional scenarios that can be explored as options, keeping in mind the objectives and goals we have developed.

Mr. Hercanuck noted that Working Group #5 would be used to go over the feedback from Public Meeting #1 and use the feedback received to refine the scenarios and make any changes needed. Public Meeting #2 would be used to present our recommended scenario, that we will be taking (in a Report) to the Board of Trustees in the fall.

4. Meeting Schedule and Location(s)

The Working Group discussed Working Group meeting dates and decided on the following:

Working Group Meetings

- **Working Group #4: Wednesday, April 23, 2014 from 5:00-6:30 pm at Baden PS**
- **Working Group #5: Monday, May 5, 2014 from 5:00-6:30 pm at Sir Adam Beck PS *tentative if needed.***
- **Working Group #6: Tuesday, May 27, 2014 from 5:00-6:30 pm at Waterloo-Oxford DSS**

Public Meetings

Mr. Hercanuck noted that because of staff unavailability for the proposed May 7th public meeting he is proposing moving the date back a week to Wednesday May 14th, same time/location and asked the Working Group if they know of any significant concerns with this date. The following dates were confirmed:

- **Public Meeting #1: May 14, 2014 from 7:00 – 8:30 pm at Waterloo-Oxford DSS**
- **Public Meeting #2: June 18, 2014 from 7:00 – 8:30 pm at Waterloo-Oxford DSS *Tentative***

The Working Group agreed to have a small informal Working Group meeting directly following Public Meeting #2 (June 18th) to go over the feedback received at the meeting.

Mr. Hercanuck advised that after Public Meeting #2 feedback has been reviewed by the Working Group, Planning staff can work on the Report over the summer months to prepare for a September 2014 Committee of the Whole meeting (or later in the fall) to present the Report to the Board of Trustees for their consideration.

5. Roundtable

The Working Group parent representative for New Dundee PS received a tweet from a community member asking the following question:

Q: How they can safely have assemblies at Baden PS within fire code, with Baden PS's population numbers where they are.

R: The parent representative for Baden PS noted that the school will have two separate assemblies, one for the junior and one for the senior division (content is also varied based on the age differential).

Mr. Hercanuck thanked the Working Group for attending and adjourned the meeting at 6:50 PM.

Action Items:

- **Mr. Hercanuck to add an additional column to all the charts for each of the Scenarios to include 'proposed capacity' with year proposed.**
- **The Working Group to forward any requests for new Scenarios or changes to Scenarios 1-4 to [Planning](#) in advance of the next meeting.**
- **The Working Group to give consideration to which Scenarios they would like to see carried forward or withdrawn from further consideration.**

Future Meetings:

Working Group Meetings:

- **Working Group #4: Wednesday, April 23, 2014 from 5:00-6:30 pm at Baden PS**
- **Working Group #5: Monday, May 5, 2014 from 5:00-6:30 pm at Sir Adam Beck PS *tentative, if needed.***
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