



DOON SOUTH BOUNDARY STUDY

Minutes of Working Group Meeting #1

October 3, 2013

4:00 PM – 5:30 PM

Pioneer Park Public School

The first Working Group Meeting of the Doon South Boundary Study Working Group, involving Brigadoon, Doon, J.W. Gerth and Pioneer Park Public Schools, was held at Pioneer Park Public School on Thursday, October 3, 2013.

Attendees:

Glenn Kitamura, Principal, Pioneer Park PS, S. Schaffner, Principal, J.W. Gerth PS, Don Oberle, Principal, Doon PS, L. Hagey-Nichols, Principal, Brigadoon PS, D. Doroslovac-Grnca, Parent Representative, Brigadoon PS, Sarah K., Parent Representative Brigadoon PS, K. Johnstone, Parent Representative, Doon PS, Sandra Pisters, Parent Representative, Doon PS, N. Waddell, Parent Representative J.W. Gerth PS, D. Bal, Parent Representative, J.W. Gerth PS, M. Duynhoven, Parent Representative, Pioneer Park PS, J. Anger, Alternating Parent Representative, Pioneer Park PS, C. Deacon, Alternating Parent Representative, Pioneer Park PS, K. Bingeman, Vice Principal Doon PS, Andrea Kean, Recording Secretary and Lauren Manske, Senior Planner.

Regrets:

S. Hett, Parent Representative, Doon PS, Dennis Cuomo, Manager of Planning, Nathan Hercanuck, Senior Planner and Ron Dallan, Manager of Capital Projects, Laura Hodgins, Area Superintendent of Education.

1. Welcome/Introductions

Lauren Manske, Senior Planner, welcomed members of the Working Group, and Board staff at 4:00 PM.

Ms. Manske led the group through the presentation (available online at <http://www.wrdsb.ca/planning/boundary-studies/boundary-studiesdoon-south-boundary-study/>)

2. Explanation of Boundary Study Process

What is a Boundary Study?

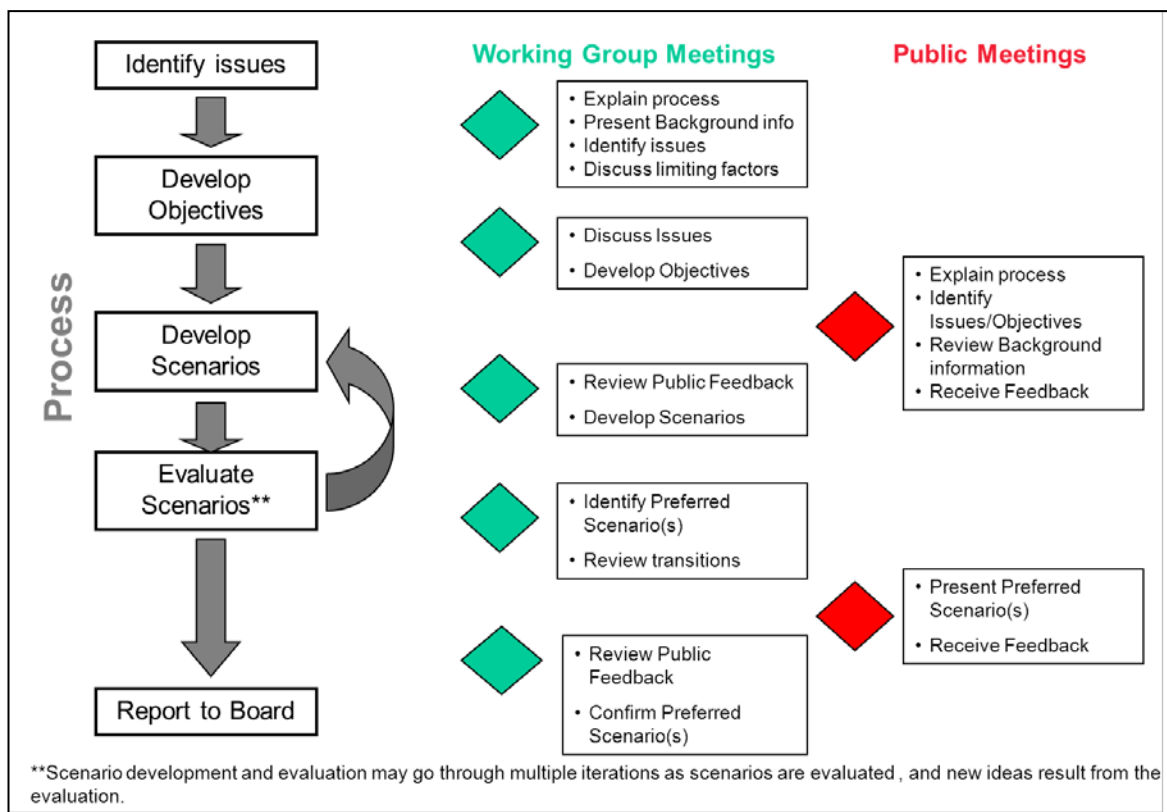
Ms. Manske explained the reasons why the Board undertakes a Boundary Study when considering a change to one or more school attendance areas, including:

