Report to Committee of the Whole
March 23, 2015

Waterloo Region District School Board

Inspired Learners – Tomorrow's Leaders

SUBJECT: **Secondary Boundary Update 2015.**

ORIGINATOR: This report was prepared by Marilyn Allen, Executive Superintendent of Business and Financial Services, Ian Gaudet, Controller of Facility Services, Dennis Cuomo, Manager of Planning and Nick Landry, Manager of Business Services, in consultation with Executive Committee.

PURPOSE/STRATEGIC PLAN:
To present to Trustees the results of a consultant's report on Secondary School Boundaries in the District for information and further consideration. This relates to the Waterloo Region District School Board's (Board) strategic direction of promoting forward-thinking.

BACKGROUND:
In May 2010, a report titled "Secondary School Boundary Review" was prepared by a consultant to provide an independent and objective review of the Waterloo Region District School Board's (Board) existing secondary school boundaries.

The 2010 boundary review had three main objectives relating to the effectiveness of current boundaries, the identification of existing and future accommodation issues and the recommendation of changes in order to address the first two objectives.

Subsequently, the Board made a number of accommodation decisions based on the recommendations of the 2010 report - i) boundary reconfiguration was made between Sir John A MacDonald Secondary School and Kitchener-Waterloo Collegiate & Vocational School; ii) reconfiguration of the Huron Heights Secondary School boundary with Preston High School to return students to their home attendance boundary (Huron Heights Secondary); iii) Construction of an addition at Bluevale Collegiate Institute; and iv) the introduction of the International Baccalaureate program at Glenview Park Secondary School.

In 2014, a second report was commissioned to update the demographic and enrolment information contained in the 2010 report, and provide an updated analysis of the Board's boundary and accommodation needs using geographic information systems modelling.

STATUS:
The updated report (Appendix A) provides an evaluation of Board enrolment projections for secondary schools, analysis of current and "natural boundaries" for secondary schools, a review of accommodation and boundary needs at each of our existing secondary schools, as well as short, medium and long term recommendations.

The report highlights the need to focus secondary accommodation planning ten or more years into the future (2025+) in evaluating capacity and secondary attendance boundaries requirements. The recent "trough" or decline in secondary enrolment is distracting, when trends and more detailed census analysis point to increases in secondary enrolment over the next ten years, leaving the Board with a net requirement for additional secondary school capacity.

While some secondary schools may be slightly smaller than the target size outlined in *Board Policy 4013 – Secondary Schools*, and geographically situated such that natural boundaries are difficult to maintain throughout the district, all of the currently available pupil spaces will be required over the next ten years and beyond, and alternative programming options are suggested as the means to make more effective use of existing schools and any additional capacity added to the system.

A key finding in the report is that additional capacity is currently required and will continue to be needed in Kitchener in the medium to long term. This however, does not apply to the downtown core of Kitchener, where three secondary schools are clustered in close proximity. The consultant highlights that students pursuing core curriculum pathways would be equally well served with only two schools offering this option in the downtown core. However, all three schools could be effectively utilized if the Board would consider establishing one core secondary facility as a full magnet or specialized program option for students in the Region. An investigation of this recommendation, likely through an Accommodation Review, would identify the options available to the Board.

Beyond the core of Kitchener, a clear business case exists for a new South West Kitchener secondary school in the short to medium term, with further capacity projected to be required over the long term.

In Waterloo, the three existing secondary schools remain important to the accommodation of secondary students currently and in the medium to long term. The continued need for Waterloo Collegiate Institute is also confirmed in the report which goes on to suggest that opportunities exist to explore partnerships within the City of Waterloo's revitalization efforts for the Northdale neighbourhood.

Further, the report findings demonstrate that secondary issues in Cambridge are not solvable through capacity nor facility changes. In ten years, all of the existing secondary capacity in Cambridge will be required, despite the range of sizes and, in some cases, less than ideal distribution of capacity. However, future plans to utilize this accommodation must recognize that smaller core school populations, such as those in Cambridge, do create program challenges which are not present anywhere else in the District. The report recommends that the Board determine whether this programming challenge is significant enough to warrant a program review or study in order to seek a long term resolution.

Staff would note that the distribution of capacity in Cambridge could be explored as new development in the South East provides opportunities to more strategically relocate a secondary school.

With respect to next steps, Board staff continues to work to acquire a suitable site for a new South West Kitchener secondary school. In the interim, the temporary accommodation procedure of the Board will be used to establish Development Areas (*Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas*) to reduce the pressure on Huron Heights Secondary School, through the use of holding schools. In addition, staff remains active in the community planning process for the City of Kitchener to identify potential future sites for another secondary school which will be required in the longer term.

Staff are also engaged with the City of Waterloo and other community partners in planning for the revitalization of the Northdale Community. This work is ongoing and will lead to the identification of potential partnership opportunities in the medium to long term.

Staff will bring forward a workplan which will include an Accommodation Review to determine whether three core area secondary schools are required in Kitchener for core program delivery using the "community school model" and to evaluate the potential to repurpose one as a magnet school.

COMMUNICATIONS:
The consultant's report will be used to inform any future secondary accommodation planning initiatives by the Board.

FINANCIAL IMPLICATIONS:
No financial implications. This report was financed using the remaining budget from the 2010 Secondary Boundary Review process.

RECOMMENDATION:
No recommendation. For information only.

John Bryant **Director of Education**

Waterloo Region District School Board (WRDSB)

Secondary Boundaries Updated Review

Final Report

March 23 2015

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Planning for growth

Executive Summary

This report is an update to the original Secondary School Boundary Review that was completed in May 2010. The focus of the original report was to make observations of the Waterloo Region District School Board's (Board's) existing secondary school boundaries and identify potential issues that may be rectified by boundary reconfiguration. One of the primary reasons the original review was conducted was to analyze existing secondary school boundaries in relation to the communities they serve. The Region experienced significant increases in population post-WWII with what has come to be known as the baby boom generation. These large and sudden increases in population required major infrastructure development throughout the 1950's to the 1970's to respond to the needs of growing communities and cities. Of the Waterloo Region District School Board's (WRDSB) 16 secondary schools, 9 were constructed in a 14 year span between 1955 and 1969. Today the Region continues to experience population growth and this presents an ongoing challenge for the WRDSB, tasked with serving an increasing and mobile population with schools that are geographically fixed. In addition, many of the communities where schools are situated no longer have the same concentrations of secondary school aged populations or those populations are located in different areas of the school's boundary.

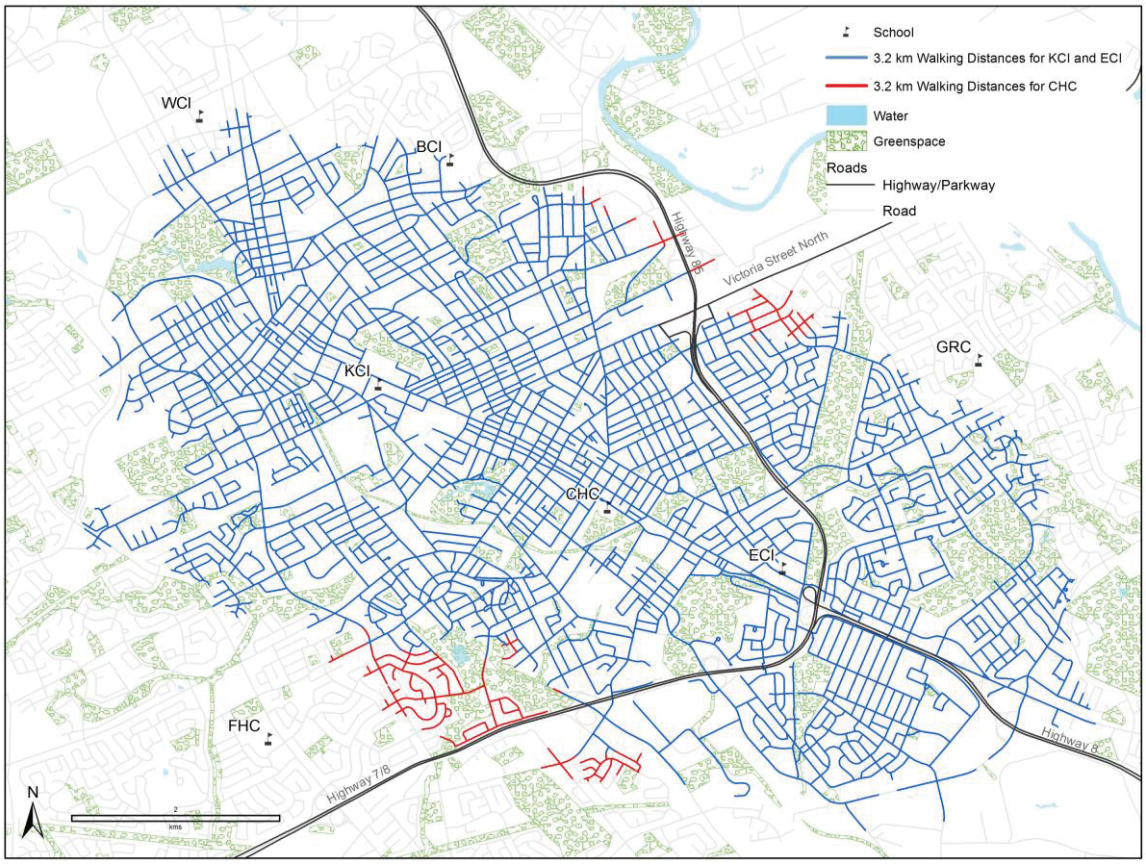
Future population and housing growth in the Board's jurisdiction is largely based on the Province of Ontario's new growth plan, which calls for more intensified developments, higher density uses and a greater share of construction in the developed areas of urban centres. Currently however, much of the residential development continues to grow on the outskirts of the Tri-City's centre, resulting in a decrease in secondary school aged populations living in the core. Changing settlement patterns present challenges for the Board; especially when dealing with secondary schools. It is projected that the Board will experience growth in the secondary panel over the next 10 years that will exceed its existing capacity (see Table 1). However, the extent of this growth varies geographically, resulting in some areas having surplus space while other areas requiring additional capacity.

Table 1: Projected Enrolment vs. Capacity by Municipality

Municipality	On-the-Ground Capacity (OTG) Secondary	2014-15 Secondary Enrolment	2019-20 Secondary Enrolment	2024-25 Secondary Enrolment
Waterloo	4,140	3,996	3,970	3,873
Kitchener	8,355	8,512	8,722	9,763
Cambridge	5,832	4,921	5,176	5,387
Townships	2,247	2,724	2,933	3,051
Total	20,574	20,153	20,801	22,074
Surplus/ (Needed) Capacity	**-**	**+421**	**(227)**	**(1,500)**

The WRDSB has three secondary schools located in fairly close proximity to each other in the urban centre of Kitchener (see Figure 1); as well as three secondary schools in the urban centre of Cambridge. Due to the close proximity of these schools, students in and around the core are within walking distance of two or more of the core area schools and the senior elementary schools that feed into them are often split between more than one school; the consultant notes that Board Policy 4013 (S.2.1.2) explicitly states that "the linkages between senior elementary programs and secondary schools should be clear, and the transition to secondary school should as much as possible avoid splitting students between schools".

Figure 1: Walking Distances of KCI, ECI and CHC (Kitchener Centre)



In an ideal situation, secondary school boundaries would be located centrally to the communities they serve, require minimal transportation of students and be accessible with minimal physical barriers. The aforementioned parameters or principles are what make up an ideal natural boundary. The concept of natural boundaries is explored in this report and attempts are made to identify and visualize what natural boundaries might look like in the Board's jurisdiction. The analysis identifies areas with secondary students where most could walk to school unimpeded by physical barriers. The analysis does not contemplate existing secondary school locations and boundaries and assumes that the school would be centrally located to the clusters identified.

The analysis highlights that even when no regard is paid to the existing locations of secondary schools, it is still difficult to find ideal natural boundaries throughout the Board's jurisdiction. When accounting for the fact that the majority of schools in the system were built and located to accommodate historical population and settlement patterns, any reconfiguration of boundaries to account for the natural boundary principles becomes limited.

The original 2010 boundary review had 3 main objectives which have remained unchanged in the 2015 update:

- To determine the effectiveness of current boundaries in terms of serving "local" populations and achieving a balanced school population to support the delivery of the core program;

- To identify accommodation issues, both existing and projected; and,

- To recommend changes to the existing boundaries in order to maximize the number of students who can walk to school and to address issues identified as a result of the objectives highlighted above.

A study of this nature, in order to be successful and practical in its implementation, must be guided by specific principles that recognize the complexities of the system in which the school board operates. The following principles were developed in 2010, in consultation with school board staff, to assist in guiding the process and they remain relevant in the updated report.

- Secondary school boundaries should, to the extent possible, reflect a natural boundary that maximizes the number of walkers, serves the local population around the school and supports the delivery of the core program;

- Only when there is no natural boundary for a community or school should satellite zoning be used to relieve overcrowding or supplement core school populations. Satellite zoning refers to a situation where students from the home boundary of one school are transported/sent to the home boundary of another school.

In the 2010 review, an additional principle was added during the study process to account for the impact of specialized programming;

- The use of specialized programs, such as magnets, to supplement core school populations should be considered in lieu of physical boundary changes. Conversely, where specialized programs are consuming needed space at a school, and a boundary change will negatively impact the ability of the school to serve its "local" population, consideration should be given to capping or re-locating the program to an adjacent site that can effectively accommodate the program.

In addition, the consultant utilized the Board's policy on secondary school size (Policy #4013) which is a guideline for building secondary schools or adjusting secondary school boundaries. The policy outlines the range of acceptable school sizes to support core program pathways and the efficient utilization of accommodation capacity within the board. While this policy was considered in this analysis, it should be noted that the development of recommendations were not restricted by rigid adherence to the policy in order to maintain flexibility to meet the unique circumstances of each school. The policy was especially useful in the natural boundary analysis to help determine the range of secondary student populations.

This update recognizes that the demographics or accommodation issues of some boundaries have changed in the past 4-5 years, while others have remained similar to what they looked like in 2010. The report highlights those areas that have changed and where necessary, updated recommendations are provided on a school by school basis. There are instances in this report, similar to the 2010 report, where accommodation issues are identified but are deemed to be outside the scope of the review. In some of these instances, other accommodation options are provided for the Board's consideration.

It should also be noted that the Board has made certain boundary, accommodation, and program decisions since the 2010 report, namely;

- The attendance boundaries- of Sir John A MacDonald Secondary School (S.S.) and Kitchener-Waterloo Collegiate & Vocational School (C.V.S.) have been reconfigured, reducing enrolment at Sir John A MacDonald S.S. and increasing enrolment and better utilizing space at Kitchener-Waterloo C.V.S. This boundary change was consistent with the recommendation made in the 2010 Secondary Boundary Study.

- Students from an area of residential development near Huron Heights Secondary School were attending Preston High School due to enrolment pressures at Huron Heights S.S. when the original study was completed in 2010. Since then, a boundary change has been made and students from this area are now attending Huron Heights Secondary School. This is consistent with recommendations made in the 2010 Secondary Boundary Study.

- An addition was constructed at Bluevale Collegiate Institute to increase its permanent capacity to address enrolment pressures.

- The Board instituted an International Baccalaureate (IB) program at Glenview Park Secondary School.

The recommendations presented in this report, similar to the 2010 report, are characterized in terms of their short, medium and long term focus. Short term recommendations are intended to address immediate pressures based on current enrolment, facility utilization, and program draws—short term recommendations are based on a 1-5 year time frame. The medium term recommendations included in this report are intended to address pressures that will confront the

board within 5-10 years. Similar to the short term recommendations, they are based on current and projected enrolment, as well as facility utilization. They also consider the implications of the Region of Waterloo's long term growth forecast. The long term recommendations consider all of these factors and are intended to highlight potential pressures in the 11-20 year time horizon. A summary of the recommendations by time frame is provided below.

Short Term Recommendations

The short term recommendations outlined here are intended to achieve two objectives; one, address immediate accommodation issues that are impacting the Board and two, position the Board to implement the medium and long term recommendations within the timeframe they are needed. The key short term recommendations included in this study are:

- That the Board immediately develop a business case for a South-West Kitchener Secondary School. As the analysis in this report highlights, this accommodation will be needed in the short to medium term, particularly if the Board addresses the irregularities of the existing Cameron Heights C.I. boundary. Further to that, it is generally accepted that the planning-construction cycle for a Secondary School is 5 years long, thus, it is appropriate that the Board elevate this project in its upcoming Capital Priorities Grant submission.

- That the Board undertake an accommodation review involving Cameron Heights Collegiate Institute, Eastwood Collegiate Institute and Kitchener-Waterloo C.V.S. The analysis included in this report highlights that the size and proximity of these three schools does not align with existing or projected enrolments within the core of the City, and that students pursuing core curriculum pathways would be equally well served if the Board only had two schools offering this option in the core. However, it should be noted that this would not preclude the Board from maintaining all three schools, particularly if it chose to utilize one facility as a full magnet or specialized program option for students in the Region

- That the Board be aware of and monitor the potential implications of the City of Waterloo's land use and community improvement plan for the Northdale neighbourhood and the impact it might have on future enrolment at Waterloo Collegiate Institute. In addition, the Board should also explore potential partnership opportunities that may arise from this initiative.

Medium Term Recommendations

In some cases there is a clear connection between short and medium term recommendations, while in others there may not be a need for short term action but medium to long term

projections require that the Board plan for future needs. Subsequently, many of the medium term recommendations are to monitor future growth for some schools while being mindful of opportunities for underutilized schools to accommodate enrolment pressures. Therefore, the key medium term recommendations included in this study are:

- That, depending on the action the Board takes with regard to the recommended Accommodation Review and the construction of a new Secondary School in southwest Kitchener, boundary reconfigurations and/or temporary accommodations be undertaken in this part of the Region. Schools that are likely to be impacted would be Cameron Heights Collegiate Institute, Forest Heights Collegiate and Huron Heights Secondary School. The Board should continue to monitor changes in enrolment and consider appropriate actions; this can include temporary accommodations or the implementation of development areas (holding zones).

- That the Board monitor enrolments and residential growth, which will determine the need for boundary reconfigurations at some Cambridge secondary schools (i.e. Glenview Park Secondary School and Southwood Secondary School)

- That the Board monitor enrolment levels and residential development activity to determine if additional permanent space is required at the schools located outside the Tri-City area (i.e. Elmira District Secondary School and Waterloo-Oxford District Secondary School). In addition, the Board should monitor growth and enrolments to determine if changes to the boundary are necessary given that the Ministry has not approved the addition of permanent space at Grand River Collegiate Institute.

Long Term Recommendations

Longer term recommendations in this report are of a higher level and general nature and focus on the variables that impact future projected enrolments. Longer term forecasts and projections are premised on a variety of factors that may change considerably over the coming years as they are affected by policy, economics and future development patterns. These observations and recommendations are meant to make the Board aware of potential issues. The long term recommendation is:

- That the Board monitor influences on longer term enrolments and explore possible boundary reconfigurations or additional capacity that may address enrolment and population fluctuations. Specific attention should be paid to areas like Waterloo, South West Kitchener and Cambridge.

Conclusion

In concluding this review, the consultant has provided the Board with information that will support staff and the Board in answering fundamental questions regarding accommodation and

boundary needs over the next 10 years and beyond. In particular, the information contained in this report identifies that the Board will need more capacity than is currently in the system. While the Board has experienced significant declines in secondary enrolment over the past number of years, this trend will abate and the Board will begin to experience growth in the secondary panel within 3 years. Within 5 years, the enrolment in Kitchener, particularly the southwest portion, will be sufficient to support the construction of a new Secondary School.

The analysis included in this report also lends itself to the conclusion that existing capacity in Cambridge will be required within the 10 year forecast horizon. While the location and sizes of existing schools in Cambridge create program challenges which are not present anywhere else in the Board, school closures do not appear to be an appropriate solution. Rather, the recommendation is for the Board to determine whether these program challenges are significant enough to warrant further review and action.

