



West Waterloo Elementary Schools Boundary Study
Minutes of Public Meeting #1
Thursday, April 23, 2015
Abraham Erb Public School
7:00 p.m. – 8:30 p.m.

The first Public Meeting of the West Waterloo Elementary Schools Boundary Study was held at Abraham Erb Public School on Thursday, April 23, 2015.

Approximately 50 people were in attendance including members of the community, Board staff, members of the Working Group and Board Trustees.

1. Welcome/Introductions

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

Board Planning Staff:

Lauren Agar, Senior Planner (Meeting Chair)
Dennis Cuomo, Manager of Planning
Nathan Hercanuck, Senior Planner
Andrea Kean, Recording Secretary

Principals:

Tatania Stroud, Abraham Erb PS
Mark McMath, Cedarbrae PS
Betti Adams, Centennial PS (Regrets)
Jeff Parliament, Edna Staebler PS (Regrets)
Liz Arbuckle, Laurelwood PS (Regrets)
Helmut Tinnes, Mary Johnston PS (Regrets)
Don Oberle, Vista Hills PS (Sept 2016)

Superintendent of Education: Elaine Ranney

WRDSB Trustees:

Kathleen Woodcock, Chairperson of the Board and Trustee for Waterloo/Wilmot
Carol Millar, Trustee for Waterloo/Wilmot

Ms. Agar led the audience through tonight's presentation available online at:
<http://www.wrdsb.ca/planning/boundary-studies/west-waterloo-elementary-schools-boundary-study/>

2. Explanation of the Boundary Study Process

What is a Boundary Study?

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

Reasons for a Boundary Study

- Establishing the new boundary for a new school
- Changing the grade structure of a school
- Balancing enrolment

Mrs. Agar advised that the Board is conducting a boundary study in West Waterloo to establish a boundary for the new Vista Hills Public School; and noted that the study can also look at changing the grade structure of a school (for example adding Grades 7 & 8 to a JK-6 school) and balancing enrolment within the study area.

West Waterloo Study Area

See map of the study area on slide 5 of the online presentation

The Study area is made up of 5 schools:

- Abraham Erb PS (JK-6)
- Edna Staebler PS (JK-8)
- Laurelwood PS (JK-8)
- Mary Johnston PS (JK-6)
- Vista Hills PS (NEW in 2016)

Mrs. Agar noted that Centennial and Cedarbrae Public Schools are also involved in this study because students living in the Vista Hills neighbourhood are currently attending these schools.

2014/15 School Information

Referring to the table on *slide 6 of the online presentation*, Mrs. Agar noted that the current situation is that we have more students than classrooms at three of the schools in the study area – (at Edna Staebler, Laurelwood and Mary Johnston Public Schools).

We have a mix of JK-6 and JK-8 facilities, as well as a range of site sizes. All of the schools in the area were built within the last 30 years.

Background

(Slide 7 of the online presentation)

- Planning for new Vista Hills Public School began in 1996 as part of the Columbia Hills District Plan.
 - *Mrs. Agar noted that planning for new schools happens many, many years in advance of a school opening. Planning for both Edna Staebler and Vista Hills Public Schools started in 1996 as part of the Columbia Hills District Plan.*

- Edna Staebler Public School opened September 2008.
- Construction of the Vista Hills community experienced several delays due to Ontario Municipal Board appeals and housing market conditions (school originally planned for 2012 opening).
- The Ministry approved funding to construct Vista Hills Public School on April 25, 2014 for September 2016 opening.

Mrs. Agar noted that a report was brought to the Board of Trustees on [May 12, 2014](#) and staff was instructed to officially launch the West Waterloo Elementary Schools Boundary Study.

Funding for Capital Projects

Mrs. Agar gave the following overview of how new schools and additions (capital projects) are funded. She noted the following process for provincial funding:

- Annual submission to Ministry of Education for Capital Priorities Grant.
- Business cases for Capital Priorities must align with Ministry priorities.
- Ministry of Education Capital Analysts do not look at one school in isolation, but a grouping of neighbouring schools to determine if additional capacity is required.

Mrs. Agar noted that since 2010, the Board annually submits business cases for the top projects requiring funding. These projects are competing not only with other projects within the Board, but also in the Province. Each year the Ministry will announce the types of projects they will give priority to – i.e., growth-related projects or partnerships.