- Changing the grade structure of an elementary school (including changing an elementary school from a JK-6 format to a composite with JK-8)
- Balancing enrolment and facilities where one school may have too many students for its capacity and another may have too few.
- When municipalities approve new residential development and the new area needs to be assigned to existing schools where capacity exists.
- Opening of a new school and establishing a new boundary area and adjusting boundaries of the existing schools in the area.

Key Reason(s) for this Boundary Study?

Ms. Manske noted the Doon South Boundary Study touches on all these points to some degree.

Boundary Study Process



Boundary Study Process

Referring to the chart above, which outlines the boundary study process, Ms. Manske noted that Working Group will begin by identifying the issues in the study area and using those issues to develop study objectives which will be used to evaluate scenarios (different boundary situations that might work) which the group will also develop. The process will involve a number of working group meetings (represented by the green diamond) and no less than two public meetings (red diamond) to share information and ask for public feedback after which the working group will develop a report with recommendations for the Board of Trustees who will make the final decision.

What is the Role of the Working Group Members?

The Working Group will:

- Identify and discuss issues and opportunities of the individual school communities and the broader community
- Set study objectives
- Develop boundary options
- Evaluate boundary options against study objectives
- Act as a liaison between the Working Group and the school communities

A boundary study is accomplished through the collaboration of the Board's Planning Department in conjunction with a Boundary Study Working Group (School Principals and Parent Representatives) and with input from the broader public. She noted that together we will craft a report to the Board of Trustees that recommends a course of action that can include any or all of the following:

- Boundary changes,
- School grade organization changes, and
- New construction in the form of additions/renovations and new facilities.

The Working Group Consists of:

- Up to 2 parents from each study area school (Doon PS will have 3 reps/1 per feeder school and Pioneer Park PS will have 3 reps/1 fulltime and 2 alternating who will stay informed by reading the minutes of each meeting)
- The Principal (or designate) from each study area school
- Board Planning Staff
- The school area Superintendent of Education

3. Study Purpose and Issues Identification

The purpose of the Doon South Boundary Study is to address the long-term elementary school accommodation needs of the Doon/Doon South community.

The issues to be examined in this area include:

- Overpopulation at holding schools
- Walk-in boundaries (reduction in transportation requirements)
- Temporary/interim accommodation
- Transition planning

Ms. Manske advised that enrolment will continue to increase in Doon South with the construction of new residential subdivisions in the area. Referring to the map on Slide 8 of the online presentation, she noted that the Board has secured the purchase of a new school site (New South Kitchener) located at Thomas Slee Drive and Groh Drive and will build a new JK-8, 600 pupil place (approx.) school. The new school has received approval from the Board of Trustees and funding from the Ministry of Education and has a targeted opening date of September 2015. However, because the school will be located in a new subdivision that as yet to be approved by the City of Kitchener, the Board will not be able to take ownership of the site until the subdivision is registered. She noted that the target date is achievable but cautioned that there are some concerns due to the number of studies and approvals required by the City of Kitchener and the Ontario Municipal Board. Ms. Manske advised the Working Group that they will also consider what we will do in the interim as well as consider transitional planning.