In the 2010 report, the consultant highlighted the challenges related to Waterloo C.I., particularly as it relates to the concept of a natural boundary. One of the recommendations in that report was that the Board develop a long-term strategy for Waterloo C.I. that would address the decrease in school age population around Waterloo C.I., and the need to service growth in other areas of the city. In this report, the analysis continues to illustrate that Waterloo C.I. has a core, walkable population of approximately 685 students. The walking distance to the school crosses over the boundaries of Bluevale C.I. and Kitchener-Waterloo C.V.S and many of the students who reside within walking distance to Waterloo C.I. actually reside within walking distance of these other secondary schools as well. However, the analysis also illustrates that the existing capacity of Waterloo C.I. will continue to be needed over the medium-long term to accommodate student enrolment in Waterloo. The school's existing location does not allow for any meaningful boundary reconfigurations that would address the boundary issues outlined above, and the consultant recognizes that a practical alternative does not exist for the Board. Therefore, the Board should be aware of and monitor the potential implications of the City of Waterloo's land use and community improvement plan for the Northdale neighbourhood, and should continue its efforts to explore potential partnership opportunities that may arise from this initiative. This will have the dual effect of retaining needed capacity in Waterloo, as well as leverage the school's proximity to other educational institutions.

Likely the most significant change since the 2010 report, this report is recommending that the Board undertake an Accommodation Review that involves the 3 secondary schools in Kitchener Centre. As illustrated by the analysis in the report, circumstances regarding these three schools, specifically their proximity to one another and, in the case of Cameron Heights C.I. and Eastwood C.I., their reliance on specialized programs to supplement their overall student populations, create an opportunity for the Board to achieve a better balance of core school populations, retain capacity that will be needed over the long term, and address boundary irregularities which do not conform to the criteria or intent of Board policy #4013. In the case of Cameron Heights C.I., less than 60% of the student population resides in the school's boundary and less than 17% reside within walking distance – one of the lowest percentages in the Board.

The students that attend the school from outside of the boundary account for 41% of the school's enrolment and represent one of the highest percentages of out of boundary students in any of the WRDSB secondary schools. Furthermore, the majority of students that attend from out of boundary (72%) are enrolled in the IB program because it draws students from all over the Board's jurisdiction and beyond. Likewise, Eastwood C.I. has a high percentage of students who attend from out of boundary to enrol in its specialized programs (Arts/Music). Approximately 596 students or almost 43% of Eastwood C.I's enrolment is from outside of the school boundary, which is the highest in the Board.

Board Policy #4000 provides direction and establishes the process, to undertake Pupil Accommodation Reviews to determine the future of a school or groupings of school. As per the Ministry of Education *Pupil Accommodation Review Guideline* and in accordance with the Board's Policy #4000, the Board is obligated to conduct an Accommodation Review for boundary reconfigurations or program relocation that impact more than 50% of the school's enrolment. As previously stated, Cameron Heights C.I. and Eastwood C.I have a high percentage of students in enrolled in specialized programs, with more than 62% of Cameron Heights C.I. students enrolled in the IB program. Subsequently, an Accommodation Review would be necessary for these grouping of schools.

The observations and subsequent recommendations highlighted in this report vary greatly on a school by school basis. Some school boundaries do not present opportunities for reconfiguration or reconfiguration would do little to correct the identified issues. While other school boundaries were found to be ideal as they are presently configured and did not require further action. The recommendations made from these observations vary in complexity and in many cases the timing and implementation is dependent on a variety of other decisions or variables that the consultant attempted to identify. Subsequently, the next steps that should be taken in this school boundary review process is an attempt to prioritize the recommendations and identify those where the implementation process could start immediately and those that require further study.

1. Introduction

1.1 Background

This report is an update to a secondary boundary review completed by the consultant in 2010. The original report titled, "Secondary School Boundary Review" was completed in May of 2010 and forms the basis for this report update. The purpose of the original study was to provide an independent and objective review of the Waterloo Region District School Board's (WRDSB/Board) existing secondary school boundaries.

Typically, a school board conducts a boundary review in response to changes in population (both declining and increasing), new subdivisions or growth in a school board's jurisdiction or significant changes to program or grade structure. While the WRDSB had experienced many of these, the original boundary review was not specific to a singular situation but rather as a general observation of the existing boundaries, how they related to each other and any associated issues. The Board wanted to proactively identify issues and determine the impact on the secondary system as a whole and prioritize problems that require immediate attention versus those that may require further study.

This report has focused on updating data contained in the original report and has also added components to expand the original analysis. The main areas that were updated include:

- 2011 Census Data – at the time of the original report the 2011 Census was not yet available.
- Refined Data Analysis – In the original report, census tract data was used whereas in this report the data analysis is based on smaller and more detailed dissemination area data. In addition, data collection and analysis is completed using Geographic Information Systems (GIS) based models.
- Updated Mapping – GIS based mapping.
- Updated enrolment projections provided by WRDSB.
- Review of enrolment projections to ensure consistency with recent demographic trends and Regional population projections.
- Updated student location/school attendance information.
- Updated school boundaries incorporating recent Board decisions.

In addition, there were new components added to this update, primarily:

- Student density cluster analysis to identify significant secondary populations throughout the Board's jurisdiction and in individual secondary school boundaries.

- Natural Boundary Analysis – This concept was discussed and described in the original report. The main goals of a natural boundary are to have boundaries that maximize the

number of walkers, minimize natural/physical barriers, and have sufficiently sized threshold student populations. The original analysis attempted to identify where existing school boundaries did not meet the identified parameters and whether boundary reconfiguration could address these issues. The updated report also uses the natural boundary analysis in the context of the school's existing boundaries; however, additional analysis was completed to delineate what natural boundaries might look like with no regard to the existing locations/boundaries of WRDSB schools. The intent of this exercise was to illustrate where existing boundaries are in alignment with the natural boundary concept, as well as those which may not conform. In addition, the analysis was completed using two different scenarios. The first attempted to incorporate all natural boundary parameters mentioned above (total population/walkability/physical barriers) while the second attempted to prioritize size of total populations while giving the other parameters less importance.

In addition to this updated and additional information, the boundary review update also included similar data that was contained in the original review, namely:

- Updated 10 year secondary school enrolment projections (projections provided by WRDSB Planning Department).
- Ministry rated capacities of permanent and temporary space to determine school utilization of space.
- Identification of major growth areas and expected long term populations consistent with Regional growth forecast.
- Historical trends of relevant demographic and socio-economic data of boundary populations.
- Identification of natural boundaries for clusters of secondary student populations.
- A review of program draws and the number of students that attend schools outside of their home boundary.
- A review of the location of the school's student population and the number of students that are within each school's walking distance
- A review of enrolment share rates with the co-terminous Board (WCDSB) for each school boundary and the overall jurisdiction.

1.2 Jurisdiction-wide Trends

1.2.1 Demographics and Changing Settlement Trends

Table 2 depicts the demographic trends for Waterloo Region District School Board (WRDSB) which includes the cities of Waterloo, Kitchener and Cambridge and the Townships of North Dumfries, Wellesley, Woolwich and Wilmot. The area's total population grew by 9% between 2001 and 2006. Over the same time period, the elementary aged population for this area

declined slightly; while the secondary population grew by almost 10%. Between 2006 and 2011, the total population board-wide increased by an additional 6%. For the same period of time, the elementary aged population in the area remained relatively stable while the secondary population decreased slightly by approximately half a percent.

Table 2: WRDSB Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	2001-2006 Absolute Change	2001-2006 % Change	2006-2011 Absolute Change	2006-2011 % Change
Total Population	**438,375**	**478,020**	**506,900**	**39,645**	**9.0%**	**28,880**	**6.0%**
Pre-School Population (0-3)	21,920	23,430	24,790	**1510**	**6.9%**	**1360**	**5.8%**
Elementary School Population (4-13)	62,395	61,865	61,790	**-530**	**-0.8%**	**-75**	**-0.1%**
Secondary School Population (14-18)	30,835	33,800	33,605	**2965**	**9.6%**	**-195**	**-0.6%**
Population Over 18 Years of Age	323,225	358,925	386,715	**35,700**	**11.0%**	**27,790**	**7.7%**
Females Aged 25-44	70,045	71,615	71,695	**1,570**	**2.2%**	**80**	**0.1%**

In addition to examining the elementary and secondary aged populations, the pre-school aged population (0-3 years) was also analysed. Board-wide, the pre-school population grew by 7% between 2001 and 2006 followed by a subsequent increase of 6% between 2006 and 2011.

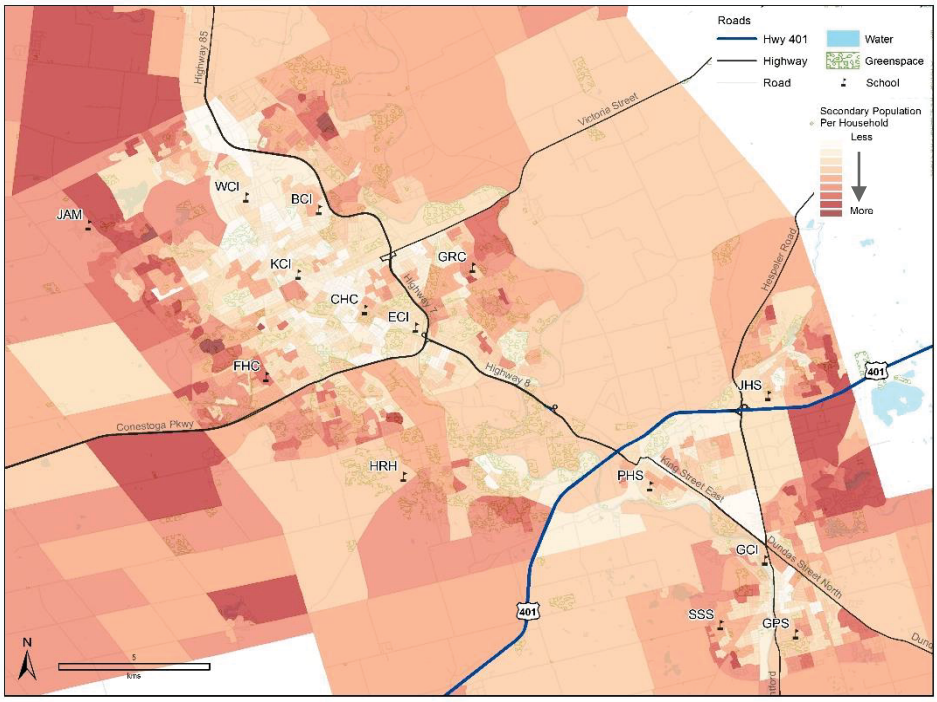
As the population continues to grow, the Board is projected to experience growth on the secondary panel; resulting in a deficit of approximately 1,500 pupil spaces over the next 10 years (see Table 1 in Executive Summary). While the Board's enrolment will exceed its capacity on jurisdiction-wide basis, some areas (i.e. Waterloo) will have surplus space while other areas (i.e. Kitchener) will require additional capacity. In particular, Kitchener's enrolment is expected to exceed its current On-The-Ground (OTG) capacity by more than 1,400 students by 2024/25; which represents more than 93.8% of the total spaces required jurisdiction-wide. This growth however is mostly isolated to the southwest portion of Kitchener, where the majority of residential development is occurring.

The location and size of most of the WRDSB's secondary schools were based on population growth and settlement patterns from almost half a century ago. From the 1950's to the late 1970's, the City of Kitchener accounted for more than half of all housing development in the Region, compared to just below 40% from the early 80's to the present. The City of Waterloo accounted for less than 18% of housing growth from the 50's to the 70's but more than 26% post 1980. In addition to changing settlement patterns throughout the Region, there has also been a marked shift in population moving away from urban city centres. Historically, most of the population growth pre-1970's/80's occurred in dense developments in close proximity to the city centre. In the last few decades, population growth has moved outside city centres to the suburbs and many city centres are in decline and have aging populations.

While the population continues to grow, settlement patterns within the jurisdiction have changed. As new residential subdivisions are built on the outskirts of the Tri-City's centre, demographics are beginning to shift geographically. Figure 2 depicts the secondary aged population per dwelling. The darker red represents areas that have a higher percentage of

secondary aged population per dwelling, while the lighter tones represent areas with decreased secondary aged population per dwelling. This map highlights some of the settlement patterns for this jurisdiction; indicating areas surrounding the downtown cores having a higher percentage of secondary school aged children at home compared to the downtown core.

Figure 2: Secondary Aged Population Per Household (2011 Census)



These trends are expected to continue. Regional population projections and development plans indicate that many of the areas that have experienced recent growth are likely to continue increasing secondary student population density in the mid to longer term. West Waterloo (Sir John A Macdonald S.S.), Southwest Kitchener (Cameron Heights C.I./Huron Heights S.S.) and East Kitchener (Grand River C.I.) are all areas that are projected to receive the bulk of future development and population growth. In addition, there is future residential growth expected in Southeast Cambridge (Glenview Park S.S.) and sustained growth is also expected to continue outside of the Tri-City areas in the boundaries of the Board's more rural schools in Elmira and Wilmot.

Table 3 below, is based on the *Places to Grow* population forecast for the Region of Waterloo and targets an ultimate 2031 population of 729,000 in the Region. A high level breakdown of the population forecast was completed to get a sense of population numbers relative to each of the Board's secondary boundaries

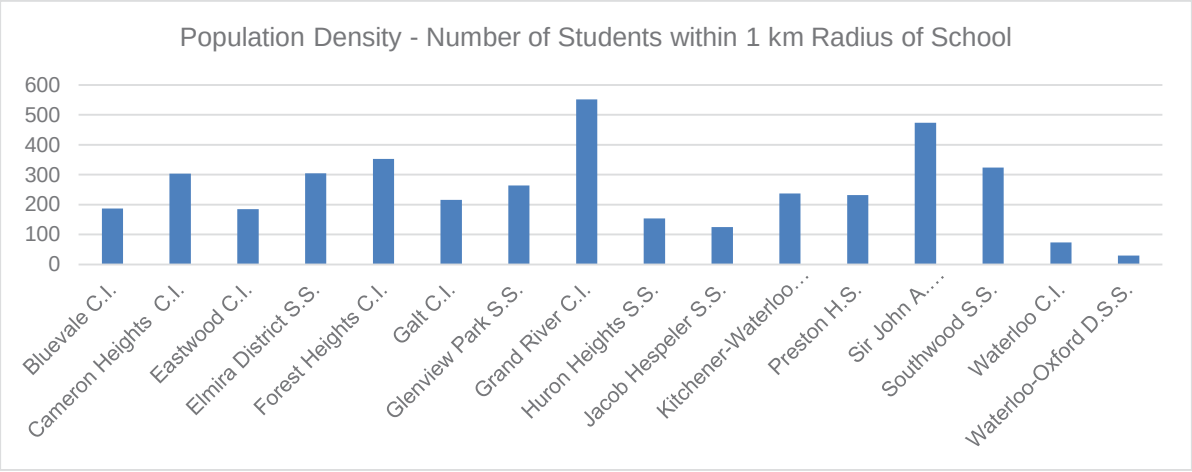
Table 3: Waterloo Region Population Forecast (2016-2031) by School

School Name	2016	2021	2031
Bluevale C.I. (BCI)	43,000	47,000	53,000
Waterloo C.I. (WCI)	45,000	49,000	57,000
Sir John A. MacDonald (JAM)	29,000	34,000	41,000
Kitchener-Waterloo C.V.S. (KCI)	42,000	49,000	59,000
Cameron Heights C.I. (CHC)	48,000	53,000	59,000
Forest Heights C.I. (FHC)	39,000	40,000	40,000
Eastwood C.I. (ECI)	34,000	35,000	40,000
Grand River C.I. (GRC)	33,000	39,000	47,000
Huron Heights S.S. (HRH)	44,000	58,000	75,000
Preston H.S. (PHS)	35,000	39,000	51,000
Galt C.I. (GCI)	27,000	30,000	34,000
Southwood S.S. (SSS)	23,000	26,000	29,000
Glenview Park S.S. (GPS)	35,000	41,000	49,000
Jacob Hespeler S.S. (JHS)	23,000	27,000	31,000
Elmira D.S.S. (EDS)	26,000	30,000	35,000
Waterloo-Oxford D.S.S. (WOD)	24,000	27,000	30,000
Total Region	**550,000**	**623,000**	**729,000**

1.2.2 School Population and Walking Distance Density

The following chart (see Figure 3) depicts the number of WRDSB secondary students that fall within a 1 kilometre radius from each school. This analysis indicates that Grand River C.I. (GRC) and Sir John A Macdonald S.S. (JAM) are located in the closest proximity to secondary students. Forest Heights C.I. (FHC), Southwood S.S. (SSS), Elmira District S.S. (EDS) and Cameron Heights C.I. (CHC) all have between 300-400 students within a 1 kilometre radius of their facility. The remaining schools have less than 300 students, with Waterloo C.I. (WCI) and Waterloo-Oxford D.S.S. (WOD) each having less than 100 secondary students within a kilometre radius.

Figure 3: Population Density by Secondary School



This density of the student population residing in close proximity to each school is further demonstrated on the following two maps. Figure 4 depicts significant secondary student

clusters. Using GIS, the consultant visualized the ‘clusters’ of the secondary student populations in WRDSB’s jurisdiction. These maps utilize actual residence location of each secondary student to help visualize where significant clusters of students live and act as a proxy to represent population distribution and monitor changing settlement trends. For each map that utilizes density estimation, the darker red tones represent higher density of WRDSB secondary student population.

This map further highlights schools that are located in close proximity to their significant cluster of secondary student population and those that are not – it is evident that schools like Bluevale C.I. (BCI) and Waterloo C.I. (WCI) have some distance between their facility location and where the majority of their students reside. Sir John A Macdonald S.S. (JAM) and Grand River C.I. (GRC) on the other hand are located close to the centre of the highest density of secondary students. While Cameron Heights C.I.’s (CHC) boundary indicates a growth area in the south west portion of its boundary that is isolated between Forest Heights C.I. (FHC) and Huron Heights S.S.’s (HRH) facilities.

Figure 5 depicts the current 3.2 kilometre walking distance (blue) for all 16 secondary schools. The red dots represent the WRDSB secondary students that do not fall within walking distance to any school and the green dots represent the secondary students that fall within walking distance to at least one secondary school. This map highlights areas throughout the jurisdiction where students do not live within the walking distance of any school, including the northeast portion of Bluevale C.I.’s (BCI) boundary and the north portion of Waterloo C.I.’s (WCI) boundary. The area directly south of Sir John A Macdonald S.S. (JAM) and west of Kitchener-Waterloo C.V.S (KCI) is also not within the walking distance of any school. Areas of growth in southwest Kitchener and northeast Cambridge are also isolated by this analysis – further depicting the gap between school location and present secondary populations. Overall, approximately 69% of the total secondary student population lives within the walking distance of a WRDSB secondary school. This represents a 6% decrease since 2006 when approximately 75% of the total secondary student population lived within walking distance of a WRDSB secondary school.