She advised that the Ministry looks at a business case in the context of a grouping of schools which means that if you are requesting an addition at a school, they would likely only consider funding the addition if those students cannot be accommodated at any other facility in the vicinity. She noted that the Board must use all available capacity before the province will fund any new capacity.

Vista Hills Public School

Referring to slide 9 of the online presentation Mrs. Agar noted that the Board has hosted two information nights to date related to the new Vista Hills Public School and shared the following information about the new school:

- Architect - +VG Architects (The Ventin Group Ltd).
- School will be located at 314 Sweet Gale Street at Lady Slipper Drive and is scheduled to open in September 2016.
- ***Vista Hills Public School*** was the name chosen in a motion passed by the Board's Committee of the Whole on Monday, April 23, 2015; requires final ratification at the April 27th Board Meeting.
- The key objective of this study is to set a boundary for this school.
- School was approved as a JK-8 facility with 647 pupil places.
- Construction is planned to start in May/June of this year.

The Boundary Study Process

Referring to the diagram on slide 10 of the online presentation Mrs. Agar provided the following overview of the Boundary Study Process:

Generally, two Public Meetings are held throughout the boundary study process to inform the broader community and to solicit [feedback](#) on the scenarios under consideration by the Working Group with the feedback used to refine the scenarios, or to make a recommendation to the Board of Trustees, whom ultimately make the final decision.

The Working Group may have several meetings to get to this stage. Tonight we are at the step of our first Public Meeting.

Mrs. Agar noted that the purpose of tonight's meeting is to:

- Get collective input on our scenarios, *what you like, what you don't, how can we improve on them.*
- Once the Working Group has a recommended scenario, they will develop a transition plan (*how we get from here to there*) - the transition plan, for students, staff and parents. She noted that the transition plan can sometimes be more important than the actual scenario being recommended.

Mrs. Agar advised that feedback from tonight's meeting will be taken back to the Working Group and used to evaluate the scenarios.

Based on feedback receive tonight (there may be a front-runner to build on or we may have a fairly wide range of thoughts). The Working Group will then come up with a recommended option to bring back to the community at Public Meeting #2 for one more opportunity for public comment after which, staff will take a recommendation to the Board of Trustees, who will ultimately make the final decision.

Ms. Agar noted that we are working towards having a recommendation before the Board of Trustees before the fall of 2015. She advised that **NO changes will be proposed for the upcoming 2015-2016 school year.**

3. Working Group:

This study involves a Working Group, made up of up to 2 parent representatives from each school, the school Principals and Planning Staff and the area Superintendent of Education.

Role of the Working Group

The Boundary Study Working Group helps us to represent the larger community and:

- Identify and discuss issues and opportunities of the individual school communities and the broader community
- Set study objectives
- Develop boundary options (scenarios)
- Evaluate boundary options against study objectives
- Confirm recommendations

4. Study Goals & Objectives

Ms. Agar noted that the 'Goals' explain what the Working Group intends to achieve through the boundary study process.

Study Goals

(Available on slide 11 of the online presentation)

Mrs. Agar noted that the study goals:

- Represent what this boundary study is trying to achieve.
- Are statements that may not be strictly measurable or tangible and are long-term.

Study Objectives

(Slide 12 of the online presentation)

The study objectives:

- Represent what the study is trying to accomplish.
- Are used to measure the success of a scenario and are supportive in the attainment of the study goals.
- Are not weighted.

Study Objectives:

- To establish a boundary for the new Vista Hills Public School.
- To increase the number of classes instructed in permanent classrooms in a cost-effective way.
- To provide equitable learning opportunities for students and staff by moving towards the following criteria (from Board Policy 3002):
 - *a minimum of 2 classes per grade in JK-6 (built capacity between 350 and 525 students).*
 - *More than 2 classes per grade in Grades 7-8 (>100 students) to support program.*
 - *JK-8 facilities with a built capacity between 500 and 700 students.*
 - *Minimize the number of schools with enrolments over 700 students wherever possible.*
 - *Minimize the transition of elementary students between schools where practical.*
- To increase the number of students within a safe walking distance (e.g., signalized intersections to cross at, crossing guards present) to their assigned school (<1.6 km).