Study Area:

Referring to the map on slide 8 of the online presentation which shows:

- Brigadoon PS (JK-6) attendance area boundary in Blue (areas have been cut off do not have students)
- J.W. Gerth PS (JK-6) attendance area boundary in Green
- Pioneer Park PS (JK-6) attendance area boundary in Purple
- Doon PS (7-8) attendance area boundary inside the red hatched boundary line (encompassing the attendance areas of Brigadoon, J.W. Gerth and Pioneer Park Public Schools)

Through this process the Working Group will have the opportunity to look at the elementary program model in the area; which is currently JK-6 feeding to a Grade 7-8 model; the new school will be a JK-8. The Boundary Study can also look at the possibility of changing the program model of other schools in the study area.

Current Enrolment and Capacity:

Referring to Slide 9 of the online presentation, Ms. Manske noted that:

- The study area schools are significantly over capacity
- Each of the schools (except J.W. Gerth PS) has a good sized site and would be able to accommodate further construction which we can consider in addition to the new school.

School	Grades	Unofficial Enrolment – September, 2013		Capacity (based on Ministry loading)	Portables	Year Built	Site Size (acres)
		Total	FTE				
Brigadoon P.S.	JK-6	528	477	383	6	1992	9.37
Doon P.S.	7-8	342	342	331	3	1957	13.42
J.W. Gerth P.S.	JK-6	730	730	494	9	2007	4.99
Pioneer Park P.S.	JK-6	362	362	290	4	1977	6.07
Total		1962	1764	1498	22		33.85

** FTE refers to Full Time Enrolment with Kindergarten students counted as half a student because they only use the facilities half the time.*

Historic Enrolment:

Slide 10 of the online presentation illustrates the change in enrolment experienced between years 2003-2013 for the Doon South Boundary Study schools. Elementary Student enrolment has increased by an average of 23 percent for the area over the past 5 years (2008-2013).

4. Development Activity Summary:

The maps on slide 11 of the online presentation illustrate the development activity for the Doon South area of Kitchener and show the staging of the development plan with relative priority for development approvals (between Sept 2011 – Sept 2013 and beyond) under the City of Kitchener's Growth Management Plan (KGMP).

Ms. Manske noted the following:

- Green areas on the map have highest priority for development and have already started to develop
- Orange and Red areas (with Red being the lowest) have lower priority for development
- Development activity, as outlined in the KGMP, is used to develop enrolment projections

Area Development Activity – Doon South:

Slide 12 of the online presentation outlines the development activity in Doon South as follows:

- **Doon South Phase 1 (see map on slide 12)**
648 units expected from this development area
Unit = house (could be single family, townhouse, or apartment unit)
- **Doon South Phase 2 (see map on slide 12)**
2282+ units expected from this development area
New Kitchener South School site is located in this area

Ms. Manske noted that on average (across the entire Region) the Board receives approximately:

- 0.3 students per single family unit
- 0.22 students per townhouse
- 0.06 students from an apartment

Ms. Manske noted that for J.W. Gerth PS boundary area the Board has been receiving the following yields:

- 0.68 students per unit (more than twice the typical yield)
Possible reasons for higher Board share:
 - Fewer Catholic students in the area
 - New subdivisions and schools attract young families.

For the rest of the boundary study area (newer development) the Board is receiving approximately 0.45 students per unit; still higher than average; which explains why the study area schools have become overpopulated.

Ms. Manske noted that this higher yield can cause difficulties with planning because the Board get its funding from the Ministry of Education and must make a business case for funding which is typically based on average (sustainable) yields.