Figure 4: Secondary Student Density Map

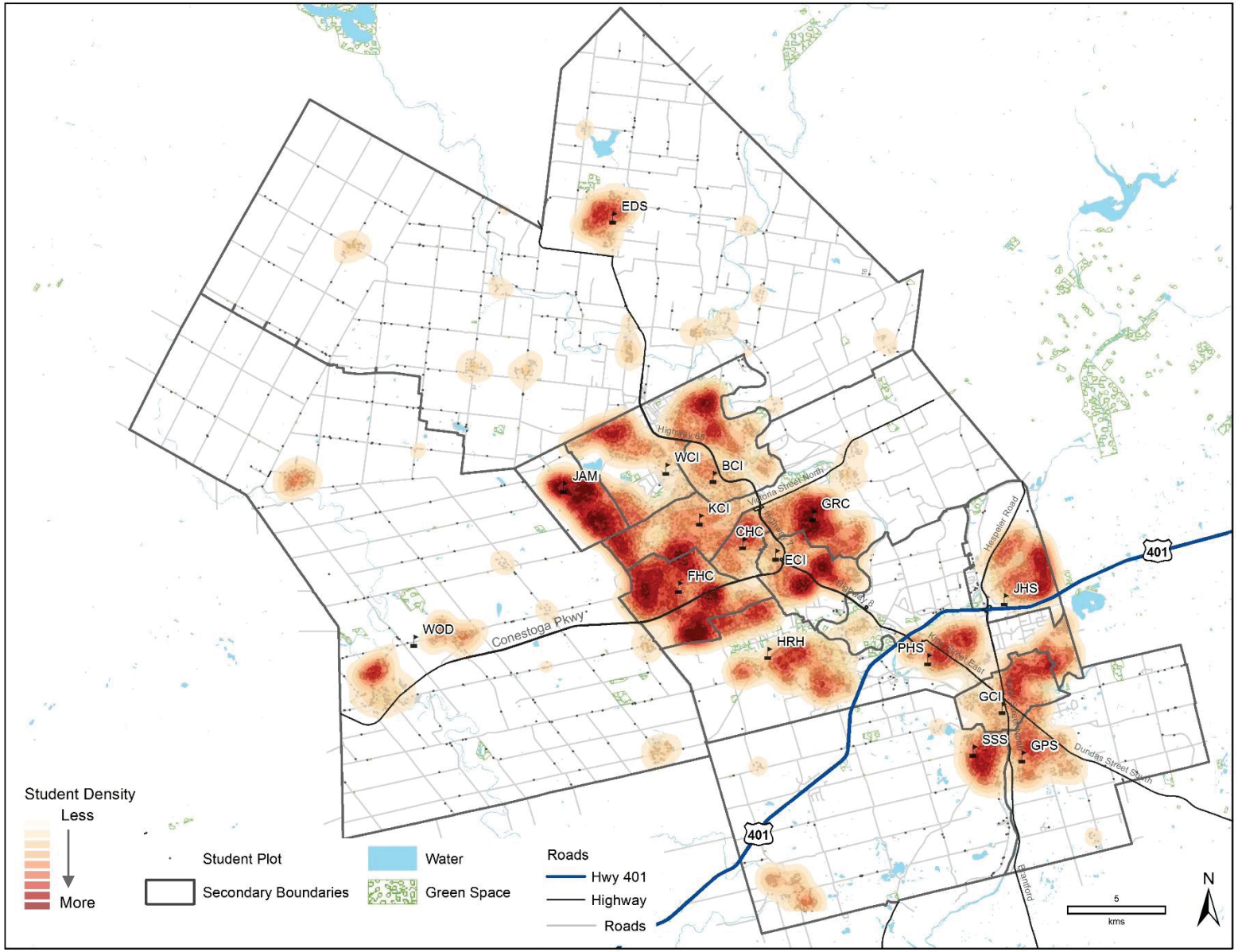
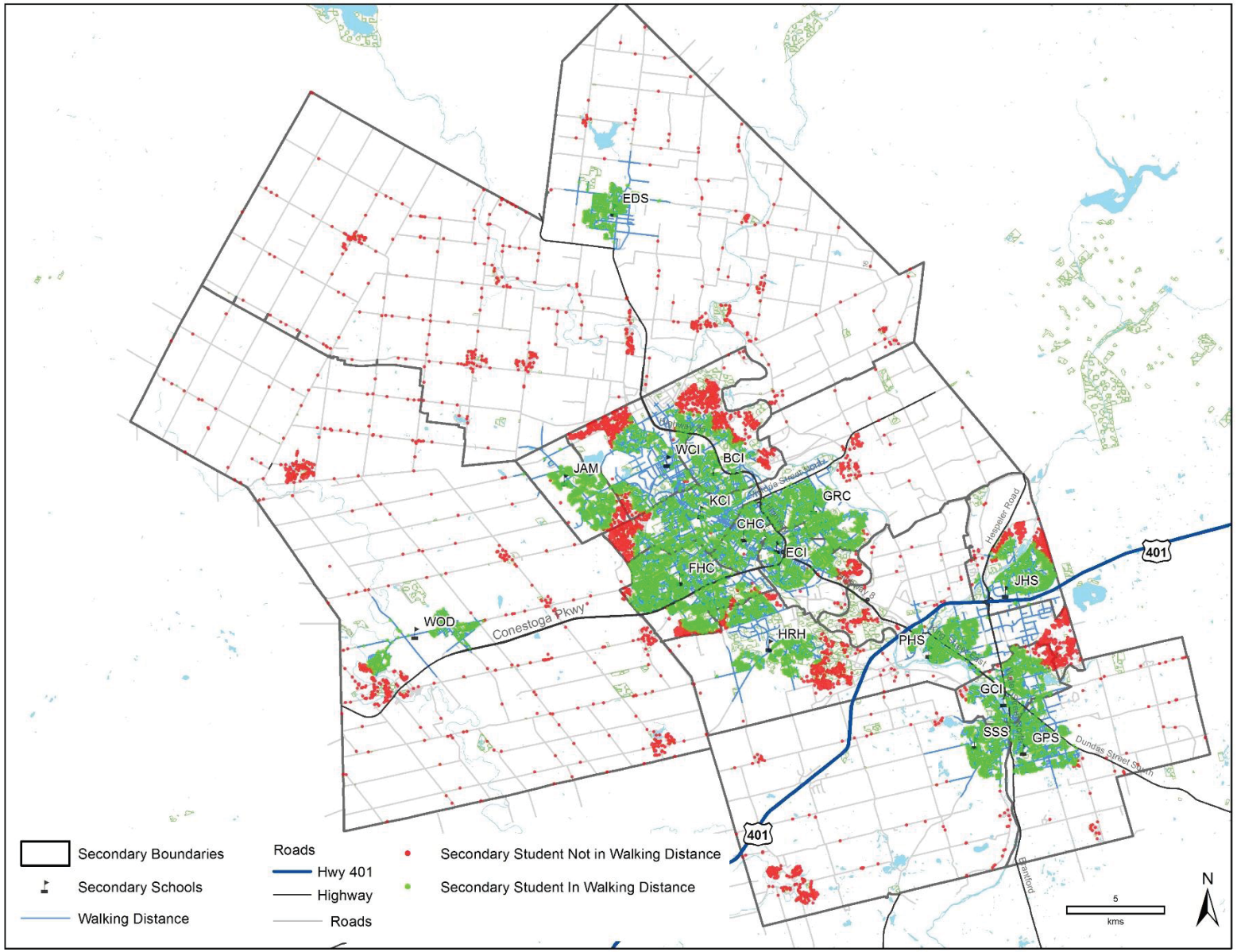


Figure 5: Secondary School Walking Distance Gap Analysis



1.3 Overview of Methodology

1.3.1 Student Clusters

For both components of this study; the natural boundary analysis and the existing secondary boundary review, student clusters were analyzed using kernel density estimation (KDE). Using GIS, the consultant visualizes the density of the secondary student population (based on October 31, 2013 enrolments) in WRDSB's jurisdiction using this function. These maps utilize actual residence location of each secondary student to help visualize where significant clusters of students live and act as a proxy to represent population distribution and monitor changing settlement trends. For each map that utilizes KDE, the darker red tones represent higher density of WRDSB secondary student population.

1.3.2 Natural Boundary Analysis

The methodology with regard to this particular boundary review had two distinct components; the first was to attempt to identify what ideal natural boundaries for the core population clusters found throughout the jurisdiction would look like. For the purpose of this analysis, the consultant did not take into consideration the actual location of existing secondary schools, but instead created natural boundaries for each significant cluster of secondary students using the following principles:

- As per Board policy (#4013) a total population target of approximately 1,100 secondary students was determined as ideal for each boundary. It should be noted that the policy also states that the total population can range from 800-1,400 in certain circumstances by using alternative program delivery methods. However, it is recognized that while the policy allows for schools to range between 800-1400, the presence of specialty programs means that student populations enrolled in the core program may be significantly below this range.
- Each boundary encompassed the highest number of walkers and minimized the amount of transportation (i.e. bussing) required
- Existing and long term populations projections and settlement trends were analyzed
- Natural barriers including major transportation routes (i.e. highways and parkways), rivers and green space (i.e. parks) were considered
- Existing land use such as university land or employment areas were considered

For this analysis, the school's location was assumed to be located in the centre of each major population cluster. In addition, specialized programs were not a consideration. Natural boundaries are proposed for the areas that fall within Kitchener, Waterloo or Cambridge's municipal boundaries. Townships including North Dumfries, Wellesley, Woolwich and Wilmot were not analyzed for this component of the report. The concept of natural boundaries, for the purposes of this analysis, was applied only to the more urban areas of the Board's jurisdiction in recognition of total population sizes and larger clusters of secondary students.

1.3.3 Existing Boundary Review

The second component of this analysis involved making observations of the existing boundaries, identifying issues (if any) in the boundary and determining whether a boundary reconfiguration incorporating the aforementioned considerations would alleviate the issues. To provide context and background to the study an in-depth analysis of demographic trends for each existing boundary was completed. In addition, the Regional population forecast was also allocated according to existing secondary boundaries to provide a long-term outlook of future development patterns This provided the opportunity to review and compare the Board's projected enrolments to Regional forecasts.

As part of this analysis, the consultant included an update to the demographic trends that were presented in the original report dated May 2010. This update included the 2011 Census information that was not available/released at the time of the last report. In addition, the 2001 and 2006 Census data by secondary boundary were updated using a smaller geographic aggregation (i.e. Dissemination Areas) compared to the original analysis that utilized larger geographically aggregated data (i.e. Census Tracts). Using GIS the consultant employed census data for 2001, 2006 and 2011 at the Dissemination Area (DA) level to increase accuracy when allocating demographic data to secondary school boundaries. Utilizing DA level data allowed for minimal intersection between DA and secondary school boundaries due to the smaller geographic size of DA's. Due to this change in data type and methodology as well as recent Board boundary decisions (i.e. boundary changes), some of the demographic data by secondary school boundary has changed since the original report was released. In general, similar demographic trends were found when compared to the original analysis.

One of the main components in considering the idea of natural boundaries is the number of students that live within walking distance of the school. The Board uses a walking distance of 3.2 kilometers (km) for each secondary school – meaning that students who live within 3.2 km of the school must walk and transportation is provided for those who live in the school's boundary beyond this distance. The emphasis for a school boundary should be to try and ensure that the boundary encompasses the highest number of walkers and minimizes the amount of transportation required. In other words, if students are currently bussed to one school but live within walking distance of another school an effort could be made to reconfigure the boundary to capture those walkers.

The secondary schools and boundaries of the WRDSB differ greatly from one another and some have distinct issues. There are school boundaries such as Sir John A MacDonald S.S. in Waterloo that are a great example of a true community school with a natural boundary – the majority of the school's boundary falls within the school's walking distance, there are no physical barriers impeding access to the school and there is little to no bussing necessary for the students in the school's boundary. Cameron Heights C.I.'s boundary, on the other hand could be considered 'unnatural'. The school is located in Kitchener and in close proximity to Forest Heights C.I., Kitchener-Waterloo C.V.S., and Eastwood C.I. This boundary is irregularly shaped

and as a result most of the southwest portion of the boundary falls outside of the school's walking distance.

In this analysis, the challenge is to determine whether reconfiguring a boundary would make an existing boundary more 'natural' and also whether it would alleviate accommodation issues identified at the school. The total number of schools and students that would be affected by a boundary change should also be considered in justifying a reconfiguration. In many instances in this report boundary or accommodation issues are identified, however, the solution lies outside the scope of a boundary reconfiguration. In those cases, attempts are made to identify the issues and recommendations may be made that highlight further accommodation options/studies for the Board to consider or explore.

In summary the original boundary study had three primary objectives:

- To determine the effectiveness of current boundaries in terms of serving "local" populations and achieving a balanced school population to support the delivery of the core program;
- To identify accommodation issues, both existing and projected; and,
- To recommend changes to the existing boundaries in order to maximize the number of students who can walk to school and to address issues identified as a result of the objectives highlighted above.

The objective of the updated study remains the same, with the addition of examining in further detail, the concept of natural boundaries and how those boundaries might look in the Tri-City area.

The ultimate objective of this boundary analysis was to provide recommendations, where deemed necessary, on boundary reconfigurations that would correct identified issues and create optimal and effective long term boundaries. The different types of boundaries and issues associated with the WRDSB secondary schools, suggests that a singular methodological approach could not work with all schools. The observations made, issues identified and ultimately the recommendations provided, are based on each individual school and what was deemed best for that boundary and school community. That said, the consultant did use some high level parameters when considering a boundary reconfiguration, namely;

- Secondary school boundaries should, to the extent possible, reflect a natural boundary that maximizes the number of walkers, serves the local population around the school and supports the delivery of the core program;
- Only when there is no natural boundary for a community or school should satellite zoning be used to relieve overcrowding or supplement core school populations.
- The use of specialized programs, such as magnets, to supplement core school populations should be considered in lieu of physical boundary changes.

- Conversely, where specialized programs are consuming needed space at a school, and a boundary change will negatively impact the ability of the school to serve its "local" population, consideration should be given to capping or re-locating the program to an adjacent site that can effectively accommodate the program.

The following section of the report presents the natural boundary analysis for the Tri-City area.

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2. Natural Boundary Analysis

This section of the report expands on the concept of natural boundaries that was first raised in the original 2010 report. The exercise completed in this study attempts to identify and visualize what natural boundaries might look like in the Board's jurisdiction if no regard was given to existing school locations and boundaries. The analysis, as described in more detail later in this chapter, attempted to create natural school boundaries by incorporating certain principles and parameters (total populations/geography/walkability). The natural boundary analysis had multiple purposes in this report. It helped identify gaps or un-serviced areas in the Board's jurisdiction, it highlighted physical barriers/access and outlined where significant clusters of secondary student populations are located.

The natural boundary analysis assists in understanding how difficult it is for school boards to create boundaries that meet certain criteria even in a hypothetical exercise where it was assumed that the Board could locate schools in the most ideal areas. In reality, when trying to incorporate most of the principles of a natural boundary with regard to the Board's existing secondary school locations, the exercise becomes extremely difficult and limiting. Secondary schools are large, fixed assets that typically service large areas. Many of WRDSB's secondary schools were built to service populations and settlements patterns from many decades ago and for many of these schools, meeting the principles of a natural boundary is not possible.

Another important aspect of the natural boundary analysis is that it provides a comparison of what school boundaries in the jurisdiction might look like with what the jurisdiction actually does look like. The natural boundary analysis identifies the number of boundaries that the Board would need compared with how many facilities and boundaries the Board currently has. For example, the analysis might suggest that only 4 schools/boundaries are required in an area using these principles whereas the Board may have 5 schools in that area based on existing boundaries. This exercise also shows which existing schools and boundaries already approximate natural boundaries and those that do not.

The natural boundary analysis described below has two scenarios attached to it. The first scenario attempted to account for the natural boundary principles mentioned above (total populations/walkability/physical barriers) with no regard to prioritizing the principles. The second scenario differed in that it focused mainly on finding the ideal size of secondary student populations with less regard given to walkability and physical barriers etc.

2.1.1 Natural Boundary Analysis – Scenario 1

As described in the methodology section, one of the components of this study was to attempt to identify what an ideal natural boundary would look like. This concept identifies the secondary population clusters found throughout the jurisdiction and attempts to create natural school boundaries for these populations. For the purpose of this analysis, the consultant did not take into consideration the actual location of existing secondary schools, but instead created natural

boundaries for each significant cluster of secondary students using the principles related to total population, walking distances, physical and natural barriers; as well as existing and projected settlement patterns. Based on these principles, the consultant found 17 distinct clusters within the Tri-City area that were centred on the secondary population present, minimized transportation and were not impacted by major natural or physical barriers. Figure 6 depicts these natural boundaries. Using Kernel Density Estimation, this map depicts highly dense clusters of WRDSB secondary students (red) as well as their proposed natural boundaries as well as isolated pockets of secondary students found within the urban jurisdiction.

The objective of this analysis was to find natural clusters of student populations of around 1,100 secondary students as per Board policy (#4013). The consultant also recognized that there are certain circumstances where ideal populations of 1,100 could not be found and considered that the Board policy also allows for a range of populations between 800 and 1,400 under certain conditions. Fourteen of the seventeen boundaries fall within the range of 800 to 1,400 students (Table 4) resulting in an average of 950 secondary public students per boundary. The 3 boundaries that are not within the ideal range include boundary #11 in the southwest portion of Kitchener; as well as boundaries #16 and #17 in Cambridge. While the boundary in Kitchener currently has less than 700 secondary students residing there, it is adjacent to a large growth area which is likely to increase the total secondary school aged population. The two boundaries in Cambridge however were intersected by natural or physical boundaries and resulted in lower student populations. There are approximately 4 boundaries that fall within Waterloo's municipal boundary – these clusters have the highest average number of students at 995. Kitchener has the next highest average at approximately 970 students per boundary, while Cambridge has the smallest average at approximately 890 secondary students per boundary. In summary, 8 of the identified boundaries are close to the ideal target of 1,100 and range between 1,029 and 1,120 and 6 fall between the 800 and 1,000 range.

In general, the boundaries range from 655 – 1,120 students; which results in an average lower than the ideal target outlined in the Board's policies. However in order to maximize walking distances and consider natural and built barriers such as rivers and highways; smaller population clusters were found to meet all of the outlined criteria. In addition to the 17 distinct clusters, there are also 3 isolated pockets (a, b, c) of secondary population that due to natural or physical barriers were not able to join any of the other natural boundaries. The first cluster (a) located in the northeast portion of Kitchener has less than 100 students currently residing there. This population was isolated as it was not within a 3.2 kilometre walk to any other cluster centre and is located on the other side of the Grand River. The second pocket (b) has more than 450 students currently residing in its boundary. It is enclosed by Highway 8 to the East, Fairview Park Mall to the South, a railway line to the West and Conestoga Parkway to the North. While a pedestrian overpass is available to assist with crossing the Conestoga Parkway, the majority of these students are not within a 3.2 kilometre walk to the centre of any other student cluster. The final isolated pocket of students (c) is located just southeast of this area on the east side of the Grand River near Deer Ridge Golf Course. These students are enclosed by Highway 8 to the East, Highway 401 to the South and the Grand River to the West and North of the

neighbourhood. Due to these barriers, these students are also not within the walking distance to neighbouring cluster centres.

Table 4: Number of Students by Natural Boundary – Scenario 1

Natural Boundary	Number of Students
Boundary #1	1,029
Boundary #2	872
Boundary #3	1,095
Boundary #4	983
Boundary #5	1,114
Boundary #6	1,033
Boundary #7	949
Boundary #8	968
Boundary #9	1,071
Boundary #10	924
Boundary #11	655
Boundary #12	1,051
Boundary #13	1,072
Boundary #14	803
Boundary #15	1,120
Boundary #16	786
Boundary #17	756
Pocket A	*88*
Pocket B	*455*
Pocket C	*73*

There were some natural boundaries that closely resembled existing Board secondary boundaries. Sir John A Macdonald S.S. and Jacob Hespeler S.S.'s boundaries are closely aligned with natural boundaries outlined in this section. These boundaries maximize walkers, have minimal physical or natural barriers and the schools are located close to their student population. Additional school boundaries on the outskirts of the Tri-City area including Grand River C.I. and Forest Heights C.I. are also fairly representative of their natural boundary. However, there are some schools in the jurisdiction's core such as Cameron Heights C.I., Kitchener-Waterloo C.V.S. and Eastwood C.I. that do not appear to represent any natural boundary or adhere to any of the natural and walkable boundary principles.

The smaller population as well as the 3 isolated pockets of secondary population highlight the difficulties with implementing natural boundaries. As settlement patterns in the area change, finding a student population of approximately 1,100 that is not intersected by any natural or physical barrier becomes more difficult. Historical settlement patterns along major highways and rivers in conjunction with outward growth patterns from the city centres, results in the intersection of many student populations by natural and physical barriers. In addition, this analysis does not take into consideration the actual location of current secondary schools. As stated previously, 9 of the 16 secondary schools were constructed in a 14 year span between 1955 and 1969 to accommodate the rapid population growth associated with the baby boom

generation. As this area matures and growth patterns begin to expand outwards into new subdivisions, the Board is still tasked with serving an increasing and mobile population with schools that are geographically fixed.

2.1.1 Natural Boundary Analysis – Scenario 2

In the previous section the consultant examined ideal secondary boundaries based on natural boundary principles including walkability, total population and natural barriers. In this section, the consultant further refined this analysis by weighting the importance of these principles whereby local secondary student population was identified as the most important. The objective of this analysis was to find natural clusters of students numbering 1,100 as per Board policy (#4013). Overall, the consultant identified 15 population clusters (Figure 7) - 11 in Kitchener/Waterloo area and 4 in Cambridge. In comparison, the Board currently has 14 secondary schools in the Tri-City area; 9 located in the Kitchener/Waterloo area and 5 located in Cambridge.