5. **Scenarios**

Status Quo

Referring to the Map of current day boundaries on slide 13 of the presentation, Mrs. Agar noted that with the scheduled opening of Vista Hills PS in September 2016, it is clear that Status Quo is not an option with respect to the current boundaries.

Status Quo Projections *(slide 14 of the online presentation)*

Mrs. Agar noted that the projections for the current boundaries show that without changes, enrolment at Edna Staebler PS and Laurelwood PS are projected to be well above their built

capacities. With the introduction of the Vista Hills PS and the fact that development activity in the area has been relatively slow, we have an opportunity to meet the study's second objective - to house more students in permanent classrooms, through boundary changes.

She noted that the Working Group has chosen to share 3 boundary change scenarios this evening. While several other scenarios (1-5) have also been considered, the Working Group did not feel they met the objectives of the study.

Scenario 6 - Boundaries

Vista Hills PS takes in the development area boundary currently assigned to Cedarbrae PS, as well as a portion of the Edna Staebler PS boundary north of Columbia St. W. and Students from the new Abraham Erb PS boundary would attend Vista Hills PS for Grades 7 and 8.

Another portion of Edna Staebler PS's boundary - the Columbia Forest area - would be redirected to Abraham Erb PS

The area east of Erbsville Rd. and north of Laurelwood Dr. currently attending Abraham Erb PS for JK-6 would attend Laurelwood PS for JK-8.

No changes to the Mary Johnston PS boundary

Referring to the pink hatched area on the maps on slides 15, 18, 21 and 22 of the presentation, Mrs. Agar noted that a portion (Beaver Creek Meadows community plan area) of Abraham Erb PS and Laurelwood PS boundaries in all scenarios has been designated as a *Development Area*. Designating this as a Development Area, allows the Board to determine what school future students in this area will attend at the time closer to development.

Scenario 6 Projections

Referring to the charts on slide 16 of the presentation, Mrs. Agar noted the following:

Chart at the top of slide 16

- The enrolment projections suggest that the boundaries drawn under Scenario 6 would not make the best use of all facilities:
 - Abraham Erb PS is under 80% utilization in the long-term and
 - Laurelwood PS and Vista Hills PS are well above capacity.

Chart on the bottom of slide 16

- Shows how well overall we are utilizing the facilities in each scenario.
 - Although the ***permanent capacity*** for Laurelwood PS is 375, it has a 6 classroom portapack. It is not expected that this portapack will have to be replaced over the next few years; however, it will be important to keep in mind for the long-term as we work towards recommendations from this study. The ***planned capacity*** is what will be added with the opening of Vista Hills PS in 2016; and the ***additional capacity required*** is the temporary capacity that will be required at the facilities that are over their built capacity in this scenario.

Scenario 6 Objectives

Slide 17 of the online presentation provides a summary of how well Scenario 6 meet the study objectives. A more detailed look at how well the objectives are met for each school is available on the [display board](#).

Mrs. Agar noted the following:

- Generally, Scenario 6 meets the objectives, at least in the mid to long-term.
- The second objective is an improvement from Status Quo; however, it would still require a number of classrooms – which would likely mean portables in the long-term (17 needed in Status Quo). This number (10-14) includes the 6 classrooms in the portapack at Laurelwood PS.

Scenario 7 Boundaries

Referring to the boundary map on slide 18 of the online presentation, Mrs. Agar noted that Scenario 7 would give Vista Hills PS the same JK-6 boundary as we saw in Scenario 6; however, it would not have any feeder schools for Grade 7 & 8.

Also similar to Scenario 6; the Columbia Forest area of Edna Staebler PS's boundary would be redirected to Abraham Erb PS and Abraham Erb PS would become a JK-8 school.

Laurelwood PS would no longer have a feeder school for Grade 7 & 8.

No changes to the Mary Johnston PS's boundary

Beaver Creek Development Area is established.