Area Development Activity – Brigadoon:

- **Brigadoon (see map on slide 13)**
103+ more units expected from this development area. (Almost built out)
- **Brigadoon South (see map on slide 13)**
Unknown number of units expected from this development area. (The builder has to submit a revised plan of subdivision for this area); *this area has not been included in the enrolment projections for the study area, because this area will most likely develop beyond our 10 year timeframe.*

Projection Areas (slide 14 of the online presentation)

Referring to the map on the handout (Doon South Boundary Study – Projection Areas), Ms. Manske noted that *Projection Areas A-Q/R* refer to the lettered areas on the map. She noted that these areas are used to break down the population of the areas and include potential development. These *Projection Areas* will be used as building blocks to piece together different *Boundary Scenarios*. The Working Group was also given a handout with the enrolment numbers for each of the *Projection Areas (A-Q/R)*.

The Chart on Slide 14 of the online presentation gives the following information for each of the *Projection Areas (A-Q/R)*:

- Proposed # of units/# unbuilt units remaining
- Approx. Year of first phase of development
- *Projection Area G* is the largest at 1792 units remaining with potential for 1st phase to begin development in 2014 (not all 1792 units will be built in 2014)

Projected Enrolment:

Slide 15 of the online presentation illustrates the expected trend in projected elementary school enrolment from 2014-2024. This trend is expected to increase beyond 2024 and these numbers include the anticipated enrolment from the new subdivision as it builds out over the 10 year period. **In the next 10 years, we anticipate just over 3500 units in the Doon South Study Area; equating to approximately 1000 JK-8 students.**

The black line illustrates the combined permanent capacity at the study area schools. Ms. Manske noted that based on the expected enrolment, the study area will require another new school or further additions at existing area schools. She advised the Working Group that they will be looking at how/where they can be best accommodated based on where the population is located, perhaps looking at another new school but keeping in mind that there isn't any land in the area currently designated for a school.

Ms. Manske noted that these are preliminary enrolment projections only and are subject to change and advised that she will firm up the enrolment projections for the next working group meeting.

Q: The new school will be JK-8 model; is that the school model the Board is supporting going forward?

R: Ms. Manske responded that the new (unnamed) South Kitchener school was funded to be a JK-8 and noted that we can modify that if we find that it is necessary. The Board's most recent schools have been built JK-8. But we have also built two new schools that were JK-6 (Millen Woods PS and Sir Adam Beck PS).

Q: Where do the Grade 7-8 students go?

R: Ms. Manske responded that the 7-8 students would go to either an existing senior elementary or feed into an existing JK-8 facility which will act as the senior school component and be able to offer rotary and specialized classes because of the higher number of 7-8 students needed to be able to achieve specialized delivery of the 7-8 program. (Example: In Waterloo, Millen Woods PS (JK-6) attends Lester B. Pearson PS (JK-8) for Grades 7-8). Ms. Manske noted that Board has not built a new senior elementary school since the late 1970s.

Ms. Manske noted that one of the key benefits of the JK-8 model is to reduce the number of school transitions a student has between JK and Grade 12.

C: The Lester B. Pearson PS students get the benefit of both the senior school experience as well as less transitions; whereas, the Millen Woods PS students still have a transition.

R: Ms. Manske noted that in terms of population sizes for the schools, we should be considering the number of classes per grade at both the JK-6 and 7-8 levels; we tend to look for a minimum of 3 classes per grade at the 7-8 level to be able to have rotary and specialized teachers.

5. **Draft Goals/Objectives:** (slide 16 of the online presentation)

Ms. Manske advised that there are a few standard considerations the Board likes to address through the Boundary Study Process; including the following:

- To reduce the potential for combined grade classes at schools by moving towards the following criteria (from [Board Policy 3002 - Elementary School Size and Configuration](#))
 - JK-6 facilities between 350 and 400 students (approx. 2 classes per grade)
 - JK-8 facilities between 500 and 650 students (approx. 2 classes per grade)
- To establish boundaries that are mid-term (approx. 5 years) and consider:
 - Walking distances (community/neighbourhood-level schools)
 - Efficiency of transportation
 - Capacity of schools
 - Current and future population density and demographics
 - Proximity to other schools
 - Impact on feeder and surrounding schools (High Schools)
- To minimize the impact on students where changes are proposed (consideration for grandparenting, phasing, transitions, etc.) i.e., *Board has historically been supportive of allowing the oldest grade to finish out at their current school to reduce transitions.*