In general, the boundaries range from 1,048 to 1,221 secondary students (Table 5); which results in an average of approximately 1,129 students per boundary – close to the ideal target outlined in the Board's policy. Due to the weighted approach to this analysis all boundaries fell within the ideal target population; but resulted in some discrepancies in terms of walkability and natural barriers. Boundaries #8 and #10 are both intersected by highways, and boundaries #1, #12, #13, and #15 are all intersected by the Grand River. Of the 15 boundaries, 10 had more than 80% of the current student population living within walking distance to the cluster centre; with boundaries #3, #9 and #12 resulting in more than 95% of the students falling within walking distance. In the remaining boundaries, less than 80% of the student population could potentially walk; with boundaries #10 and #14 having less than 60% of the children within a 3.2 kilometre walking distance. Comparatively, in the natural boundaries highlighted in Scenario 1, 16 of the 17 boundaries had more than 80% of the current student population living within walking distance to the cluster centre; with 11 of those boundaries resulting in more than 95% of the students falling within walking distance.

Similar to the first scenario, there were some natural boundaries that closely resembled existing Board secondary boundaries. Sir John A Macdonald S.S., Jacob Hespeler S.S., Waterloo C.I. and Grand River C.I.'s boundaries are closely aligned with natural boundaries outlined in this section. These boundaries are centred on their proximal student population, and subsequently maximize walkers and have minimal physical or natural barriers. There are some schools in the jurisdiction's core such as Cameron Heights C.I., Kitchener-Waterloo C.V.S. and Eastwood C.I. that do not appear to represent any natural boundary or adhere to any of the supporting principles outlined in Board policy. In addition, boundary #6 that was outlined in this analysis currently includes 4 existing secondary school facilities (Cameron Heights C.I., Kitchener-Waterloo C.V.S., Eastwood C.I. and Bluevale C.I.). As mentioned earlier, this relates to the decreasing secondary population present in the downtown cores of Kitchener-Waterloo and Cambridge and historical settlement patterns. As the secondary aged population increasingly

resides on the outskirts of the city centres, the facilities located in the downtown area are left serving a smaller student population.

Table 5: Number of Students by Natural Boundary – Scenario 2

Natural Boundary	Number of Students
Boundary #1	1,117
Boundary #2	1,048
Boundary #3	1,095
Boundary #4	1,109
Boundary #5	1,102
Boundary #6	1,114
Boundary #7	1,221
Boundary #8	1,216
Boundary #9	1,106
Boundary #10	1,103
Boundary #11	1,135
Boundary #12	1,115
Boundary #13	1,103
Boundary #14	1,196
Boundary #15	1,155

While the consultant highlights natural and walkable boundaries based on the total student population, the reality is that the Board needs to address boundary issues in conjunction with the existing locations and capacities of their schools. Therefore the next component of this analysis involved making observations of the existing boundaries, identifying issues (if any) in the boundary and determining whether a boundary reconfiguration incorporating the aforementioned considerations would alleviate the issues. The following section of the report presents background information for each secondary school and its associated boundary in the Board's jurisdiction, including observations and preliminary recommendations.

Figure 6: Natural Boundary Analysis – Scenario 1

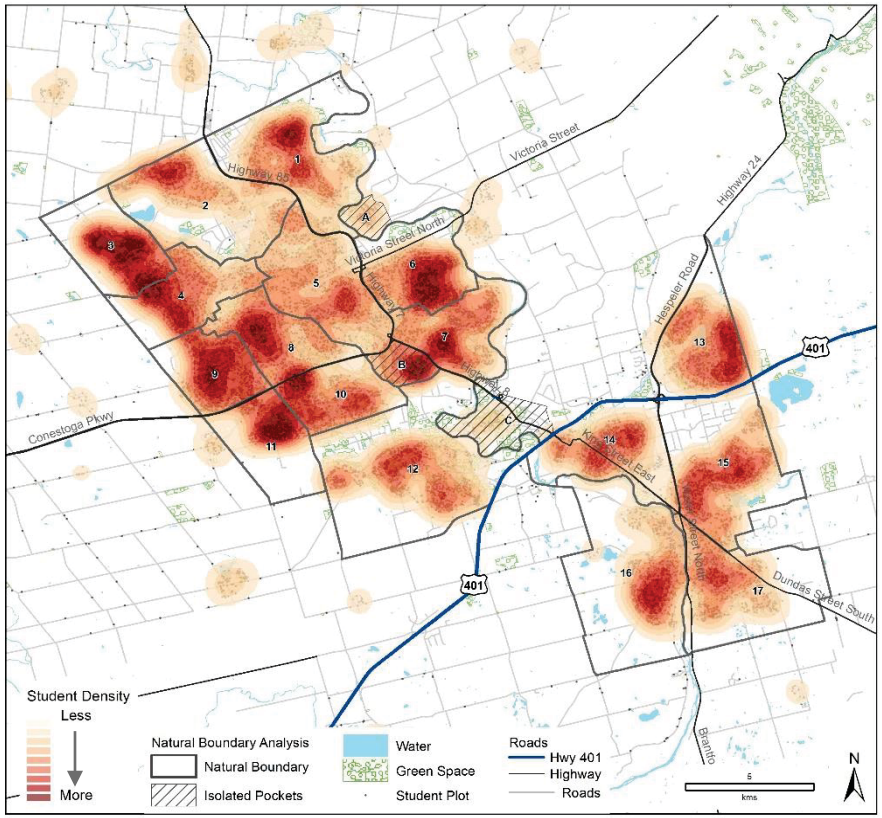
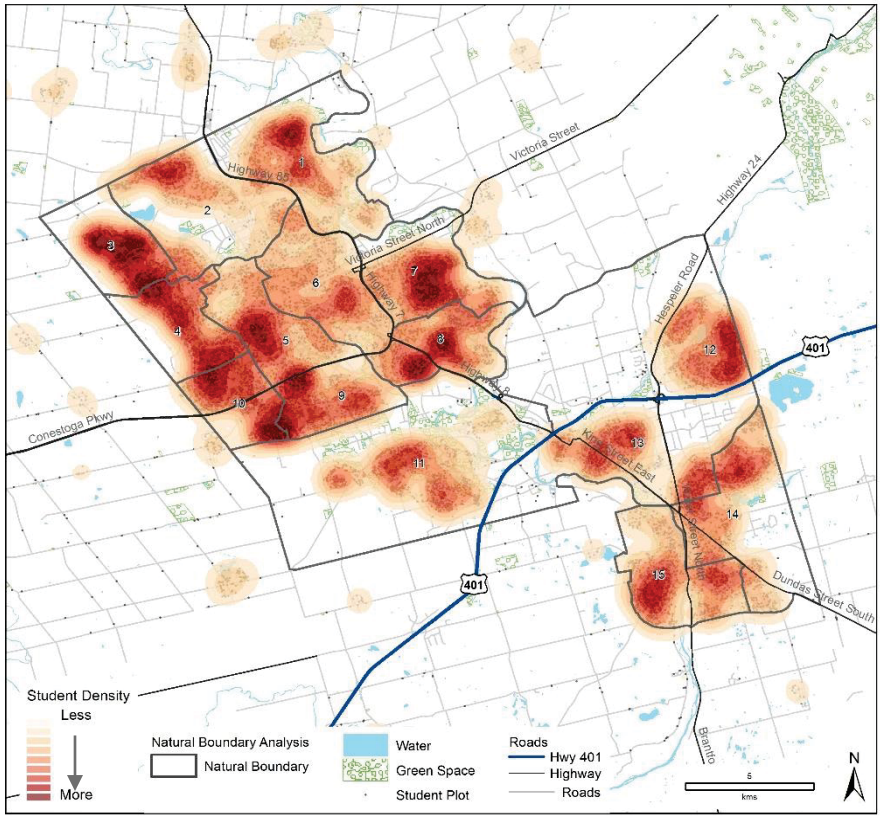


Figure 7: Natural Boundary Analysis – Scenario 2



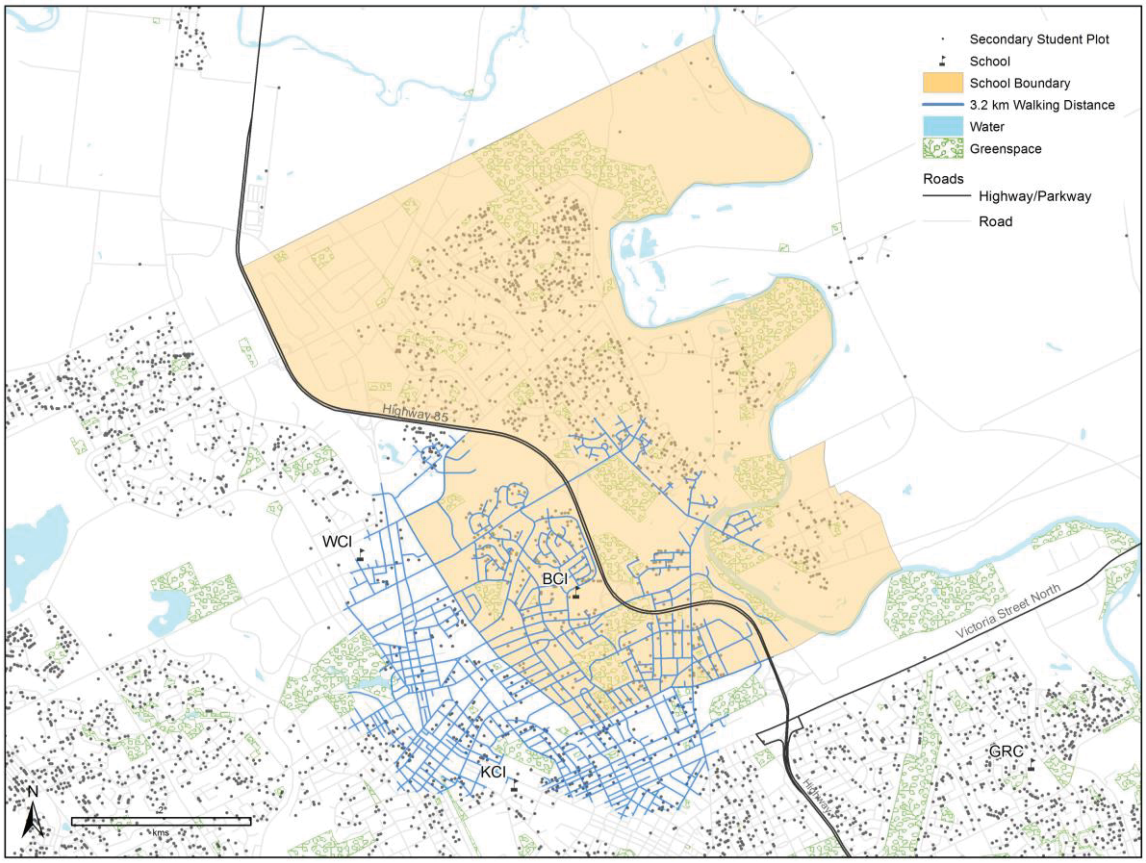
3. Observations and Recommendations by School

3.1 Bluevale Collegiate Institute

3.1.1 Background

Bluevale C.I. (BCI) is located in the north-eastern portion of the Board's jurisdiction in Waterloo. The school is the 4th newest school in the Board's inventory and was constructed in 1972. It is the Board's 4th largest school according to the Ministry rated On-The-Ground (OTG) capacity. Due to enrolment pressures a permanent addition was recently built at this facility. The existing OTG capacity is 1,389 with enrolment of approximately 1,250 resulting in a utilization of permanent space of almost 90%.

Figure 8: BCI's Boundary



3.1.2 Enrolment and Demographics

Enrolment at BCI declined steadily between 2003/04 and 2008/09 which was followed by increases between 2008/09 and 2010/11. Since 2010/11 this facility has experienced decline in enrolment by approximately 12%. Between 2001 and 2006, the school's boundary experienced

population growth in all cohorts due largely to development occurring in the north-eastern portion of the boundary. Between 2006 and 2011 the total population remained relatively stable, however pre-school and elementary school age population cohorts decreased by 22% and 6% respectively. Secondary school aged population continued to grow by approximately 3% for this same period of time (see Table 6). Enrolment in the short term is projected to increase by approximately 9% reaching as high as 1,360 students (see Table 7) – however, the long term enrolment is expected to decline back to approximately 1,225.

Table 6: BCI's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**33,734**	**38,096**	**38,021**	**4,362**	**12.9%**	**-75**	**-0.2%**
Pre-School Population (0-3)	1,675	2,061	1,601	**386**	**23.1%**	**-460**	**-22.3%**
Elementary School Population (4-13)	4,479	5,078	4,779	**599**	**13.4%**	**-300**	**-5.9%**
Secondary School Population (14-18)	2,185	2,471	2,555	**286**	**13.1%**	**84**	**3.4%**
Population Over 18 Years of Age	25,394	28,485	29,086	**3,091**	**12.2%**	**601**	**2.1%**
Females Aged 25-44	5,602	6,013	5,366	**411**	**7.3%**	**-647**	**-10.8%**

Table 7: Enrolment and Utilization

BCI	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,389	1,250	1,362	1,225
Utilization Rate		90%	98%	88%

3.1.3 Observations and Recommendations

At the time the original study was completed in 2010, BCI was operating over capacity and relied on the use of temporary space to provide permanent accommodation as it was utilized at a rate of approximately 127% and had an OTG capacity of 1,116. Since then the Board has constructed a permanent addition increasing the OTG capacity of the school to 1,389. Enrolment in 2013/14 was 1,258 resulting in approximately 131 surplus spaces.

The demographic trends in the area indicate that school aged populations peaked in the early 2000's and that growth in the latter part of the decade has slowed considerably with some significant declines in the pre-school aged population. The Board's participation rate, which is the school's enrolment relative to the total 14-18 year old population in the boundary, has declined from 58% in 2006 to 54% in 2011. In addition, the Board's enrolment share relative to the Waterloo Catholic District School Board (WCDSB) is lower than the jurisdiction wide rates with 67.9% of all students in the boundary identified as WRDSB students and 32.1% as WCDSB students. The enrolment share declined by almost 0.5% between 2012 and 2013.

As in 2010, most of the students who attend BCI reside within the school's boundary (91.5%) and less than 140 students attend the school from out of boundary. Approximately 280 students that reside in BCI's boundary attend other WRDSB schools. Table 8 depicts the breakdown of

students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends.

Table 8: Number of Students that live In Boundary or Within Walking Distance of Facility

In BCI Boundary:	1,428
In BCI Boundary and within Walking Distance to BCI:	436
In BCI Boundary and within Walking Distance to WCI:	211
In BCI Boundary and not within Walking Distance to any School:	781
Within Walking Distance to BCI (Regardless of Boundary):	857

While the school has a high percentage of students that attend from within its boundary, it should be noted that only 356 students or 28% of enrolment lives within the walking distance of the school. The school's boundary has physical barriers that divide the boundary, primarily in the form of the expressway and to a lesser extent the river. There is cluster of students that reside on the east side of the river and a more significant cluster of students (and the majority of the school's enrolment) that reside on the east side of the expressway and are not within walking distance to the school.

Utilizing the parameters and principles outlined earlier regarding natural and walkable boundaries, BCI's boundary was analyzed to make inferences about student population numbers, impact of the proximity of other schools and identifiable physical barriers. The analysis showed that there are a total of 857 students that live within walking distance of BCI, however, 179 of those live within 1 kilometre of either Waterloo C.I. (WCI) or Kitchener-Waterloo C.V.S. (KCI) and another 125 live east of the expressway. This leaves a walkable population of approximately 553 students.

There are limited if any boundary adjustments that would address the issues in this boundary from a natural/walkable boundary perspective. The most significant cluster of the secondary school aged population resides in the North-East section of the boundary, is bisected by the expressway and lies largely outside the walking distance to the school.

The major issue facing the school in 2010 was one of enrolment pressures and the long term use of temporary space to accommodate enrolment in excess of capacity. The Board has addressed those issues with the construction of permanent space and long term projections indicate that the school's utilization rate should remain above 90% with no foreseeable accommodation issues.

There are no accommodation issues from a utilization perspective present at this school that warrant reconsideration of the current boundary configuration.

RECOMMENDATIONS

SHORT TERM – No Recommendations.

MEDIUM TERM – No Recommendations.

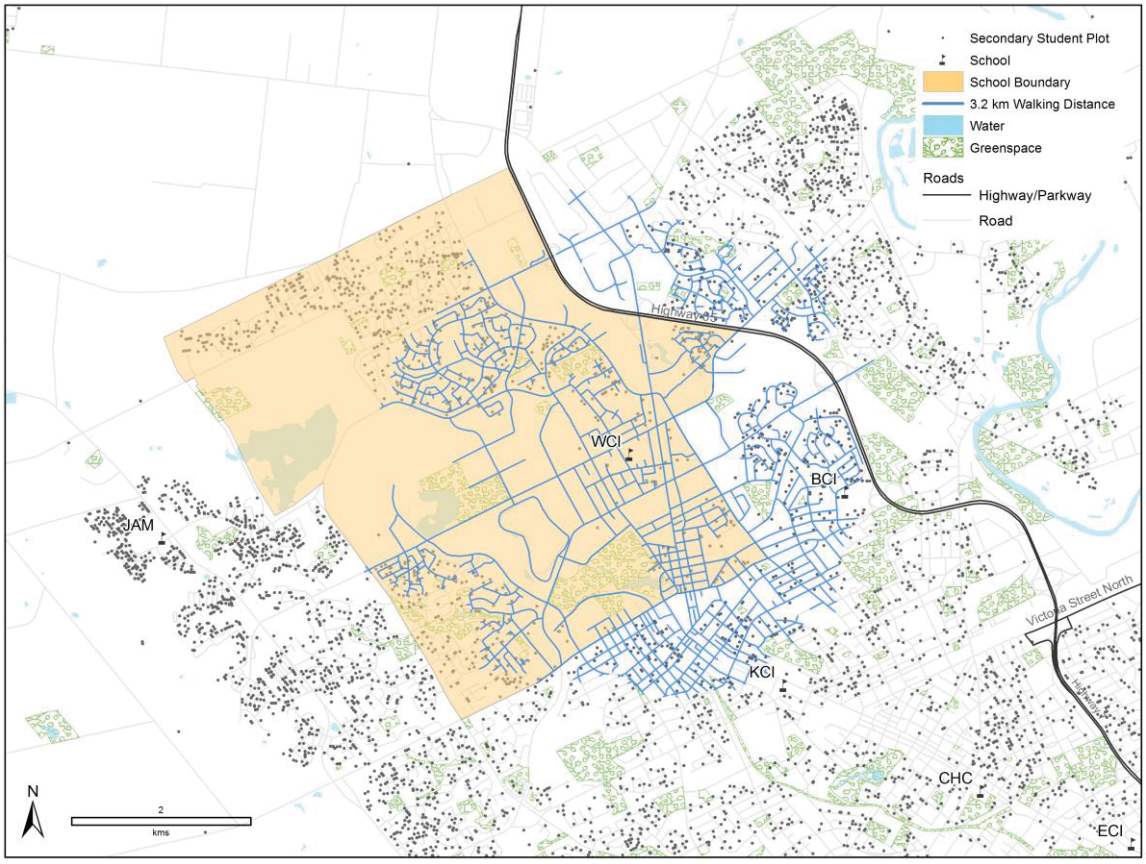
LONG TERM – Should long term enrolments exceed projections and the functional capacity of the school, possibilities for boundary reconfiguration exist with WCI.

3.2 Waterloo Collegiate Institute

3.2.1 Background

Waterloo C.I. (WCI) was built in 1959 and is located in the north-central portion of the Board's jurisdiction in Waterloo, in between BCI and Sir John A Macdonald's (JAM) attendance areas. It is the 12th largest secondary facility according to its OTG capacity of 1,203. Its current enrolment is approximately 1,309 resulting in a utilization of its permanent capacity of approximately 109% with surplus enrolment accommodated in a total of 9 portables.

Figure 9: WCI's Boundary



3.2.2 Enrolment and Demographics

Enrolment at WCI has been as high as 1,800 as recently as 2003/04, however after the opening of JAM and the elimination of Ontario Academic Credit (OAC/5th Year) courses, enrolment declined to between 1,200 and 1,300 students. Since 2007/08 enrolment has fluctuated between 1,300 and 1,600 - averaging around 1,450. WCI is located in an aging neighbourhood with limited residential development potential that is likely to draw families. In addition, the area is home to a high percentage of university student housing with 40% of the housing in the area being rental housing. The area's proximity to two universities makes it likely that future development, especially intense/higher density development, will be occupied mainly by

students. Between 2001 and 2006 the demographics depict an area population where any growth is coming from the over 18 year old population with school and pre-school aged populations in decline. More recently, between 2006 and 2011 census years all age cohorts have experienced decline – with the secondary aged population experiencing the largest drop of more than 20% (see Table 9). Consistent with recent demographic trends as well as population forecasts for the area, enrolment is projected to begin declining steadily throughout the next 10 years to below 1,000 – resulting in approximately 250 surplus spaces (see Table 10).