Scenario 7 Projections

Referring to the charts on slide 19 of the online presentation, Mrs. Agar noted the following:

- The projections for Scenario 7 show that by adding Grade 7 & 8 at Abraham Erb PS, the enrolment would far exceed its current capacity.
- In the short- to mid-term, Vista Hills PS is underutilized.
- One concern about Abraham Erb PS adding Grade 7 & 8 would be the lack of facilities there to accommodate the students; therefore it is unlikely this change could happen for September 2016.

Scenario 7 Objectives

Slide 20 of the online presentation

Scenario 7 meets all of the objectives, in the long-term, but not short- to mid-term. A more detailed look at how well the objectives are met for each school is available on the [display board](#).

Scenario 8 Phase 1 Boundaries

Referring to slide 21 of the online presentation Mrs. Agar noted that Scenario 8 is a slightly different approach. Based on what we have seen in the first two scenarios and those that came before (Scenarios 1 to 5), it appears that in the short-term it is difficult to meet the

objectives with respect to size and utilization because the area around Vista Hills PS is growing slowly. Scenario 8 is a two phased approach, meaning that it does not appear that there is one boundary combination that will meet all the objectives in the short and long-term; therefore, boundary changes may need to take place over multiple years.

In Phase 1, all Edna Staebler PS students north of Columbia St. W. are directed to Vista Hills PS for JK-8 and Abraham Erb PS acts as a feeder school to Vista Hills PS instead of Laurelwood PS. It is anticipated that these boundaries would be in place until at least 2018.

Scenario 8 Phase 2 Boundaries

In Phase 2, as more students move into the Vista Hills community, increasing enrolment, the boundary will need to change to reduce the need for portables at the school. In this phase of the scenario, the Columbia Forest area would be moved again to Abraham Erb PS and Abraham Erb would add Grades 7 & 8.

Mrs. Agar noted that it is expected that in this scenario we would likely not add Grades 7 & 8 to Abraham Erb PS until we could secure the funding necessary to build the facilities there to accommodate a senior elementary program.

Scenario 8 Enrolment Projections

Referring to the charts on slide 23 of the presentation, Mrs. Agar noted the following:

- The enrolment projections suggest that these boundaries would make the best use of all existing facilities in the short-term and long-term if the necessary facilities can be constructed at Abraham Erb PS.
- Scenario 8 is also the only scenario shown tonight that sees Vista Hills PS opening with an enrolment closest to 500 students in 2016 - the target minimum enrolment for a JK-8 school.

Scenario 8 Objectives - Phase 1

Slide 24 of the online presentation

Mrs. Agar noted the following:

- Of the three scenarios presented tonight, Scenario 8 best meets the objectives.
- In Phase 1, Abraham Erb students do continue to have a transition after Grade 6. This is eliminated in Phase 2.
- There may be some additional transportation required to get Abraham Erb PS student to Vista Hills PS for Grade 7 & 8 (those that could currently walk to Laurelwood).

Scenario 8 Objectives - Phase 2

Slide 25 of the online presentation.

Phase 2 meets all of the objectives.

Mrs. Agar noted that concerns have been expressed for this scenario because of the number of possible school changes students would have to make - especially those in the Columbia Forest area. She noted that it may be possible to resolve some of these concerns with grandfathering or phasing options and advised that this is something the Working Group will continue to explore before making any recommendations.

6. Next Steps

Slide 26 of the online presentation

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

Mrs. Agar advised that the Working Group will review the comments we receive tonight and refine the scenarios. If we decide that there is a front-runner or more than one scenario that meets the objectives, then we will gather a bit more information on that scenario. This information could be related to transportation; and transitions (or grandfathering). She noted that one of the main components that need to be resolved in each scenario is where French Immersion students in the affected areas will attend school.

Mrs. Agar noted that a second Public Meeting will be held to share the draft recommendations; hopefully before the end of the school year.

She noted that ultimately, we will be bringing recommendations to the Board of Trustees to make the final decision on how the boundaries should be adjusted. Due to the timelines required to get a report to Board, it is expected that this will not happen until the early fall - September or October 2015.

Website & Contact Information

Slides 27 and 28 of the online presentation

Ms. Agar shared the Board's contact and website information and advised that the all boundary study information is available on the website including the Scenario 6, 7 and 8 display boards from tonight's meeting. She asked for feedback and comments on the scenarios presented tonight and shared the email address for the boundary study - boundaryfeedback@wrdsb.on.ca

7. Q & A

Mrs. Agar opened the floor to questions/comments until 8:25 pm:

Q: Under Scenario 8 what would the expected timing between implementation of Phase 1 and Phase 2 implementation of Grade 7-8 at Abraham Erb PS?