Ms. Manske noted the following:

- The minimum of 2 classes per grade is preferred for the following reasons:
 - It allows professional learning and collaboration between teachers
 - It allows mixing of population between classes for social reasons

- JK-8 Facilities numbers allow for 2 classes per grade for JK-6, and 3 classes per grade at the 7-8 level.
- Board prefers to keep all of its elementary schools under 1000 students, and noted that there have been cases where we have gone over and this is an area that has the potential to be over as well; something that we should try to avoid.
- Typically boundaries are set for the long-term (10 years – timeframe for a student to go from JK to high school); because of the amount of development that will be taking place in the boundary study area, there is the potential for boundaries to move as new homes are built.

Ms. Manske asked the Working Group if they have any other concerns that should be considered as a goal or an issue.

Q: How big is the site for the new school?

R: Ms. Manske advised that she would provide this information for the next meeting and noted that the funding is for a 600 pupil place school. (Confirmed that site is approximately 6.8 acres)

Q: Brigadoon PS will be getting Full Day Kindergarten (FDK) for September 2014, and this past year the temporary 4 classroom porta-pak was removed; why will it be replaced by a 2 classroom addition only? Also, the portables that are on the site now have impacted the play area for the younger students.

R: Ms. Manske responded that she has spoken with project coordinator for the Brigadoon PS FDK addition and the plan right now is to build the 2 FDK classroom addition where the porta-pak was removed. She noted that the tender for the addition is for an additional 2 classrooms (4 in total) but those 2 extra classrooms will be considered as a deductible (to get a pricing for the extra 2 rooms). She noted that it will be done this way because the Ministry funds the Board for specific projects and those funds can only be used for that specified use. Any additional work above that, the Board has to find other sources of funding; the 2 additional rooms will be dependent on the pricing and whether the Board can fund through other means.

Q: Is this something that parents can fundraise for?

R: Ms. Manske responded that there are strict rules around what fundraising dollars can be used for and one of the items it cannot be used for is to build facilities.

C: Principal Hagey-Nichols commented that there are also internal renovations going on inside the school that will result in the loss of two rooms; a significantly sized special education room and a computer lab. She noted the need for an office space in the new addition to make up for the loss of the two rooms.

C: Ms. Manske noted that through the Boundary Study Process we will determine the size of populations for each of the schools and then from there we can make recommendations for projects to be brought forward to the Board's Elementary Accommodation Committee (EAC) which has funds that can be put towards such projects and prioritized by that committee against other priorities across the Board. She advised that it is best to make such recommendation after we know where our enrolment projections are headed and what size the school will be.

Q: Will the portables be removed from the school when they are no longer needed?

R: Ms. Manske responded that it will depend on our solution. If the portables are not being used and for the foreseeable future will not be needed at the school, we will take them off the site. If, based on our projections, we know that we will need the portables the following year; they may be left there, if they are not needed elsewhere in the system. The Board has a limited amount of portables and if needed elsewhere they will be moved.

Ms. Manske advised that the Board currently has some portables that have been freed up from a construction project in Cambridge and they will be placed on Doon PS site in the next couple of weeks. Although they are not required this year, they will be stored there to be available to this community for the next school year.

C: Because of the amount of portables on site at J.W. Gerth PS the yard has become really constrained for the 700 kids.

Q: Is there a limit to how many portables can be placed on a site?

R: Ms. Manske responded that the number of portables a site can hold under the [Ontario Building Code](#) is based on the number of washrooms and electrical capacity. She noted that the Board has a school in Elmira (Riverside PS) with 9 portables and it only has one set of washrooms in the school, yet it is within the building code requirements; and electrical capacity can be upgraded to meet requirements. Ideally there won't be so many portables that there isn't a place for the kids to play.

Q: Is there a rule for how much green space or playground is required per child?

R: Ms. Manske responded that there is no such rule or requirement and noted that having a place for kids to play at our schools is a priority.