Table 9: WCI's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**32,131**	**33,133**	**31,339**	**1,002**	**3.1%**	**-1,794**	**-5.4%**
Pre-School Population (0-3)	1,273	999	916	**-274**	**-21.5%**	**-83**	**-8.3%**
Elementary School Population (4-13)	3,793	3,015	2,562	**-778**	**-20.5%**	**-453**	**-15.0%**
Secondary School Population (14-18)	2,133	2,229	1,782	**96**	**4.5%**	**-447**	**-20.1%**
Population Over 18 Years of Age	24,932	26,891	26,080	**1,959**	**7.9%**	**-810**	**-3.0%**
Females Aged 25-44	4,836	4,205	3,688	**-631**	**-13.1%**	**-517**	**-12.3%**

Table 10: Enrolment and Utilization

WCI	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,203	1,309	987	952
Utilization Rate		109%	82%	79%

3.2.3 Observations and Recommendations

As it was in 2010, WCI is operating over its permanent capacity and utilizes portables to accommodate total enrolment. Enrolment has, however, declined by approximately 100 students over the last several years and utilization rates have declined to 109%. The Board's projected enrolment, forecasts that utilization rates will drop below 100% in the short-term as enrolments decline to below 1,100 from the current 1,309. In the longer term, utilization rates are projected to drop to below 80%. Pre-school and school aged populations in the boundary have been declining significantly for the last decade and would support the Board's projections.

Board data identified almost 80% of the students residing in this boundary as students of the WRDSB compared with 20% attending WCDSB schools. The enrolment share in this boundary is more than 10% higher than the Board's share in BCI's boundary and increased by almost 0.5% between 2012 and 2013.

Where BCI is a school where the majority of its enrolment resides in its boundary, WCI has a high percentage of students that attend from out of boundary to enrol in specialized programs. Only 61% of WCI's enrolment resides in its boundary compared with almost 92% in BCI. Additionally, less than 30% of its enrolment resides within walking distance of the school. There are 549 students who attend the school from outside its boundary compared with 177 students who reside in boundary and attend other WRDSB schools – more than 3 times as many

students come into the boundary than leave. Out of boundary students have a significant impact on enrolment at this facility and supplement total student numbers. Table 11 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends.

Table 11: Number of Students that live In Boundary or Within Walking Distance of Facility

In WCI Boundary:	1,040
In WCI Boundary and within Walking Distance to WCI:	517
In WCI Boundary and within Walking Distance to JAM:	17
In WCI Boundary and not within Walking Distance to any School:	523
Within Walking Distance to WCI (Regardless of Boundary):	1,119

There are two distinct clusters of students in this boundary that are separated by the physical barriers of the University of Waterloo and Laurel Creek Conservation Area. Additionally, the immediate area surrounding the school has experienced declining school aged demographic trends and has one of the lowest concentrations of 14-18 year olds in the entire jurisdiction. Only 73 14-18 year old students live within 1 km of WCI – only Waterloo-Oxford D.S.S. (WOD) has less.

The natural and walkable boundary analysis for WCI indicates that there are a total of 1,119 WRDSB students who reside within walking distance to WCI. Of those students, 222 live within 1 km of either BCI or KCI and another 212 live on the east side of the expressway (in BCI's boundary). This leaves a walkable population of approximately 685 students. The walking distance to the school crosses over the boundaries of BCI and KCI and many of the students who reside within walking distance to WCI actually reside in the boundary of these two other secondary schools due to the proximity of these 3 schools in the area.

There are similar boundary issues here as identified with BCI, mainly that the most concentrated and significant cluster of secondary students are not located in close proximity to the school's location. This student concentration, or lack thereof, when combined with the physical barriers mentioned, make walkability and a natural boundary difficult for this facility to achieve.

This school also presents additional challenges with regard to mid to long-term utilization rates and surplus space. As indicated earlier, projected enrolment is expected to drop to levels below 1,000 and utilization rates below 80%. If projections are accurate, the school could have 200 or more surplus spaces. As outlined in the original report, the school also has some condition and accessibility issues due to age and configuration.

The school's existing location does not allow for any meaningful boundary reconfigurations that would address the boundary issues outlined above. If future enrolment pressures exist at either BCI or JAM in the future, there is the possibility for a boundary change with WCI to equalize enrolments and better utilize the projected surplus space at WCI. It should be noted that a boundary change with either of these two schools will not necessarily adhere to natural or walkable boundary principles.

RECOMMENDATIONS

SHORT TERM – The City of Waterloo initiated a land use and community improvement plan in the Northdale neighborhood which surrounds WCI in 2012. The purpose of this plan was to develop a vision and address issues related to neighborhood demographics and built form, especially as related to student rental housing. The Board should be aware of and monitor the potential implications of this initiative and new land use plan and the impact it might have on future enrolments at WCI. In addition, the Board should also explore potential partnership opportunities that may arise from this initiative.

MEDIUM TERM – No Recommendations.

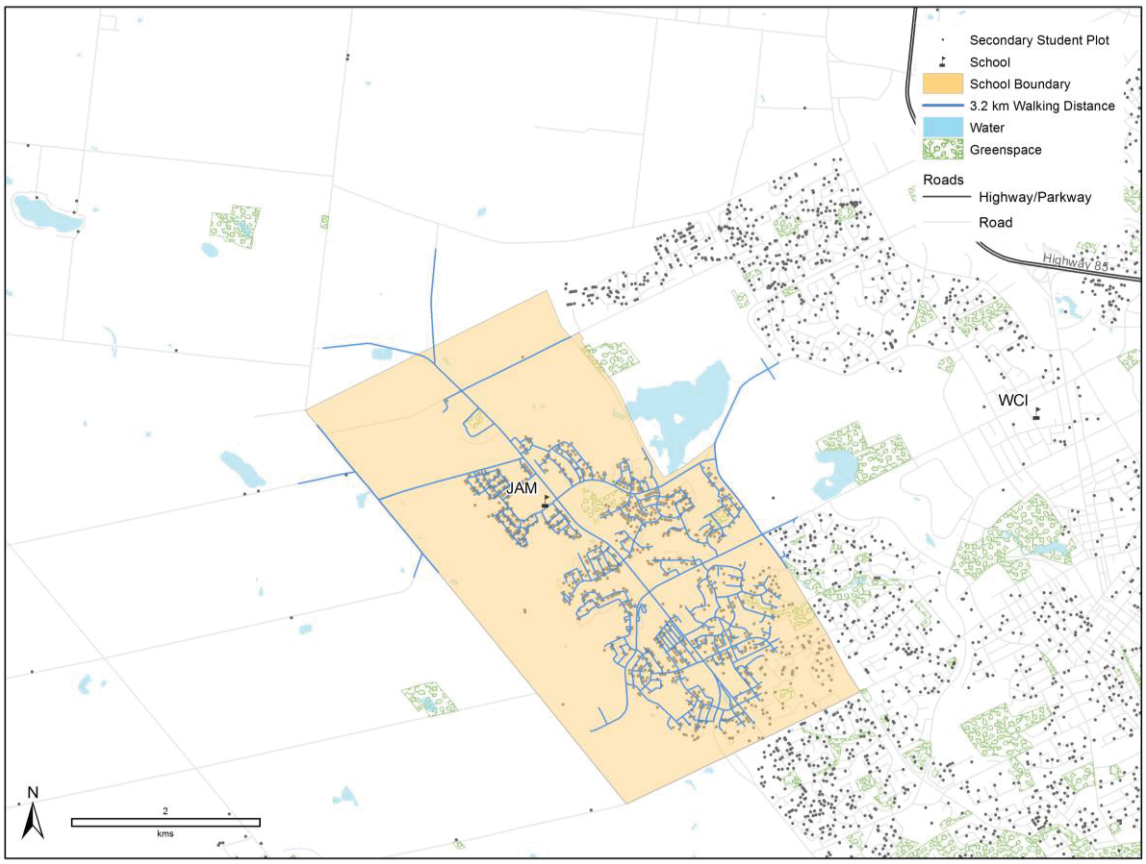
LONG TERM – That the Board continue to monitor the enrolment of BCI and JAM and examine the possibility of a boundary change that includes WCI, should enrolment exceed existing secondary enrolment projections. WCI, in terms of its location, is central to both JAM and BCI.

3.3 Sir John A. MacDonald Secondary School

3.3.1 Background

Sir John A. MacDonald (JAM) is one of the Board's newest secondary schools and was opened in 2005 in north-east Waterloo. This facility is over 19,000 square metres and is the 3rd largest in terms of OTG capacity. The existing OTG capacity is 1,548 with enrolment of approximately 1,437 resulting in a utilization of permanent space of about 93%, however because of program (i.e. Advanced Placement Program and Fast Forward) and specialized space requirements the school must utilize 3 portables to fully accommodate its enrolment.

Figure 10: JAM's Boundary



3.3.2 Enrolment and Demographics

JAM is located in Waterloo's major growth area and its enrolment increased steadily after it opened in 2004/05 with approximately 1,100 students to more than 1,500 starting in 2006/07. Since 2012/13 this facility has experienced some enrolment decline – dropping below 1,500 to closer to 1,400 currently. The area's census data between 2001 and 2006 indicates that all segments of the population experienced double digit increases, especially the 0-3 year old population which is an excellent indicator of future enrolment growth. More recently, population growth has continued but on a smaller scale; as well the area experienced some decline in the

pre-school age population. However, the secondary age population continues to grow, increasing by almost 28% between 2006 and 2011 (see Table 12). Recently, the Board conducted a boundary study and subsequent boundary change between JAM and KCI to help alleviate enrolment pressure at this facility. The Board projects enrolment in the short term to remain relatively stable with significant increases occurring in the longer term. Board projections have enrolment reaching 1600+ by 2019/20. Regional population projections as well as recent demographic trends suggest that enrolment at JAM could reach as high as 1,700 within the next 10 years (see Table 13).

Table 12: JAM's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**11,873**	**18,638**	**21,510**	**6,764**	**57.0%**	**2,873**	**15.4%**
Pre-School Population (0-3)	666	1,236	1,122	**569**	**85.4%**	**-114**	**-9.2%**
Elementary School Population (4-13)	2,103	2,988	3,484	**885**	**42.1%**	**496**	**16.6%**
Secondary School Population (14-18)	1,066	1,431	1,827	**365**	**34.3%**	**396**	**27.6%**
Population Over 18 Years of Age	8,038	12,983	15,078	**4,945**	**61.5%**	**2,095**	**16.1%**
Females Aged 25-44	2,049	3,153	3,199	**1,104**	**53.9%**	**46**	**1.5%**

Table 13: Enrolment and Utilization

JAM	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,548	1,437	1,621	1,696
Utilization Rate		93%	105%	110%

3.3.3 Observations and Recommendations

The 2010 study outlined rapidly increasing enrolment at the school that exceeded its capacity shortly after opening and continued residential growth expected. Since 2010, JAM's boundary continues to experience the majority of Waterloo's residential Greenfield construction and its population continues to grow by double digit percentages. However, growth in the area has slowed considerably in the latter part of the decade and the pre-school population declined by more than 9% between 2006 and 2011. In addition, to address the enrolment pressures the Board implemented a boundary change between JAM and KCI with the "Westvale" area now attending KCI.

Existing OTG capacity is 1,548 and enrolment in 2013/14 was 1,442 for a utilization rate of just over 93%. The functional capacity of this school has been estimated as its OTG capacity less three classrooms (1,548–63 = 1,485) due to space requirements for specialized programs. When considering the estimated functional capacity the school is currently being utilized at close to maximum capacity.

WRDSB captures a large share of the secondary school aged population in this boundary and its share of enrolment between itself and the WCDSB is 88% in this boundary – one of the highest rates in the jurisdiction and it has increased by approximately 2% between 2012 and

2013. Approximately 1,084 of the students who attend JAM live within its boundary and more than 1,000 also live within walking distance to the school. Almost 94% of the students who reside in this boundary and attend JAM walk to school. Just below 300 students who reside in this boundary attend other WRDSB schools and just over 350 students attend JAM from outside of the boundary, many who are enrolled in the school's Fast Forward or Advanced Placement programs.

The walking distance for this school covers the majority of the boundary and as indicated earlier the vast majority of students who live in this boundary and attend JAM do not require school transportation. There are also no significant physical barriers and the significant clusters of secondary students are located in close proximity to the secondary school. It has the second highest concentration in the Board, of secondary students residing within 1 km of the school. The existing boundary largely satisfies the parameters and principles of a natural and walkable school boundary. Table 14 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends.

Table 14: Number of Students that live In Boundary or Within Walking Distance of Facility

In JAM Boundary:	1,382
In JAM Boundary and within Walking Distance to JAM:	1,273
In JAM Boundary and within Walking Distance to any other School:	-
In JAM Boundary and not within Walking Distance to any School:	109
Within Walking Distance to SAM (Regardless of Boundary):	1,219

The one consideration with regard to JAM are mid to longer term enrolment projections. While the school can adequately accommodate enrolments in the range of 1,400 to 1,500, enrolments in the 1,600 to 1,700 range would cause enrolment pressures at the facility. Additional boundary reconfigurations may be necessary in the longer term to address potential enrolment pressures. The Board may also consider relocation of program, however, it was noted in the 2010 report that the Fast Forward program requires certain infrastructure which already exists at JAM.

RECOMMEND ATIONS

SHORT TERM – No Recommendations.

MEDIUM TERM – No Recommendations.

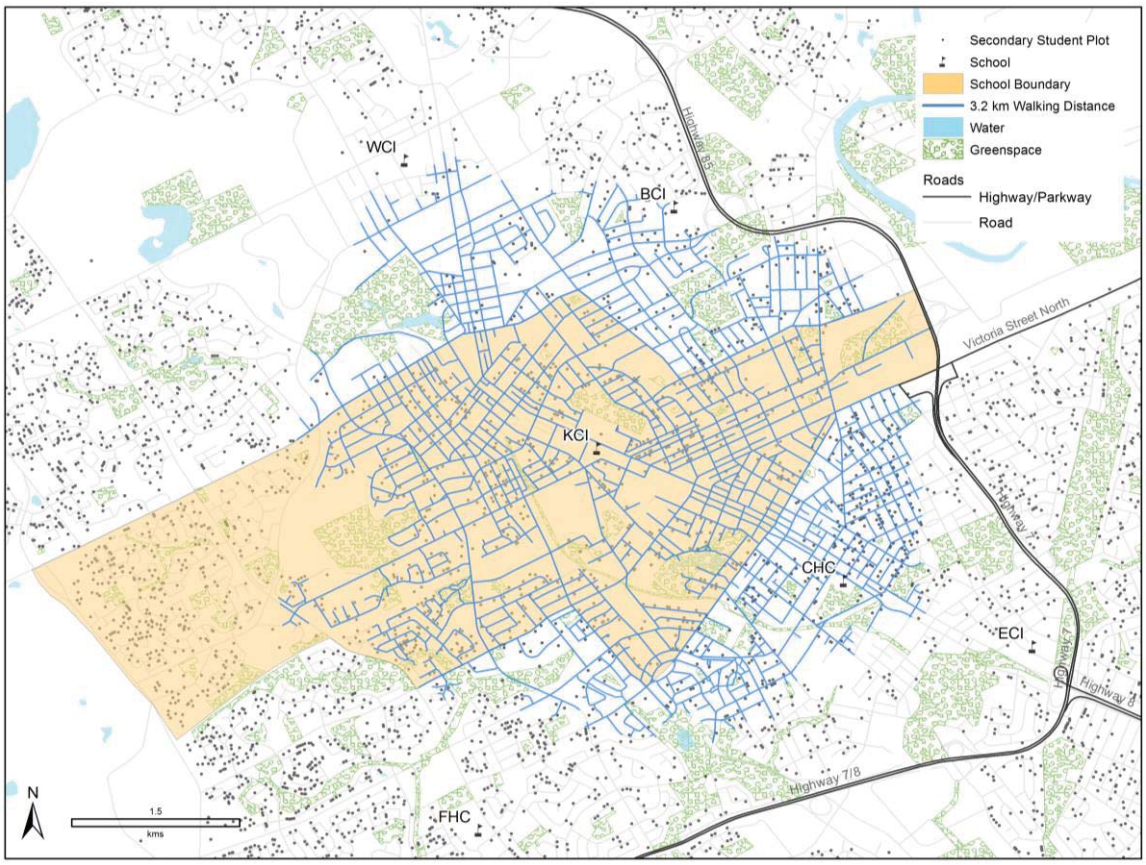
LONG TERM – That the Board monitor enrolment at JAM and explore possible boundary reconfigurations with surrounding schools should enrolment significantly exceed the functional capacity of the school. As noted in the WCI section, WCI is projected to have surplus space and would be a likely candidate for boundary reconfiguration with JAM.

3.4 Kitchener-Waterloo C.V.S

3.4.1 Background

Kitchener-Waterloo C.V.S. (KCI) is one of the Board's oldest schools (2nd oldest) built in 1881 and also one of the largest at over 20,000 square metres. Its OTG capacity of 1,617 makes it the largest school in terms of capacity, however its current enrolment is 1,220. This results in a utilization of permanent space of 75% with almost 400 surplus spaces. It should be noted that because of program and specialized space requirements the school has less functional space than noted.

Figure 11: KCI's Boundary



3.4.2 Enrolment and Demographics

KCI's enrolment has declined steadily over the past several years consistent with the demographics of the neighbourhood it serves. The total population in the boundary decreased slightly between 2001 and 2006; however much of that decline was in the younger age cohorts. As these declines in the elementary population started to feed into the secondary cohorts, the area experienced an almost 5% drop in the secondary aged population between 2006 and 2011 (see Table 15). Due to declining enrolment at this facility and enrolment pressures present at JAM the Board conducted a boundary study and subsequent boundary change to help equal out

enrolments. Since then, the Board has projected enrolment to increase to over 1,300 in the short term and more than 1,500 in the mid and longer term projections (see Table 16). Any growth in KCI's boundary is expected to be the result of intensification in the way of higher density units (i.e. apartments).

Table 15: KCI's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**44,578**	**44,047**	**45,260**	**-531**	**-1.2%**	**1,212**	**2.8%**
Pre-School Population (0-3)	2,147	1,891	2,007	**-257**	**-11.9%**	**116**	**6.1%**
Elementary School Population (4-13)	5,616	4,857	4,312	**-758**	**-13.5%**	**-546**	**-11.2%**
Secondary School Population (14-18)	2,605	2,658	2,528	**53**	**2.0%**	**-129**	**-4.9%**
Population Over 18 Years of Age	34,211	34,642	36,414	**431**	**1.3%**	**1,772**	**5.1%**
Females Aged 25-44	7,617	6,817	6,895	**-800**	**-10.5%**	**79**	**1.2%**

Table 16: Enrolment and Utilization

KCI	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,617	1,220	1,353	1,529
Utilization Rate		75%	84%	95%

3.4.3 Observations and Recommendations

In the original boundary study, the predominant issue at this facility was surplus space with enrolments of approximately 1,100 that were projected to decline to close to 1,000. Since then, as a result of a boundary change with JAM and increased growth in the area, enrolment at the school was almost 1,150 in 2013/14 and is projected to increase to more than 1,300 in the next year or two with longer term projections indicating enrolments could be as high as 1,500+ by 2024.

After declines in the total population and the pre-school population between 2001 and 2006, the total population increased by almost 3% between 2006 and 2011 and the pre-school population increased by more than 6% (see Table 15). The share of WRDSB students in the boundary is approximately 72% and increased by 1% between 2012 and 2013.

Of the 1,147 students attending KCI in 2013/14, 726 or 63% lived in its boundary and just over 51% of its students lived within walking distance to the school. Similar to WCI, approximately 36% of the school's enrolment comes from outside its boundary to attend specialized programs like Fast Forward and French Immersion. While a high percentage of the school's enrolment comes from outside its boundary, a high number of students who reside in KCI's boundary attend other WRDSB schools. In 2013/14, almost 45% or 593 of the 1,319 students living in KCI's boundary attended other WRDSB secondary schools. Table 17 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends.