- R: Mrs. Agar responded that the timing would be unknown and would be dependent on when the Board could secure funding for the addition required to house the 7-8 program at Abraham Erb PS. Likely the earliest possible date would be 2019 or 2020 given the Ministry of Education's current funding cycle for capital projects. Funding is not guaranteed and would be dependent on the priorities of the Board and the Province.
- Q: How can the Board approve a recommendation for construction without knowing if or when funding will be granted from the Province?
- R: Mrs. Agar responded that should the Board approve the recommendation, staff will have to prepare a business case for the project to be submitted to the Province to request funding. Before a business case would be developed, Board staff would rank this project against others within the Board. The Board then submits a business case for each of its top capital project priorities to the Province where it would be ranked against other requests throughout the Province. If the Board does not receive the funding to construct an addition at Abraham Erb PS, staff can look at alternative ways of accommodating such as the use of portables, internal renovation to the school or if there might be an opportunity to utilize Science and Technology classrooms at Sir John A. Macdonald Secondary School, for example, until funding can be secured.
- Q: Can you give us some examples of the types of grandfathering options that could be implemented to limit transitions in Scenario 8?
- R: Mrs. Agar responded that the Board generally opens new schools as JK-7 in the first year to allow students entering into their final Grade 8 year to finish out at their current school so not to have to change schools twice within two years (for Grade 8 and again for Grade 9).
- Q: What can families in Columbia Forest area do to ensure that our children will not have to change schools three times because of boundary changes?
- R: Mrs. Agar asked that parents submit a comment sheet outlining their concern and what type of grandfathering option they would like the Working Group to consider for Columbia Forest. She noted that the Working Group could look at grandfathering students that had been affected by past boundary changes (2008) to remain and finish out at Edna Staebler PS.
- Q: Do all the schools have Before and After (Extended Day) programs available and will the new Vista Hills PS have a Before and After Program?
- R: It was noted that Abraham Erb PS, Edna Staebler PS and Laurelwood PS all have Before and After (Extended Day) Programs. Mrs. Agar responded that she does not know if the new Vista Hills PS will have a Before and After (Extended Day) Program but noted that the program is based on parent interest needing only ten students to make a viable program. More information on the Board's Before and After (Extended Day) Program can be found at:

Before and After (Extended Day) Programs

Phone: 519-570-0003 x 4704

Email: beforeafter@wrdsb.on.ca

Web: <http://www.wrdsb.ca/beforeafter/>

Mrs. Agar noted that the New Vista Hills PS will not have a child care operator on site as there was no interest expressed by child care operators to the Board's request for proposals.

Q: In all the Scenarios 6, 7 and 8, is it expected that Laurelwood PS will have enough enrolment to carry on the Grade 7 and 8 program?

R: Mrs. Agar responded that in all three scenarios enrolment would be above 120 students which would allow for more than 2 classes per grade at the 7-8 level. She noted that because Laurelwood has the French Immersion Program (FI) she is not sure how the break out of classes would look because a lot of the regular track and FI program classes cannot be integrated.

Q: Will students currently enrolled in the French Immersion (FI) Program that have to attend the new Vista Hills PS under a boundary change be grandfathered to stay at their current school for the FI program if the FI program is not offered at Vista Hills PS?

R: Mrs. Agar responded that the FI program has not been fully addressed yet. She noted that there will likely not be enough students to start the FI program at Vista Hills PS above the Grade 1 level and depending on resulting enrolment determined by the chosen boundary Scenario. She noted that because Grade 7-8 FI numbers tend to decline due to attrition as students do not receive bussing to attend FI if attending from out of boundary. She also noted that under Scenario 7 and phase 2 of Scenario 8, Abraham Erb PS would become a JK-8 school which could result in lower enrolment in the 7-8 FI programs at both schools which might mean that the FI program might have to be congregated at one location (e.g., Laurelwood PS).

Q: Is the Board's master plan to continue to use portables at Laurelwood PS?