Ms. Manske noted that we will not be moving students this year; the earliest we could implement any changes would be for September 2014; to get some relief for J.W. Gerth PS for next year. What that solution looks like remains to be developed by this Working Group. She advised that any solution, that moves people, either a Grade or a segment of the boundary, will not be popular for those who have to move.

Q: Would there be any consideration given to making Doon PS a JK-8 school?

R: Ms. Manske responded that we could consider making Doon PS a JK-8 as well as the other schools in the study area; and asked if the Working Group would like to include in the Boundary Study Goals/Objectives, ***to investigate the possibility of other organizations and grade structures for the study area schools.***

C: Principal Oberle commented that given the fact that all of the study area schools will still be over capacity even after the new school is built; suggests that the JK-8 model should be considered for all of the study area schools and not just Doon PS.

The Working Group Agreed to include in the new Boundary Study Goals/Objectives *to investigate the possibility of other organizations and grade structures for the study area schools.*

C: Principal Oberle noted that a portion of Doon PS is rather old (built in 1957) and should be looked at in terms of facility condition.

Ms. Manske advised that when considering the JK-8 model, we must also consider that specialized spaces are required (and need for retrofitting and/or additions) for:

- Full Day Kindergarten Rooms
- Grade 7-8 Science, Technology, Art and Music Rooms

C: Principal Schaffner noted that J.W. Gerth PS has rooms on the 2nd floor (above the daycare) that were originally built as Science and Art Rooms.

Q: Has Doon PS always been a 7-8 school?

R: No; originally Doon PS was a K-6 school. Ms. Manske noted that while Doon PS did have Kindergarten rooms, they were not the larger, specialized Full Day Kindergarten (FDK) rooms that are our standard today. If we were to convert Doon PS to a JK-8 it would require the construction of those specialized FDK rooms.

Ms. Manske asked the Working Group to consider any other issues or objectives and bring them to our next meeting where we will attempt to firm up the Boundary Study Goals/Objectives.

6. Initial Scenario Development:

Ms. Manske advised that in order to get the discussion going she has put together two very initial scenarios as follows:

Scenario 1 (slides 17 – 18 of the online presentation)

(Proposed school attendance boundaries map slide 17 and enrolment projections slide 18)

- New school 600 pupil places (JK-8)
- Brigadoon PS (JK-6)
- J.W. Gerth PS (JK-6)
- Pioneer Park PS (JK-6)
- Doon PS (7-8) with feeds from Brigadoon, J.W. Gerth and Pioneer Park PSs
- New school is a standalone JK-8; (JK-6 and 7-8 boundaries are the same)
- Portions of J.W. Gerth and Brigadoon PS's current boundaries would be carved off to form the attendance boundary for the new school.
- Pioneer Park PS would receive a small portion of Brigadoon PS's attendance boundary (8 students); may/may not be more transportation efficient.

Ms. Manske noted that under Scenario 1:

- Enrolment at Brigadoon, J.W. Gerth and Pioneer Park would still be higher than capacities.
- The new school boundary encompasses the majority of the new development areas, and therefore the expected enrolment far exceeds the built capacity for the school by 2017.
- Doon PS is right-sized to its population.
- *All projections numbers are rounded to the nearest 5.*
- *Referring to the chart on slide 18 – the 2014 column is gray because proposed changes would not take effect until the 2015 school year.*

Scenario 2 (slides 19 – 20 of the online presentation)

(Proposed school attendance boundaries map slide 19 and enrolment projections slide 20)

- New school 600 pupil places (JK-8)
- Doon PS (JK-8) with new boundary and large 7-8 boundary
- Brigadoon PS (JK-6)
- J.W. Gerth PS (JK-6)
- Pioneer Park PS (JK-6)
- Brigadoon PS feeds to the New School for 7-8
- J.W. Gerth PS and Pioneer Park PS feed to Doon PS for 7-8

Ms. Manske noted that under Scenario 2:

- New School will become overpopulated by 2017
- Doon PS would need a substantial addition (including specialized FDK classrooms); to add more than 300 pupil places.
- J.W. Gerth PS would no longer require 7 FDK classrooms; perhaps some of these larger rooms could be retrofit for the 7-8 specialized classrooms should we consider the JK-8 model under another scenario.
- *Referring to the chart on slide 20 – the 2014 column is gray because proposed changes will not take effect until the 2015 school year.*

C: When looking at scenarios it will be important to consider any French Immersion (FI) Programs offered and how proposed changes might affect those FI students as well as any students attending the program from out-of-boundary.