The walking distance to KCI encompasses most of the school's boundary with the exception of the western part of the boundary, west of Fischer Hallman Rd. The school's walking distance also enters the boundaries of 4 other WRDSB secondary schools. There are a total of 1,689 students that reside within walking distance to the school however 363 of those live within 1 km of other WRDSB secondary schools. A more realistic population within a walkable area and unimpeded by physical barriers is 1,326 students. Data indicates that when accounting for the net flow of students leaving/coming in to the boundary (593 leave – 421 coming in = net loss of 172 students), the school captures a high share of its proximal student population.

Table 17: Number of Students that live In Boundary or Within Walking Distance of Facility

In KCI Boundary:	1,319
In KCI Boundary and within Walking Distance to KCI:	906
In KCI Boundary and within Walking Distance to BCI:	311
In KCI Boundary and within Walking Distance to CHC:	414
In KCI Boundary and within Walking Distance to FHC:	396
In KCI Boundary and within Walking Distance to WCI:	175
In KCI Boundary and not within Walking Distance to any School:	361
Within Walking Distance to KCI (Regardless of Boundary):	1,689

The school has a boundary that is largely walkable with minimal physical barriers and a student population largely within walking distance to the school. While the data shows that only 63% of the school's enrolment attends from in boundary and only 51% reside within walking distance, this is primarily due to different specialized programs at the various schools located in close proximity to KCI. As mentioned, this accounts for high numbers of students leaving the boundary as well as high numbers of students attending from out of boundary. This school's boundary largely fulfills the parameters identified as ideal natural and walkable boundaries.

The one possible issue to monitor at this facility is projected enrolment and surplus space. Enrolment has been in the low to mid 1,100's over the past several years and is projected to increase to over 1,300 in the next few years and then increasing to over 1,500 in the longer term. The school has a capacity of 1,617 making it one of the Board's largest and with enrolments of 1,300 would still have approximately 300 spaces. While the longer term enrolments for this area would suggest that utilization could reach as high as 95%, enrolments should be monitored closely as this school could offer possible enrolment relief to other area schools in the event of enrolment pressures or accommodation issues at those schools.

RECOMMENDATIONS

SHORT TERM – That the Board undertake an accommodation review involving Cameron Heights Collegiate Institute, Eastwood Collegiate Institute and Kitchener-Waterloo C.V.S. The analysis included in this report highlights that the size and proximity of these three schools does not align with existing or projected enrolments within the core of City, and that students pursuing core curriculum pathways would be equally well served if the Board only had two schools offering this option in the core.

MEDIUM TERM – No Recommendations.

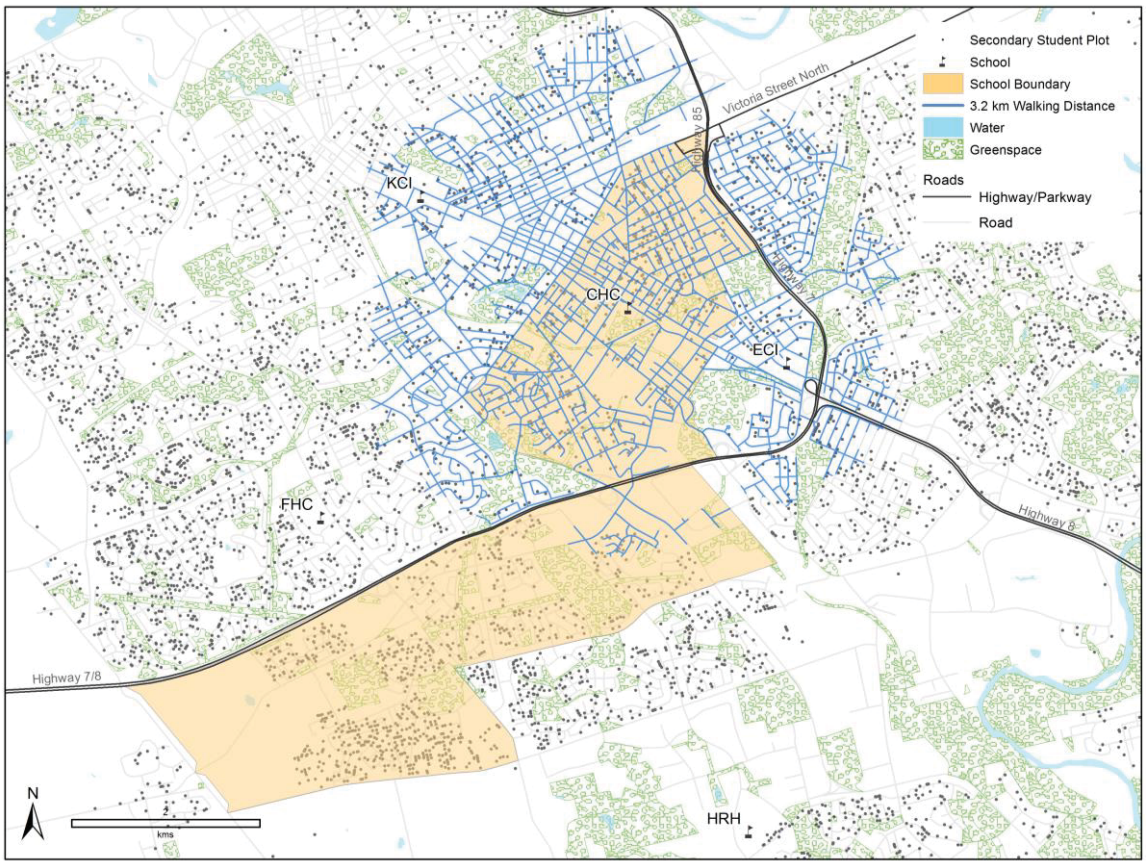
LONG TERM – Monitor demographic trends, growth potential and enrolments, as enrolment is forecast to increase by almost 200 students post 2019.

3.5 Cameron Heights Collegiate Institute

3.5.1 Background

Cameron Heights C.I (CHC) was built in 1969 making it the Board's 12th oldest school. It is located in Kitchener surrounded by the boundaries of KCI, Forest Heights C.I. (FHC), Eastwood C.I. (ECI) and Huron Heights S.S. (HRH). It is one of the Board's largest facilities measuring approximately 22,500 square metres and is also the 2nd largest school by way of OTG capacity with a capacity of 1,596. It has one of the largest enrolments of any WRDSB school with just over 1,950 students for a total utilization of permanent space of 122%. The school currently utilizes 6 portables to accommodate its total enrolment.

Figure 12: CHC's Boundary



3.5.2 Enrolment and Demographics

Enrolment at CHC has been as high as 1,985 over the past several years and currently sits at approximately 1,950. The south western portion of the school's boundary has experienced robust growth over the past several years and is expected to further contribute to increases in the school's enrolment going forward. The total population in the school's boundary increased by more than 18% from 2001 to 2006 and by an additional 7% between 2006 and 2011. More importantly the pre-school population increased by more than 22% (2001 and 2006), and by an

additional 8% between 2006 and 2011 (see Table 18). This is an excellent indicator for future elementary growth and eventually secondary growth. The Board's forecast projects that enrolment at the school will range between the 1,900 and 2,200 students over the next 10 years (see Table 19). Future enrolment increases are due to a combination of the success of the International Baccalaureate (IB) Program at the school (and the draw it has) as well as the aforementioned demographics. The IB program is a two-year educational program that aims to provide an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide. WRDSB has the only two high schools that offer this program and they are two of approximately 30 schools in the province who offer the program. Due to enrolment pressure currently at this facility the IB program has been capped. Post 2016, Regional forecasts estimate that the total population in the school boundary could increase by more than 11,000 people through to 2031, which could result in 550-650 new secondary school students.

Table 18: CHC's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**36,946**	**43,487**	**46,453**	**6,540**	**17.7%**	**2,966**	**6.8%**
Pre-School Population (0-3)	2,065	2,517	2,712	**452**	**21.9%**	**195**	**7.8%**
Elementary School Population (4-13)	5,008	5,449	5,756	**442**	**8.8%**	**306**	**5.6%**
Secondary School Population (14-18)	2,246	2,655	2,803	**409**	**18.2%**	**148**	**5.6%**
Population Over 18 Years of Age	27,628	32,866	35,182	**5,238**	**19.0%**	**2,316**	**7.0%**
Females Aged 25-44	6,479	7,491	7,747	**1,012**	**15.6%**	**256**	**3.4%**

Table 19: Enrolment and Utilization

CHC	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,596	1,954	2,122	2,197
Utilization Rate		122%	133%	138%

It should be noted, that while CHC's boundary takes in a large portion of new development areas in Kitchener the north portion of the boundary (i.e. north of Highway 7/8) is located within Kitchener's core. If we divide the boundary by Highway 7/8 (Tables 20 and 21); the north portion has experienced a decline in most age cohorts over the past decade (2001 to 2011) – dropping 5% in preschool aged population, 24% in elementary aged population and 5% in the secondary aged population. In contrast, the south portion that encompasses new residential growth areas, has experienced significant population growth – increasing 62% in the preschool aged population, 48% in the elementary aged population and 50% in the secondary aged population between 2001 and 2011. This population growth in the southwest portion of the boundary relates to new residential subdivisions that represent almost 90% of the new occupied dwellings within this school's boundary.

Table 20: CHC's (North of Highway 7/8) Demographic Trends (2001 - 2011

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**20,199**	**20,188**	**19,833**	**-11**	**-0.1%**	**-355**	**-1.8%**
Pre-School Population (0-3)	948	848	902	**-100**	**-10.5%**	**54**	**6.3%**
Elementary School Population (4-13)	2,264	1,936	1,686	**-327**	**-14.5%**	**-251**	**-12.9%**
Secondary School Population (14-18)	1,019	1,044	963	**25**	**2.5%**	**-81**	**-7.8%**
Population Over 18 Years of Age	15,968	16,359	16,282	**391**	**2.4%**	**-77**	**-0.5%**
Females Aged 25-44	3,467	3,062	3,017	**-405**	**-11.7%**	**-45**	**-1.5%**

Table 21: CHC's (South of Highway 7/8) Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**16,747**	**23,299**	**26,620**	**6,552**	**39.1%**	**3,321**	**14.3%**
Pre-School Population (0-3)	1,117	1,668	1,810	**552**	**49.4%**	**142**	**8.5%**
Elementary School Population (4-13)	2,744	3,513	4,070	**769**	**28.0%**	**557**	**15.9%**
Secondary School Population (14-18)	1,226	1,611	1,840	**384**	**31.3%**	**229**	**14.2%**
Population Over 18 Years of Age	11,660	16,507	18,900	**4,847**	**41.6%**	**2,393**	**14.5%**
Females Aged 25-44	3,012	4,429	4,730	**1,417**	**47.0%**	**301**	**6.8%**

3.5.3 Observations and Recommendations

In the 2010 report, CHC faced many challenges – it was one of the Board's largest facilities, had one of the largest student populations, was over capacity and relied on portables to accommodate total enrolment. In addition, the school's boundary was irregular with many students outside of walking distance to the facility and physical barriers present that intersected significant student clusters. The school's boundary had also experienced fairly significant new residential growth. In 2014, while the residential and population growth has slowed down in the latter part of the decade, all other issues are still present.

Enrolment is currently at 1,954 compared with a capacity of 1,596, which results in a utilization rate of almost 122%. Similar to the projections in 2010, the Board forecasts that enrolments will exceed 2,000 by 2018 and be in the 2,200 range by 2023. The school is currently at maximum capacity and enrolment in the IB program at the school has been capped.

Of the 1,954 students enrolled at CHC, less than 60% reside in the school's boundary and less than 17% reside within walking distance – one of the lowest percentages in the Board. The students that attend the school from outside of the boundary accounts for 41% of the school's enrolment and represents one of the highest percentages of out of boundary students in any of the WRDSB secondary schools. Table 22 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends.

The majority of students that attend from out of boundary (72%) are enrolled in the aforementioned IB program. The school's IB program draws students from all over the Board's

jurisdiction and contributes significantly to the approximately 41% of the school's enrolment coming from outside its home boundary.

Table 22: Number of Students that live In Boundary or Within Walking Distance of Facility

In CHC Boundary:	1,642
In CHC Boundary and within Walking Distance to CHC:	547
In CHC Boundary and within Walking Distance to FHC:	948
In CHC Boundary and within Walking Distance to KCI:	392
In CHC Boundary and within Walking Distance to GRC:	21
In CHC Boundary and within Walking Distance to ECI:	495
In CHC Boundary and within Walking Distance to HRH:	48
In FHC Boundary and not within Walking Distance to any School:	153
Within Walking Distance to CHC (Regardless of Boundary):	1,675

As mentioned earlier, CHC's boundary is irregularly shaped (see Figure 12) with the school located in the north-east portion of the boundary but a significant cluster of students as well as residential growth areas located in the south western portion of the boundary and largely outside of the school's walking distance. The Board's walking distance does not cover the majority of the school's boundary, is impacted by physical barriers and intersects the boundaries of 5 other secondary schools. There are currently 1,675 students that live within walking distance to the school, but due to the close proximity of other WRDSB secondary schools, 375 of those students live within 1 km of other WRDSB secondary schools. A further 327 students who reside within walking distance live on the south side of the highway which results in a walkable population closer to 973.

In summary, the issues at CHC can be classified into two categories, an irregular, largely un-walkable boundary and significant enrolment pressures. Both of these issues might be addressed by exploring boundary reconfigurations.

The IB program, as mentioned, has been capped and enrolments are expected to be just below 800. This means with a capacity of 1,596 and assuming approximately 10% of capacity in temporary space (portables), total enrolments of between 1,700 and 1,800 would be possible, which results in core enrolments (not including the IB program) of between 900 and 1,000 students.

In order to address these issues, as well as those affecting other schools in Kitchener Centre, the Board should undertake an Accommodation Review involving Cameron Heights Collegiate Institute, Eastwood Collegiate Institute and Kitchener-Waterloo C.V.S. The points above highlight that the size and proximity of these three schools does not align with existing or projected enrolments within the core of the City, and students pursuing core curriculum pathways would be equally well served if the Board only had two schools offering this option in the core. However, it should be noted that the objective of the review would not be the closure of one of these three schools, as the forecast highlights that this capacity will be needed overall.

Rather, one of the three could be utilized as a full magnet or specialized program option for students in the Region.

Depending on the actions the Board takes with regards to the above point, there is also a possibility for a boundary change with FHC. While FHC is currently over capacity, enrolment at the school has declined significantly and is expected to continue to do so over the next several years and will likely have surplus space. Practically CHC's entire boundary that falls outside of its walking distance is within the walking distance of FHC.

Much of the future residential growth in Kitchener is forecast to occur in the southwestern section of CHC's existing boundary as well as the boundary of HRH's secondary school. Further permanent boundary reconfiguration at CHC should be studied as part of the Board's accommodation plans regarding a new southwest Kitchener secondary school.

RECOMMENDATIONS

SHORT TERM – That the Board undertake an accommodation review involving Cameron Heights Collegiate Institute, Eastwood Collegiate Institute and Kitchener-Waterloo C.V.S. The analysis included in this report highlights that the size and proximity of these three schools does not align with existing or projected enrolments within the core of City, and that students pursuing core curriculum pathways would be equally well served if the Board only had two schools offering this option in the core. However, it should be noted that this would not preclude the Board from maintaining all three schools, particularly if it chose to utilize one facility as a full magnet or specialized program option for students in the Region. CHC and ECI both rely heavily on students from out of boundary attending specialized programs to supplement enrolment. In addition, significant clusters of existing WRDSB secondary students as well as existing and proposed transit lines/linkages are in close proximity to both CHC and ECI. There could be possibilities to congregate specialized programming at one school, such as CHC, and distribute students to surrounding schools to increase student populations; which would improve utilization rates and should increase the viability and offerings for core programming at those schools.

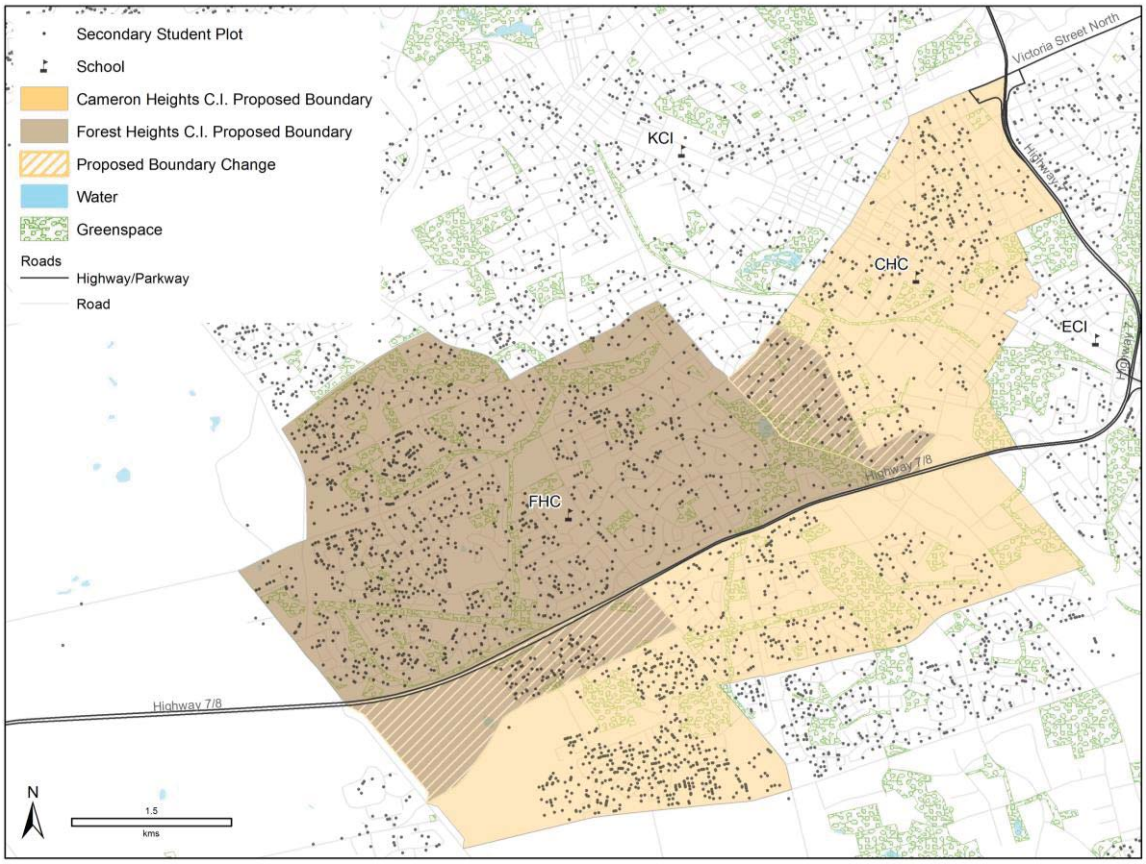
MEDIUM TERM – Depending on what actions the Board chooses to take with regards to the recommendation above, the Board may need to explore a boundary reconfiguration with FHC secondary school. Figure 13 depicts the areas in CHC's boundary that are recommended to become part of FHC's boundary. The data indicates that a total of 172 students would be moved from these areas to FHC reducing enrolment at CHC to between 1,700 and 1,800 in the mid-term. This would also have the effect of increasing utilization rates at FHC to at or close to 100%.

As mentioned briefly in this section, growth in southwest Kitchener will result in the need for a new WRDSB secondary school. Another option in the mid-term could be a temporary accommodation or holding strategy that could accommodate students expected from new growth on a temporary basis until such time that a new secondary school is constructed to

accommodate students from new residential growth and alleviate enrolment pressures. KCI and FHC could both be possible candidates to be holding schools for CHC/SW Kitchener growth.

Should a new southwest Kitchener school be constructed, a portion of CHC's existing boundary should be considered included as part of the new school's boundary. This would help further alleviate existing enrolment pressures, create a more natural and walkable boundary for CHC's student population and could result in removing enrolment caps for the Board's successful IB program.