R: Mrs. Agar responded that the Board's plan is to reduce the use of portables classrooms and replaced with permanent capacity where it is needed. She noted that the portapak at Laurelwood PS was meant to be temporary accommodation. She advised that through this boundary study we will be looking for opportunities to reduce the need for portable classrooms.

Q: What is a portapak?

R: Mrs. Agar responded that a portapak is a grouping of 6 portable classrooms with a common hallway and a roof that is attached to the school.

- Q: Instead of building Vista Hills Public School for 646 students can it be built for 500 students and take the remaining 146 pupil places (\$3M) to expand capacity at Abraham Erb PS?
- R: Mrs. Agar responded that the Ministry of Education packages funding seeing efficiencies in building larger at one location as it is more cost efficient to do so. She also noted that the Ministry looks at an area of schools as a whole and not individually and would have done so when reviewing the Board's business case for Vista Hills PS. While this might not make sense to the community or the Board as this often means an increase in transportation costs for bussing students; it is how the Ministry determines its funding of capital projects.
- Q: How much will it cost to bus students to Vista Hills PS?
- R: Mrs. Agar responded that transportation costs are difficult to determine as routes will change every year. She noted that the Board can save money on bussing when it can use the same bus for more than one route (only pays once to use the bus once it leaves the depot) by staggering bell times. Bussing costs can only be determined when the routes and bell times have been determined therefore we cannot look at an actual cost; what we can do is look at our walking web maps for each school and determine if we have an increase or decrease in the amount of students that would be eligible for transportation based on the Board's [Student Transportation Policy](#). If we can change boundaries so that more students can walk to school we can say we have reduced transportation costs to the Board.
- Q: Has the Working Group given any consideration to a Scenario that would create another middle school?
- R: Mrs. Agar responded that the Board has not built a middle school since the 1970s and the Board's Elementary School Size and Configuration does not include information on sizing because while there are benefits to senior schools and we continue to maintain them and they often result in increased transportation costs because of they require a large boundary. She noted that the Board's preference is to build its new schools JK-8 where appropriate. Mrs. Agar noted that plans for the new school have already been tendered and construction is set to begin in the coming months; therefore we would not give consideration to that scenario.
- Q: Recently a boundary change resulted in a Beachwood area being moved from Mary Johnston PS's boundary to Edna Staebler PS and that area is now contributing to over enrolment at Edna Staebler PS; as well, there are safety concern for those students having to cross Erbsville Road to attend Edna Staebler PS especially since traffic will increase with the new Costco opening can this are be moved back to Mary Johnston PS?
- R: Mrs. Agar responded that this had been discussed by the Working Group and she noted this was the boundary change for the opening of Edna Staebler PS in 2008 and noted that this area has been at Edna Staebler PS since its opening. She advised that the

Working Group had looked at moving this area back to Mary Johnston PS but determined that Mary Johnston PS does not have the capacity to accommodate the number of students who live in the area across Erbsville Road.

Mrs. Agar noted that there is an adult crossing guard at Erbsville Road & Chablis Drive and noted that the Board will have to work with the City to look at maintaining safety for those students who continue to cross with the expected increases in traffic.

Q: Will students be grandfathered to remain at their current school?

R: Mrs. Agar responded that grandfathering options would depend on the Scenario – she noted that depending on the enrolment numbers the new school may open JK-7 allowing Grade 8 students to finish out at their current school. She recommended those in attendance submit a comment sheet indicating the specific grandfathering option they would like the Working Group to consider.

Q: Will students enrolled in the French Immersion program lose their transportation if they become an out of boundary student due to boundary changes?

R: Mrs. Agar responded that yes that is a possibility. She advised that there is a precedent that the Board extended to current students only based on their address at the date of the boundary change to continue transportation if the FI program was not offered at their new home school (under the boundary change). She noted that transportation would likely not be extended to siblings if they were not enrolled in the program at the time of the boundary change.

Q: What is the best way to make sure that our children would be allowed to keep their transportation to remain in the FI program?

R: Mrs. Agar advised those in attendance to register as a [delegation](#) to speak to the Board at the time when Trustees are being presented with the boundary study report. She noted that extending transportation could be at a significant cost to the Board. She noted that a grandfathering option would need approval of Trustees and suggested that affected families could also send letters of support for the grandfathering option to [Trustees](#) as well.