R: Ms. Manske responded that she typically adds a factor to her scenario enrolment projections to account for any out-of-boundary enrolment potential for French Immersion. She noted that her current projections do not account for any students that live in a projection area but are attending an out-of-boundary school. She advised that the projections will be revised to apply a percentage point of enrolment to a school that offers the FI program, for attending out-of-boundary students.

Ms. Manske advised that typically the Board does not open new schools with the French Immersion program in the first year; but might consider doing so if we are proposing boundary changes for a large number of students that are already enrolled in the French Immersion program. She also noted that students that are attending an out-of-boundary school for FI will likely not be forced out of the school because of any boundary changes. Whether or not, a home school FI student will continue to be eligible for transportation if the home school boundary changes will be an issue for the Working Group to consider.

Q: Is there a scenario that does not result in such a large population growth for the New School?

R: Ms. Manske responded that these are only two preliminary scenarios and advised that a scenario that will result in a reduced population for the New School will have to be developed. For the next meeting *Projection Area G* will be broken up into smaller pieces, based on phasing of development and certain areas may be carved out as a Development Area (areas with no current population) which can be assigned to a holding school (a school that can best accommodate that population) at a later date once the development registers. Ms. Manske noted that the Board has taken this new approach with the new [Mattamy Wildflowers](#) (done under the [Huron Village Boundary Study](#)) development which has yet to be assigned to a school even though they have begun to sell the homes; she noted that the benefit of this approach is that this development has been informed that they will not be attending the new Jean Steckle PS because there isn't enough room at that school to accommodate the population from that new development. She advised that it is better for purchasers to buy with this knowledge. Planning is preparing a report (for this Fall) to the Board that will have a procedure to inform builders and have them provide wording in the agreement of purchase and sale that advises buyers that they are purchasing a home in a transitional area that may be assigned to a holding school and transported outside of the area. The Board will also provide signage with the same information to be displayed on the builder's site.

Q: Has the Kitchener Real-Estate Board been notified?

R: Ms. Manske responded that to her knowledge, they have not yet been notified.

Q: Principal Hagey-Nichols noted that both Scenario 1 and 2 would have the new school opening September 2015 – and asked if there will be a Scenario that would have the new school opening September 2016 or 2017? In September 2016 there are an extra 400 students – how will they be accommodated if the new school does not open on time.

R: Ms. Manske responded that we will develop Scenarios with the September 2015 target date for the new school opening; and consider what will work best for the study area up to the year 2018; then we will go back and look at the possibility of the school not being ready for 2015 and what that will mean for the study area schools for the 2015 and 2016 school years and consider transition plans for the interim. She noted that in the area we already have 300 students above what we have capacity for and how/where we can accommodate best will have to be discussed.

Ms. Manske asked the Working Group to provide her (via email or telephone) with any ideas for Scenarios that they would like to see and she will put it together for the next meeting; she will also develop new scenarios for consideration as well. She advised that we will likely consider several Scenarios and those that don't work can be set aside quickly. The Scenarios should consider the long-term solution. Transition plans for the interim will be developed once we know the long-term solution.

7. Meeting Schedule and Location(s)

Ms. Manske advised that it is important for Working Group members to attend the Working Group meetings to ensure that their school community is represented and noted that while decisions are typically made by consensus, a vote may be required where a consensus cannot be reached.