Figure 13: FHC and CHC Boundary Reconfiguration



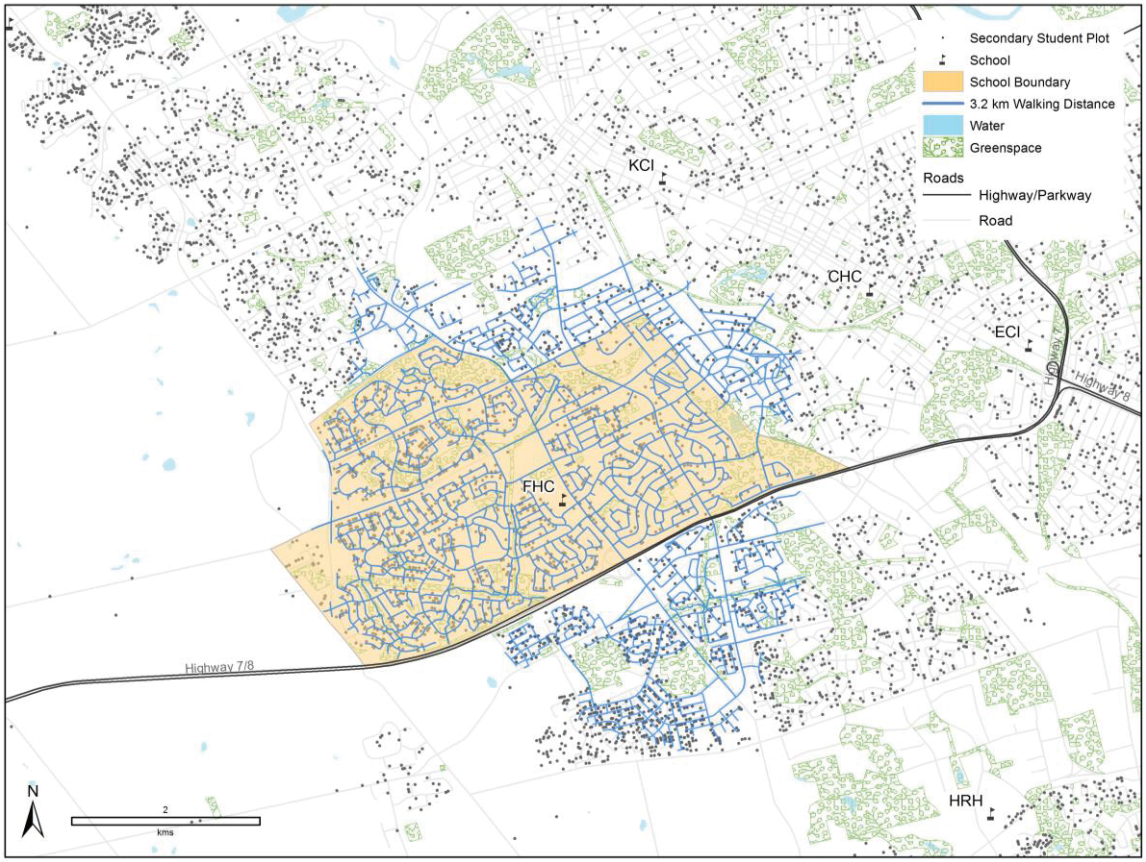
LONG TERM – No Recommendations.

3.6 Forest Heights Collegiate Institute

3.6.1 Background

Forest Heights C.I (FHC) was built in 1964 and is located in Kitchener between the boundaries of KCI and CHC. This facility measures almost 17,900 square metres and has an OTG capacity of 1,290 ranking it number 7 in capacity size. Currently, the enrolment is approximately 1,326 for a total utilization of permanent space of 103%. The school has a total of 6 porta-pack classrooms to fully accommodate enrolment.

Figure 14: FHC's Boundary



3.6.2 Enrolment and Demographics

Enrolment at FHC has been as high as 1,885 in 2005/06 but has steadily declined in the most recent years – enrolment has dropped more than 18% in the last 4 years. Throughout the 90's and into the 2000's this school experienced considerable increases in enrolment as the neighbourhood's population increased. According to the demographics the population growth in this area has stabilized and the community is beginning to age. From 2001 to 2006 the elementary population declined by more than 15% and the pre-school population declined by over 11%. Between 2006 and 2011 this decline in the younger age cohorts begins to feed through to the secondary aged population – with the population aged 14 to 18 years of age

dropping 12% during this period of time (see Table 23). FHC is located in a mature built-out neighbourhood with limited future residential development and as such it is very likely the secondary population will experience future declines. Board enrolment projections predict that enrolment at FHC will decline by a further 20% by 2020/21, followed by a smaller decline of approximately 3% over the longer term (2020/21 – 2025/26). Enrolment is estimated to reach approximately 1,000 by 2025/26 (see Table 24).

Table 23: FHC's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**36,096**	**36,406**	**36,914**	**310**	**0.9%**	**508**	**1.4%**
Pre-School Population (0-3)	1,737	1,543	1,665	**-195**	**-11.2%**	**122**	**7.9%**
Elementary School Population (4-13)	5,565	4,689	4,280	**-876**	**-15.7%**	**-409**	**-8.7%**
Secondary School Population (14-18)	2,838	3,030	2,658	**191**	**6.7%**	**-372**	**-12.3%**
Population Over 18 Years of Age	25,955	27,145	28,312	**1,190**	**4.6%**	**1,166**	**4.3%**
Females Aged 25-44	5,684	5,096	4,886	**-588**	**-10.3%**	**-210**	**-4.1%**

Table 24: Enrolment and Utilization

FHC	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,290	1,326	1,057	1,029
Utilization Rate		103%	82%	80%

3.6.3 Observations and Recommendations

In 2010, enrolment at FHC was just starting to stabilize after being well above capacity for several years. Board projections forecast that enrolment would continue to stabilize in the short-term and start to decline to below 1,600 by 2013/14 and down close to 1,200 by 2018/19. Enrolment did indeed begin to decline over the past several years but at a rate and magnitude greater than what was forecast. By 2013/14 enrolment at FHC was 1,392 and updated projections forecast enrolment to drop below 1,100 by 2017.

While the most recent demographic trends indicate that the declines experienced in the earlier part of the decade are stabilizing, they still point to continued declines in the secondary aged population in the short to mid-term. Enrolment share between WRDSB and WCDSB is 73% to 27%, which is slightly lower than the board-wide average.

Of the 1,392 students enrolled at the facility in 2013/14, approximately 80% or 1,120 students lived in the school's boundary and 1,099 of those are within the school's walking distance. 323 students residing in the boundary attend other WRDSB schools while 272 students attend the school from out of boundary for a net loss of approximately 50 students. FHC is a good example of a community secondary school with a largely natural and walkable boundary and the school located central to the boundary and the most significant clusters of student populations.

The walking distance of the school practically covers the entire school boundary and also intersects the boundaries of three other WRDSB secondary schools. Table 25 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends. There are a total of 2,821 students living in the walking distance of FHC which is the highest number of students in the walking distance of any WRDSB secondary school. However, as noted earlier, the school's walking distance enters into the boundaries of three other secondary schools and 1,408 of those 2,821 students actually reside in the boundaries of these other schools.

Table 25: Number of Students that live In Boundary or Within Walking Distance of Facility

In FHC Boundary:	1,443
In FHC Boundary and within Walking Distance to FHC:	1,413
In FHC Boundary and within Walking Distance to WCI:	156
In FHC Boundary and within Walking Distance to CHC:	169
In FHC Boundary and not within Walking Distance to any School:	30
Within Walking Distance to FHC (Regardless of Boundary):	2,821

Furthermore, when taking into account the natural boundary principles, 949 students that reside within walking distance to FHC live south of Highway 7/8. This data suggests that when accounting for the in and out flow of students for specialized programs etc. that the school captures a good share of its proximal student population. The school has the third highest concentration of students that live within a 1 km radius of the school.

The above data also shows that there a high number of students that live within the school's walking distance that currently are in the boundaries of other secondary schools – one of which is experiencing enrolment pressures. This data, combined with the fact that FHC is experiencing declining enrolment, make this a good candidate to explore possible boundary reconfigurations to equalize enrolments between schools in the same area. As described in the CHC's section of this report, CHC is experiencing enrolment pressures and is at maximum capacity. Considering the proximity of FHC to CHC's boundary, it is recommended that the Board consider a boundary reconfiguration between these two schools. A description of the recommendations and associated mapping can be found in the recommendations section.

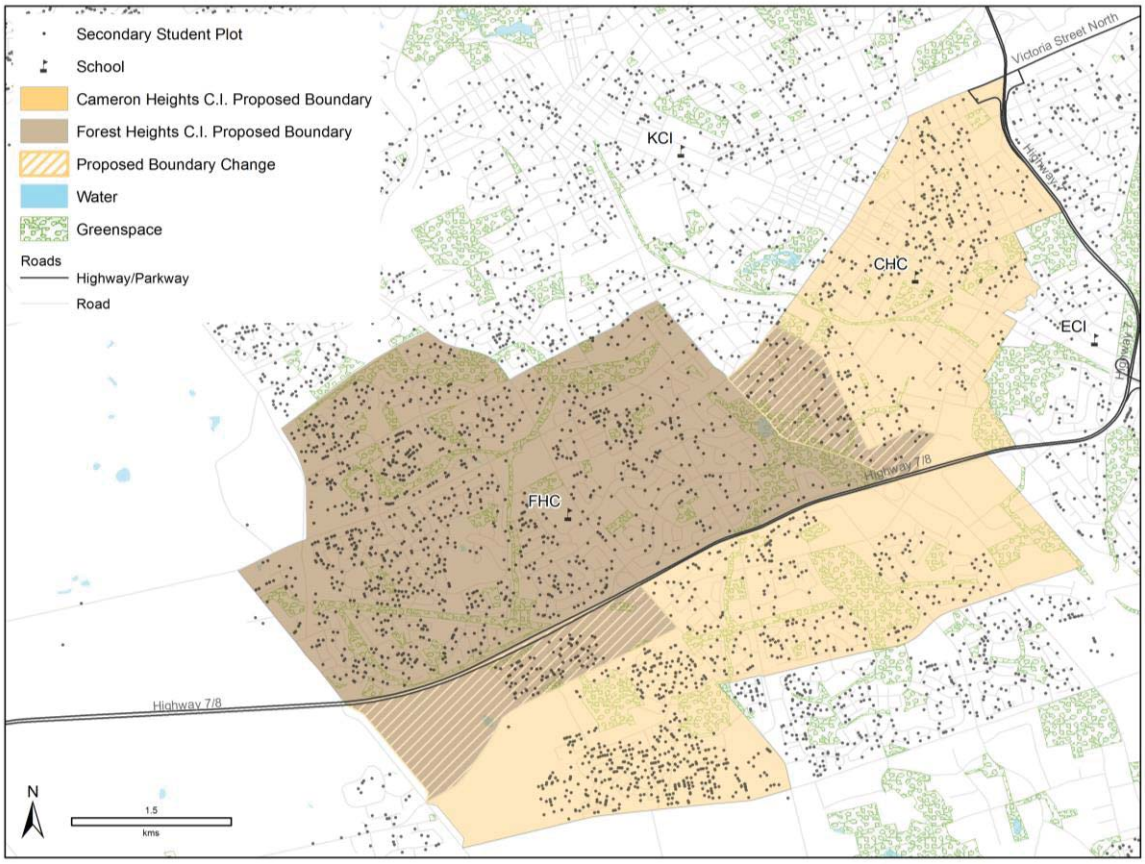
RECOMMENDATIONS

SHORT TERM – No Recommendations.

MEDIUM TERM – Depending on what actions the Board chooses to take with regards to the recommended Accommodation Review in Kitchener, the Board will need to continue to monitor changes in enrolment at both FHC and CHC and consider options regarding a boundary reconfiguration between FHC and CHC. The Board, dependent on enrolments, should explore a boundary reconfiguration with CHC. Figure 15 depicts the areas in CHC's boundary that are recommended to become part of FHC's boundary. The data indicates that a total of 172 students would be moved from these areas to FHC. This would also have the effect of

increasing utilization rates at FHC to at or close to 100% while reducing enrolment at CHC to between 1,700 and 1,800 in the mid-term.

Figure 15: FHC and CHC Boundary Reconfiguration



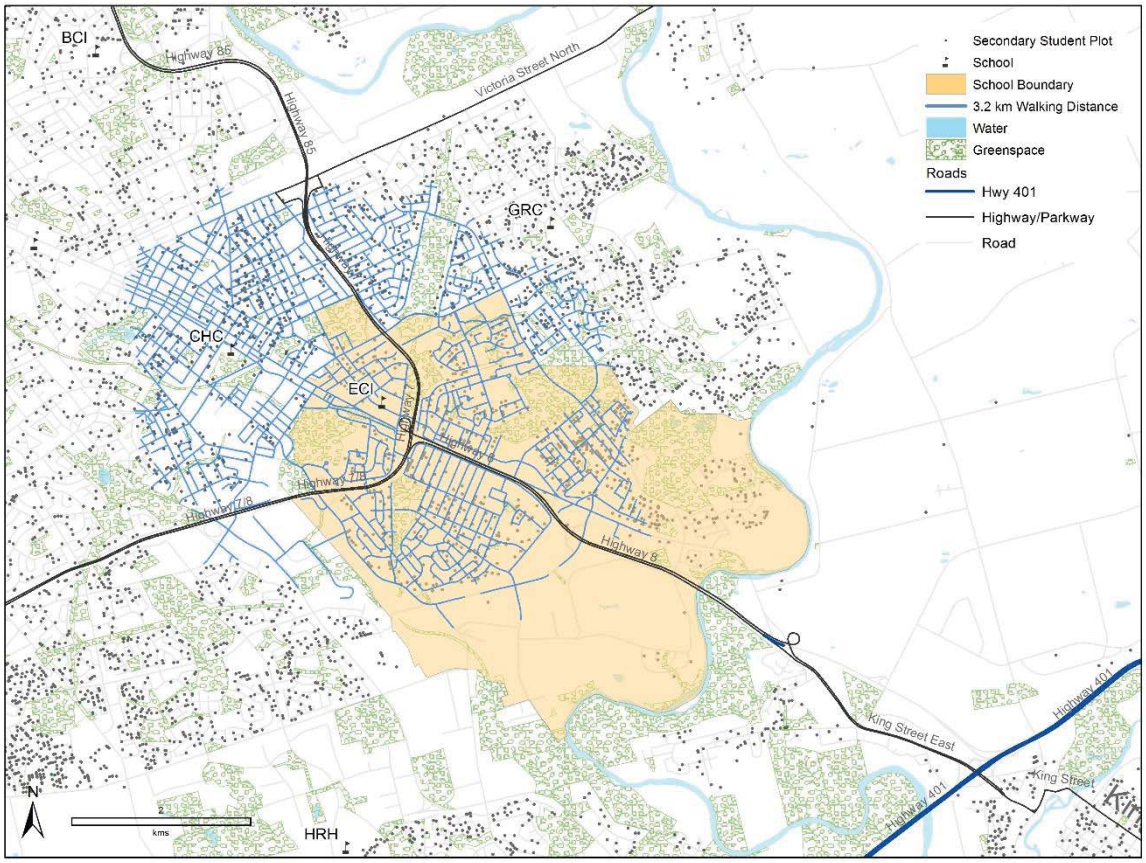
LONG TERM – No Recommendations.

3.7 Eastwood Collegiate Institute

3.7.1 Background

Eastwood C.I. (ECI) is located in central Kitchener and is the Board's 4th oldest school, constructed in 1955. It measures just over 15,000 square metres and has an OTG capacity of 1,263 which ranks 8th. Current enrolment is approximately 1,341 resulting in a utilization rate of 106%. The school utilizes 7 portables to accommodate its total enrolment.

Figure 16: ECI's Boundary



3.7.2 Enrolment and Demographics

Enrolment was relatively stable at ECI from the early 2000's through to the mid 2000's but has experienced some recent increases since 2006/07. Demographically the area's population is aging and as such is experiencing declines in every cohort except in the over 18 year old segment. From 2001 to 2006 the elementary population declined by more than 8% followed by a 15% drop between 2006 and 2011. These trends, combined with limited, family attractive development opportunities, have affected secondary aged population that has experienced a 3.2% decline between 2001 and 2011. While the pre-school population declined by 13% between 2001 and 2006; recent demographic data indicates that this population cohort has increased by 13% between 2006 and 2011; a trend that may help to mitigate declining

secondary enrolment in the future (see Table 26). The Board projects enrolment at ECI to decline over the next 10 years. Enrolment is projected to range between the mid 1,300's and mid 1,200's (see Table 27). ECI's enrolment contains a high percentage (57%) of out of boundary students because of the draw of its magnet programs. The demographics for the area, as well as the Regional projections suggest that the secondary population of ECI's home boundary is likely to experience declines. The stability or increases in the Board's enrolment are likely due to the success of the school's magnet programs (i.e. Integrated Arts and ESL).

Table 26: ECI's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**31,035**	**30,822**	**31,214**	**-213**	**-0.7%**	**392**	**1.3%**
Pre-School Population (0-3)	1,461	1,271	1,437	**-190**	**-13.0%**	**166**	**13.1%**
Elementary School Population (4-13)	3,880	3,565	3,016	**-314**	**-8.1%**	**-550**	**-15.4%**
Secondary School Population (14-18)	1,868	1,868	1,807	**0**	**0.0%**	**-61**	**-3.2%**
Population Over 18 Years of Age	23,827	24,118	24,954	**292**	**1.2%**	**836**	**3.5%**
Females Aged 25-44	4,780	4,567	4,360	**-213**	**-4.5%**	**-207**	**-4.5%**

Table 27: Enrolment and Utilization

ECI	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,263	1,341	1,120	1,238
Utilization Rate		106%	89%	98%

3.7.3 Observations and Recommendations

ECI, in 2010 was operating at maximum capacity and utilizing 3 portables to accommodate total enrolment. Since then enrolments have declined slightly and in 2013/14 were 1,402 compared with an OTG capacity of 1,263. The Board projects that enrolment will continue declining in the short to mid-term reaching levels close to 1,100 before climbing back up to 1,200+ in the longer term.

The Board's enrolment projections are consistent with demographic trends over the past decade which saw sustained declines in the school aged populations. The upswing in enrolment in the Board's projections in the latter part of the forecast is consistent with the recent increases in the 0-3 populations between 2006 and 2011 where they increased by more than 13%. The Board captures a higher than average enrolment share relative to the WCDSB in this boundary with a 78% share – this increased by 2% between 2012 and 2013.

Of the 1,402 students enrolled at this school in 2013/14, approximately 806 or 57% of them live in the school's boundary. However, almost 89% of students who attend the school and live in boundary reside in the school's walking distance. Similar to CHC and WCI, ECI has a high percentage of students who attend from out of boundary to enrol in its specialized programs (Arts/Music). Approximately 596 students or almost 43% of ECI's enrolment is from outside of the school boundary which is the highest rate in the Board. Table 28 depicts the breakdown of

students within the school's boundary and/or walking distance (3.2 km) by school the student actually attend

Table 28: Number of Students that live In Boundary or Within Walking Distance of Facility

In ECI Boundary:	1,149
In ECI Boundary and within Walking Distance to ECI:	1,003
In ECI Boundary and within Walking Distance to GRC:	375
In ECI Boundary and within Walking Distance to CHC:	256
In ECI Boundary and not within Walking Distance to any School:	142
Within Walking Distance to ECI (Regardless of Boundary):	2,022

ECI is located in the northwestern tip of its boundary and the boundary is divided by highways, expressways and interchanges. The school's walking distance covers only about half of the school's boundary, yet does cover the most significant clusters of secondary students. The walking distance, like the school's boundary and the school's student clusters, is intersected by physical barriers and also enters the boundaries of 3 other secondary schools. There are a total of 2,022 students who reside within walking distance to the school but 477 of them live within 1 km of other WRDSB secondary schools. In addition, when incorporating the principles of natural boundaries, many students residing in walking distance are intersected by highways/expressways. Thus any boundary reconfiguration to deal with the boundary issues mentioned would not be viable due to the existing location of the school and existing physical barriers. In addition, Board enrolment projections do not indicate serious enrolment pressures at this school either in the short, mid or longer term scenarios. As such there are no recommendations for this school at this time.