Q: Scenario 8 is the best option presented so far in the long term (phase 2); the short term (phase 1) not so much. Are there other Scenarios that can be made in 2 phases that perhaps would better meet the objectives than Scenario 8?

R: Mrs. Agar advised that the Working Group can make other Scenarios with 2 phases.

Q: Schools sized for 650 students do not work – if the Vista Hills subdivision sales start to take off we could end up with another Edna Staebler PS situation here as well; then where will those over capacity kids have to go?

- R: Mrs. Agar responded that on average the Board yields 0.3 students across the Region; new subdivisions yield between 0.4 and 0.5 students per household in the initial years of development, but not over the long term. She noted that the Board builds schools for the longer term 50+ years and not for the peak (what this community is experiencing right now) that is why portables are used, so we are not left with an half empty school over the long term.
- R: Mr. Hercanuck responded that Edna Staebler PS was built before the Province's Primary Class Size and Full Day Kindergarten (FDK) Initiatives which reduced the number of students that can be accommodated in our schools. FDK alone doubled the number of Kindergarten students at our schools as they are now in the building full time as opposed to half time.
- Q: There is a large section of trees in Columbia Forest that is a safety concern for students walking to the new Vista Hills PS how will this be addressed?
- R: Mrs. Agar advised that JK-SK students living beyond 800 meters would be eligible for transportation and Grades 1-8 students living beyond 1.6KM would also be eligible. She noted that safe walking routes would only include maintained pathways. She noted that the distances on the display maps show future roads and sidewalks that may not exist in 2016 when Vista Hills PS opens. She advised that she has not used short cuts through the woods or unmaintained pathways when developing the maps and that expectation is that students from Clair Hills would walk down Columbia Street and not through the forest but the route they take to get to school will ultimately be up to the families.
- Q: Scenario 7 would add Grade 7-8 to Abraham Erb PS if funding is approved by the Province - what will happen if the Province doesn't approve funding?
- R: Mrs. Agar responded that it might mean that they remain at Laurelwood PS until we can make other changes – that will be something for further consideration by the Working Group if we decide to go with this scenario.
- Q: How will enrollment numbers at Vista Hills PS be affected if it doesn't open with French Immersion (FI) and current FI students choose to remain at their current schools?
- R: Mrs. Agar responded that the French Immersion program is tricky – she noted that families will have to make a choice and it is hard to anticipate the result (especially if transportation is not provided to remain in French Immersion). She noted that the Working Group will have to consider this and how that will impact our scenarios.
- Q: The French Immersion program further splits the Columbia Forest neighbourhood (3 ways) - Can the Working Group give consideration to keeping the Columbia Forest neighbourhood together?
- R: Mrs. Agar responded that the Working Group will can give consideration to keeping the Columbia Forest neighbourhood together and noted that some have expressed safety

concerns with crossing Columbia Street, anticipating they will likely get worse in the future as the Vista Hills subdivision builds out. She noted that the Working Group had decided to draw the boundary line so that students would not have to cross Columbia Street. She noted that ideally the Columbia Forest neighbourhood would remain together and asked the parent to provide an explanation of how that could work.

Q: Will Vista Hills PS offer French Immersion so students from this area will not have to cross Columbia Street?

R: Mrs. Agar responded that depending on the enrolment at Vista Hills PS there may be enough interest in the FI program to start the program at Grade 1 and grow it from there.

Ms. Agar thanked everyone for coming out, and asked those in attendance to provide their feedback on the comment sheets provided or to send an [email](#). The formal presentation concluded at 8:25 PM and Ms. Agar 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, and Mrs. Agar, were available to answer questions one-on-one until approximately 9:00 p.m.

Contact Information:

Website: <http://www.wrdsb.ca/planning>

Email: boundaryfeedback@wrdsb.on.ca (please indicate West Waterloo in the subject line)

Fax: 519-570-2172

Phone: 519-570-0003 ext. 4419

Mail: Planning Department, 51 Ardelt Ave., Kitchener N2C 2R5

Twitter: @wrdsb

[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.