Boundary Study Timeline:

Referring to slide 22 of the online presentation, Ms. Manske noted that the hope is to conclude the Working Group meetings by mid-December. With Public Meeting #1 in November and Public Meeting #2 in early December we will be able to bring a recommendation to the Board by early January. She advised that the reason for the aggressive timeline is, to be able to have changes take effect in September of the 2014-15 school year, we have to get a Board decision by the end of January 2014. The decision must be in place before the Board begins its staffing process in the spring for the 2014-15 school year.

Working Group Meetings:

- **Working Group #2:** Thursday, October 24, 2013 from 4:30-6:00 pm at Brigadoon PS
- **Working Group #3:** Wednesday, November 6, 2013 from 4:30-6:00 pm at J.W. Gerth PS
- **Working Group #4:** Thursday, November 21, 2013 from 4:30-6:00 pm at Doon PS
- **Working Group #5:** TBD

Public Meetings:

Public Meetings (at least 2 Public Meetings are required) will be hosted in the evenings by the Board's Planning Department and while the Working Group members are welcome and encouraged to attend, they are not required to do so. Minutes and presentations from the Public Meetings will be posted online and comment sheets and feedback received (via boundaryfeedback@wrdsb.on.ca) from the community will be shared with the Working Group.

Public Meetings:

- **Public Meeting #1:** Tuesday, November 5, 2013 from 7:00-8:30 pm at Huron Heights SS
- **Public Meeting #2:** Thursday, December 5, 2013 from 7:00-8:30 pm at Doon PS

Next Steps:

1. Confirm objectives
2. Refine boundary scenarios based on objectives
3. Evaluate scenarios against objectives
4. Public Consultation - take scenarios to the broader public for feedback

8. Roundtable

Q: In light of current budget constraints, should we be looking at scenarios that require costly construction; what's the likelihood that such recommendations will be achievable?

R: Ms. Manske responded that the Board submits a list of capital priorities to the Ministry of Education each year for funding consideration. The Board's current list will be going to the Ministry on October 31, 2013, with a response from the Ministry expected in the Spring of 2014, to let us know which projects have been funded. While an addition for Doon PS is not currently on this list, it could make next year's list if it is a solution that the Working Group would like to pursue. Having gone through the Boundary Study Process and receiving a Board resolution could help move it up the list because it would have a strong business case. And a request based on enrolment pressure, is a criterion that the Ministry considers appropriate for funding. Ms. Manske advised that the Working Group has to determine what will work best for the study area and leave it up to the Board to make it happen.

Q: Can you share with the Working Group the Board's current list of capital priorities?

R: Ms. Manske advised that she will provide the list for the next meeting.

Ms. Manske thanked the Working Group for attending and adjourned the meeting at 5:35 pm

Action Items:

- Ms. Manske to provide [Board Policy 3002](#) - Elementary School Size and Configuration
- Ms. Manske to provide site size for the new South Kitchener School site. The school block in the draft plan of subdivision is approximately 6.8 acres and is abutting a municipal park.
- Ms. Manske to include in the Boundary Study Objectives: to investigate the possibility of other organizations and grade structures for the study area schools.
- Ms. Manske to firm up the enrolment projections for the next working group meeting.
- Ms. Manske to include enrolment percentage for out-of-boundary French Immersion students.
- Ms. Manske to revise the Presentation for Scenario 1 and 2 to include Grade Structure and Built Capacity for new school.
- Working Group to contact Ms. Manske with any suggestions for new Scenarios.
- Ms. Manske to develop new scenarios.
- Ms. Manske to provide current list of Board's Capital Priorities.

Future Meetings:

Working Group Meetings:

- Working Group #2: Thursday, October 24, 2013 from 4:30-6:00 pm at Brigadoon PS
- Working Group #3: Wednesday, November 6, 2013 from 4:30-6:00 pm at J.W. Gerth PS
- Working Group #4: Thursday, November 21, 2013 from 4:30-6:00 pm at Doon PS
- Working Group #5: TBD

Public Meetings:

- Public Meeting #1: Tuesday, November 5, 2013 from 7:00-8:30 pm at Huron Heights SS
- Public Meeting #2: Thursday, December 5, 2013 from 7:00-8:30 pm at Doon PS