In order to address these issues, as well as those affecting other schools in Kitchener Centre, the Board should undertake an Accommodation Review involving Cameron Heights Collegiate Institute, Eastwood Collegiate Institute and Kitchener-Waterloo C.V.S. The points above highlight that the size and proximity of these three schools does not align with existing or projected enrolments within the core of the City, and students pursuing core curriculum pathways would be equally well served if the Board only had two schools offering this option in the core. However, it should be noted that the objective of the review would not be the closure of one of these three schools, as the forecast highlights that this capacity will be needed overall. Rather, one of the three could be utilized as a full magnet or specialized program option for students in the Region.

RECOMMENDATIONS

SHORT TERM – That the Board undertake an accommodation review involving Cameron Heights Collegiate Institute, Eastwood Collegiate Institute and Kitchener-Waterloo C.V.S. The analysis included in this report highlights that the size and proximity of these three schools does not align with existing or projected enrolments within the core of City, and that students pursuing core curriculum pathways would be equally well served if the Board only had two schools offering this option in the core. However, it should be noted that this would not preclude the

Board from maintaining all three schools, particularly if it chose to utilize one facility as a full magnet or specialized program option for students in the Region. As described in the CHC recommendations, if the Board wanted to explore the possibilities of stand-alone specialized secondary schools, ECI could be included as part of that analysis. ECI is similar to CHC with a large percentage of its enrolment attending from out of boundary to enroll in specialized programs. If specialized programs were congregated at one secondary school, student enrolments could be distributed to surrounding schools to increase populations and could improve long term viability of core program offerings at these schools.

MEDIUM TERM - No Recommendations.

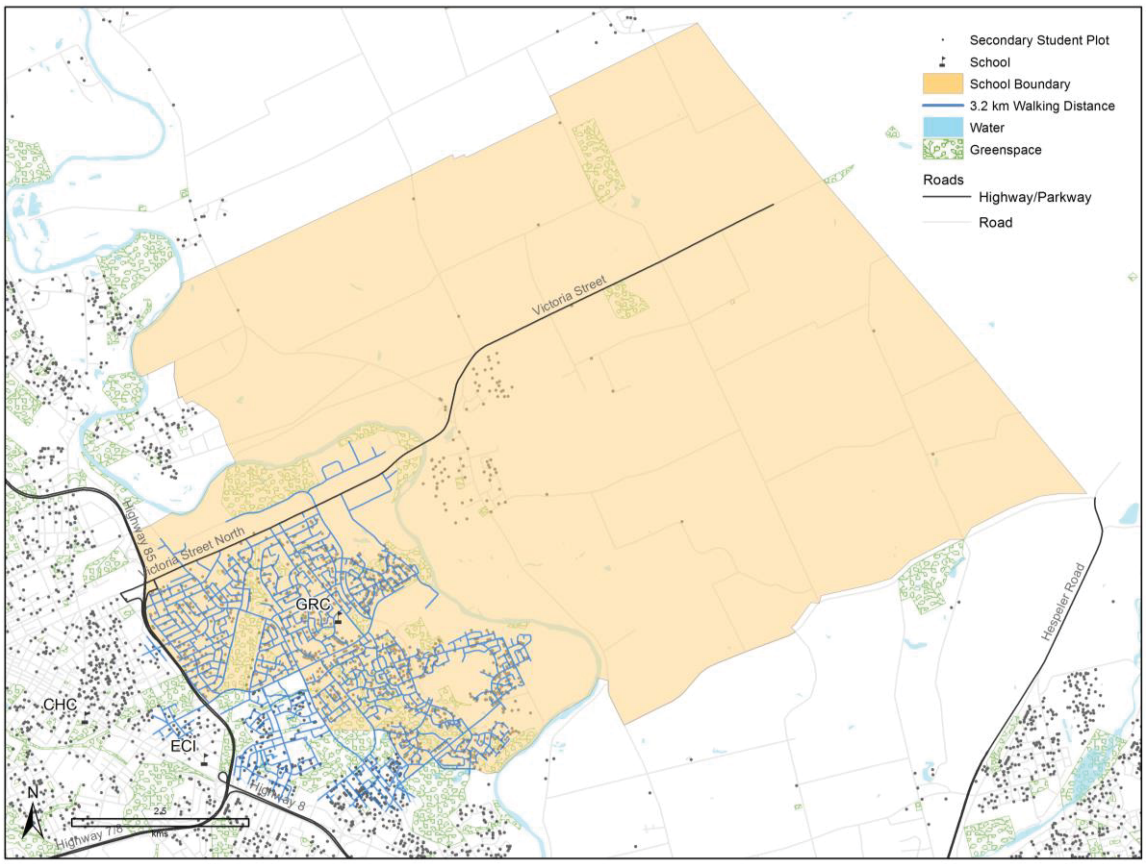
LONG TERM – No Recommendations.

3.8 Grand River Collegiate Institute

3.8.1 Background

Grand River C.I. (GRC) is located in the central east portion of the Board's jurisdiction in the City of Kitchener. The school was constructed in 1965 and measures approximately 18,300 square metres. It has an OTG capacity rated at 1,344 and its current enrolment is approximately 1,390 for a utilization rate of over 103%. The school requires the use of 11 portables to accommodate its total enrolment.

Figure 17: GRC's Boundary



3.8.2 Enrolment and Demographics

Throughout the 2000's, enrolment at this school has ranged between the mid 1300's and the high 1400's and has had a peak enrolment of more than 1,500 students in 2010/11 and 2011/12. The demographics for the area show that growth in the area's existing population is relatively flat with a minor 2.7% growth rate from 2001-2006. The elementary and pre-school populations experienced declines of 5% and 4% respectively over the same time period. More recently, this area has experienced significant growth – with the total population increasing by almost 18%. While all of the age cohorts experience some increase during this time, the pre-school age population had the greatest increase by more than 41%; while the elementary and

secondary populations both increased by approximately 10% for the same period of time (see Table 29). The Board's projections estimate that enrolment at GRC could increase to over 1,500 students in the next 8-10 years; which is in line with the recent demographic trends (see Table 30). It should be noted that longer term projections based on the Regional population projections predict continued growth for this area.

Table 29: GRC's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**27,021**	**27,758**	**32,669**	**738**	**2.7%**	**4,910**	**17.7%**
Pre-School Population (0-3)	1,209	1,156	1,636	**-53**	**-4.4%**	**480**	**41.6%**
Elementary School Population (4-13)	3,626	3,442	3,787	**-184**	**-5.1%**	**345**	**10.0%**
Secondary School Population (14-18)	1,897	1,895	2,078	**-2**	**-0.1%**	**183**	**9.7%**
Population Over 18 Years of Age	20,289	21,266	25,168	**977**	**4.8%**	**3,902**	**18.3%**
Females Aged 25-44	4,087	3,921	4,603	**-166**	**-4.1%**	**683**	**17.4%**

Table 30: Enrolment and Utilization

GRC	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,344	1,390	1,316	1,525
Utilization Rate		103%	98%	114%

3.8.3 Observations and Recommendations

In the 2010 analysis, enrolment at GRC was over capacity and was projected to remain over capacity for the duration of the forecast due to demographics and projected growth in the boundary. Enrolment was close to 1,500 students in 2010 and projected to reach close to 1,700 students by 2013/14. Since then, growth has not been as accelerated as was projected and enrolments have been largely stable over the last several years in that 1,500 range.

Enrolment is projected to decline in the short to mid-term to levels close to 1,300 as some of the declines in the pre-school and elementary aged population from the early 2000's make their way into the secondary population. Recent demographics show that growth in the area has begun to accelerate with increases of 10% in the elementary aged population and of more than 41% in the pre-school aged population. This is reflected in the longer term projections with enrolments expected to reach upwards of 1,500 by 2023/24. The school captures a higher than average share of enrolment relative to WCDSB with a share of 83%. It should be noted that the enrolment share decreased by approximately 1% between 2012 and 2013.

More than 80% of the school's enrolment comes from within its boundary and almost 93% of students that attend from within the boundary live within the walking distance of the school. The net in/out flow of students leaving the boundary and coming in from out of boundary is almost a wash here with 261 leaving to attend other WRDSB schools and 277 students attending from out of boundary. The most significant cluster of secondary students in the boundary is located in close proximity to the school and this cluster is largely covered by the school's walking distance.

In fact, this school has the highest concentration of WRDSB secondary students within a 1 km radius of the school in the Board's jurisdiction, with over 550 students. Table 31 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends.

Table 31: Number of Students that live In Boundary or Within Walking Distance of Facility

In GRC Boundary:	1,478
In GRC Boundary and within Walking Distance to GRC:	1,370
In GRC Boundary and within Walking Distance to CHC:	202
In GRC Boundary and within Walking Distance to ECI:	456
In GRC Boundary and not within Walking Distance to any School:	108
Within Walking Distance to GRC (Regardless of Boundary):	1,766

While the majority of the school's population is largely contained in the area close to the school and west of the river, the school's boundary is large and also includes the community of Breslau which is outside of the school's walking distance. In essence, the immediate area surrounding the school and bounded by the river meets all the parameters of a good natural and walkable boundary. However, the more rural part of the boundary falls outside of these parameters but this area would require transportation regardless of which school's boundary it belonged to.

As mentioned previously, the school's walking distance encompasses the most significant clusters of secondary populations in the boundary. It does intersect the boundaries of two other secondary schools and a small part of it is divided by the expressway. In total, 1,766 reside in this walking distance and approximately 100 of those reside within 1 km of other WRDSB secondary schools and 10 on the other side of the expressway. This leaves a walkable student population of approximately 1,656.

This school captures a high share of its proximal student population, has good in boundary attendance rates and outside of the community of Breslau and areas east of the river, is a largely walkable school. Longer term growth projections indicate that enrolments should be in the 1,500 range which would exceed the permanent capacity of the school. The Board has submitted a business case to the Ministry of Education to request funding for the construction of an addition to this school which would accommodate the expected increases in enrolments.

It should also be noted that longer term growth projections for this area are robust and that the most recent demographic trends indicate that growth rates are starting to increase. It is important that the Board continually monitors growth and enrolments to determine if the existing and proposed capacities of the school will be acceptable. In the event that the Board does not receive approvals for the planned addition or that enrolment exceeds projections, there are limited boundary reconfigurations that would help alleviate enrolment pressures at this school. Schools immediately surrounding GRC that might be good candidates for boundary change do not have or are projected to have sufficient surplus space. One consideration, although not ideal, could be moving the Breslau community. Students from this area would require

transportation regardless of which school they attended, however distances to other secondary schools could prove prohibitive.

RECOMMENDATIONS

SHORT TERM – Prior to finalizing this report, the Ministry of Education declined the Board's request for funding to construct a permanent addition to accommodate expected increases in enrolments. As a result, the Board will need to work with identified partners to develop alternative options that will address expected increases in enrolment.

MEDIUM TERM – That the Board monitor growth and enrolments and identify alternative options that will allow the Board to increase capacity at the school or make changes to the boundary if enrolment exceeds forecasts.

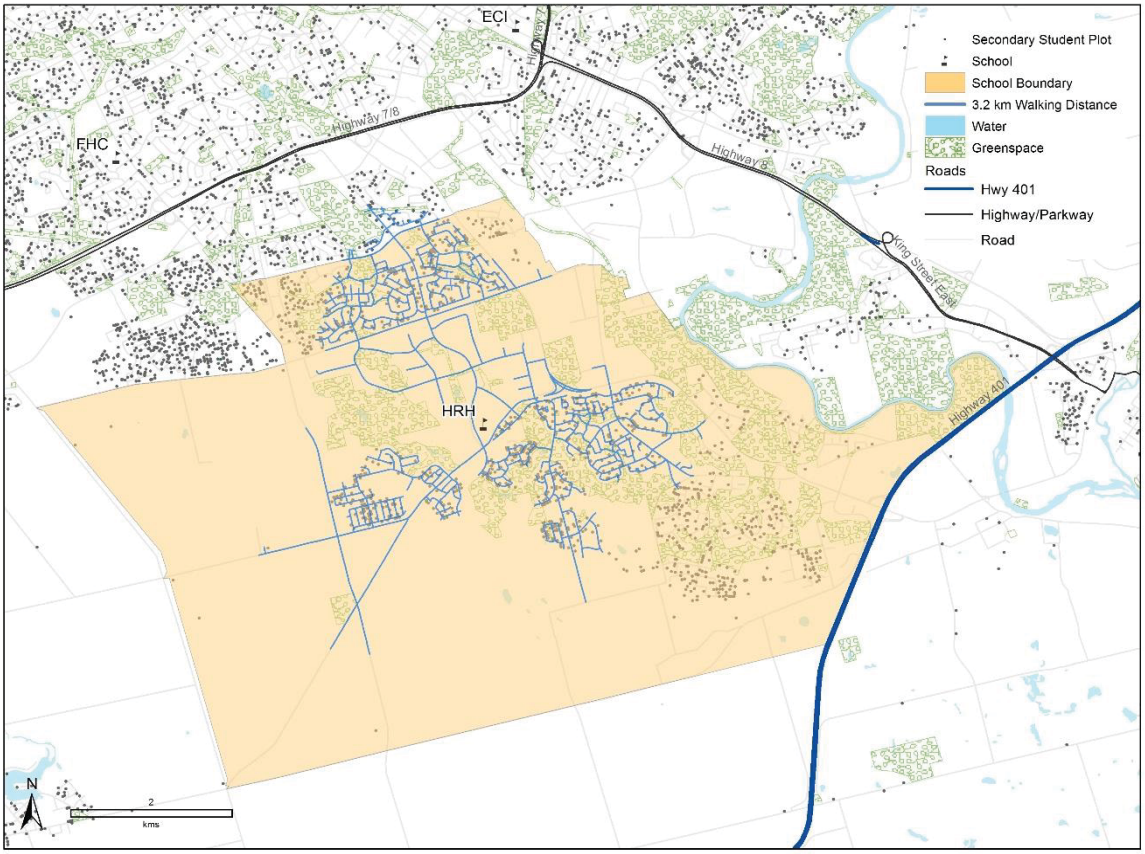
LONG TERM – No Recommendations.

3.9 Huron Heights Secondary School

3.9.1 Background

Huron Heights S.S. (HRH) is the Board's newest school and was opened during the 2006/07 school year. It is located in Kitchener, south of CHC's boundary. It is one of the Board's smallest facilities measuring approximately 14,260 square metres. The school has an OTG capacity of 1,245 (6th smallest) and enrolment in 2014/15 of 1,281 for a utilization of 103%. The school currently has 4 portables to accommodate enrolment.

Figure 18: HRH's Boundary



3.9.2 Enrolment and Demographics

The school opened with only grade 9 and 10 enrolment totalling 490 students. Total enrolment increased significantly as the school accommodated the full 9-12 grades reaching almost 1,300 in 2014/15. HRH is located in a major growth area in Kitchener which has experienced significant increases in population over the past several years. There were more than 4,000 new residential dwellings added to the housing stock in this area between 2001 and 2011 – this increase in occupied dwelling contributed to a 45.3% increase in population. The population of pre-school, elementary and secondary aged children all experienced double digit increases over the same time period (see Table 32). Board projections for HRH indicate that enrolment is expected to increase significantly at this school over the next 5-10 years ranging between 1,200

and 2,200 – potentially reaching a utilization rate of over 180%. The demographics for the boundary suggest that the secondary population will continue to increase in the area which should contribute to continued increases in enrolment at HRH (see Table 33). In addition, the Regional population projections for the area predict that the total population will continue to increase over the next 10 years further contributing to increases in school aged children.

Table 32: HRH's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**23,954**	**29,128**	**34,810**	**5,173**	**21.6%**	**5,682**	**19.5%**
Pre-School Population (0-3)	1,190	1,565	2,076	**376**	**31.6%**	**511**	**32.6%**
Elementary School Population (4-13)	3,803	4,037	4,492	**234**	**6.1%**	**455**	**11.3%**
Secondary School Population (14-18)	1,961	2,253	2,363	**292**	**14.9%**	**110**	**4.9%**
Population Over 18 Years of Age	17,001	21,272	25,879	**4,272**	**25.1%**	**4,606**	**21.7%**
Females Aged 25-44	3,965	4,589	5,456	**625**	**15.8%**	**867**	**18.9%**

Table 33: Enrolment and Utilization

HRH	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,245	1,281	1,754	2,245
Utilization Rate		103%	141%	180%

3.9.3 Observations and Recommendations

HRH, at the time of the last study in 2010, was operating at close to its permanent capacity and was bussing a satellite zone of students from new development and located in close proximity to HRH to Preston H.S. (PHS) in Cambridge. Since then, the Board has made an attendance boundary change and students from the aforementioned satellite zone now attend HRH. As such, enrolments have increased from approximately 1,200 in 2010 to 1,337 in 2013/14, resulting in a utilization rate of 107% and a more natural and walkable boundary.

The school is located in a high growth area in West Kitchener and the demographic trends have shown sustained and continued growth over the past decade. The total population has increased by more than 45% between 2001 and 2006 and the pre-school aged population has almost doubled over that same time period. The demographics suggest that the secondary aged population in this boundary will begin to increase significantly in the mid to longer term. In addition, there is significant residential development forecast for the area surrounding HRH. The Board's enrolment projections are largely consistent with the demographic trends and cognizant of the projected new residential development. The Board forecasts that enrolment at HRH will increase to more than 1,500 by 2018 and to more than 2,200 by 2024. The Board's enrolment share in the area relative to the WCDSB is just over 74% which is just below the Board average. It increased by 0.5% between 2012 and 2013.

Almost 94% of the students enrolled at HRH live in the school's boundary but less than 57% of the students at HRH live within walking distance of the school. There are 248 students residing

in the boundary attend other WRDSB secondary schools but only 81 students attend the school from outside its home boundary – one of the lowest numbers across the Board. While a high number of students attend the school from within the boundary, the walking distance of the school does not encompass all areas of the boundary and there are also three distinct clusters of secondary aged children in the boundary. One cluster is concentrated around the school and covered by the walking distance, one cluster is partially covered by the walking distance, while one cluster is not covered by the walking distance. Table 34 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends.

Table 34: Number of Students that live In Boundary or Within Walking Distance of Facility

In HRH Boundary:	1,504
In HRH Boundary and within Walking Distance to HRH:	929
In HRH Boundary and within Walking Distance to FHC:	64
In HRH Boundary and not within Walking Distance to any School:	511
Within Walking Distance to HRH (Regardless of Boundary):	977

There are a total of 977 students that reside in the walking distance of HRH and none of those students reside within 1 km of any other WRDSB secondary school, nor are any of those students impeded by any significant physical barriers. Of those students, 210 attend other WRDSB secondary schools and 50 live within CHCs boundary. The data indicates that there is a walkable WRDSB secondary population of close to 1,000 students surrounding HRH but the heaviest concentrations of students are in different clusters and not in the immediate vicinity of the school. HRH has the fourth lowest concentration of students in a 1 km radius of the school with only 154 WRDSB students.

In addition to some of the boundary challenges, a more significant issue facing the school is enrolment pressures. As stated earlier, enrolment is projected to be well over capacity in the next several years and almost 70% higher than current levels in the longer term. A boundary reconfiguration could not address the issues at this school without being planned in conjunction with other accommodation options. Considering the long-term enrolment projections for this area as well as the projections in CHC's boundary, an accommodation strategy should contemplate the need and timing for a new secondary school. Any boundary reconfigurations would be dependent on the location and size of a new southwest Kitchener secondary school.

A high-level analysis completed in the 2010 report was reviewed and it was determined that growth and enrolment projections still warranted the consideration of a new southwest Kitchener secondary school. Regional population and residential projections show a high level of growth in the boundary of HRH as well as the southwest portion of CHC's boundary. In addition to this expected student growth from new residential development, there are existing students from the CHC/HRH boundary that can also be directed to a new secondary school. A new secondary school could alleviate enrolment pressures at HRH and CHC, reduce transportation needs in

the area and create more natural boundaries and community centred schools with a higher number of walkers.

The WRDSB is currently working on acquiring a site that would be of sufficient size and in the right location should a new secondary school be deemed necessary. The current site owned by the Board in Southwest Kitchener is outside of the built boundary established by the Regional Official Plan and has some concerns with respect to the location of a gas pipeline which make it unusable for Board purposes.

RECOMMENDATIONS

SHORT TERM – That the Board explore a temporary accommodation strategy to accommodate projected mid-term increases at HRH. This can include temporary accommodations or the implementation of a development area (holding zone).

MEDIUM TERM – If a new southwest Kitchener school is constructed, determine appropriate boundary reconfigurations for existing schools and the new secondary school.

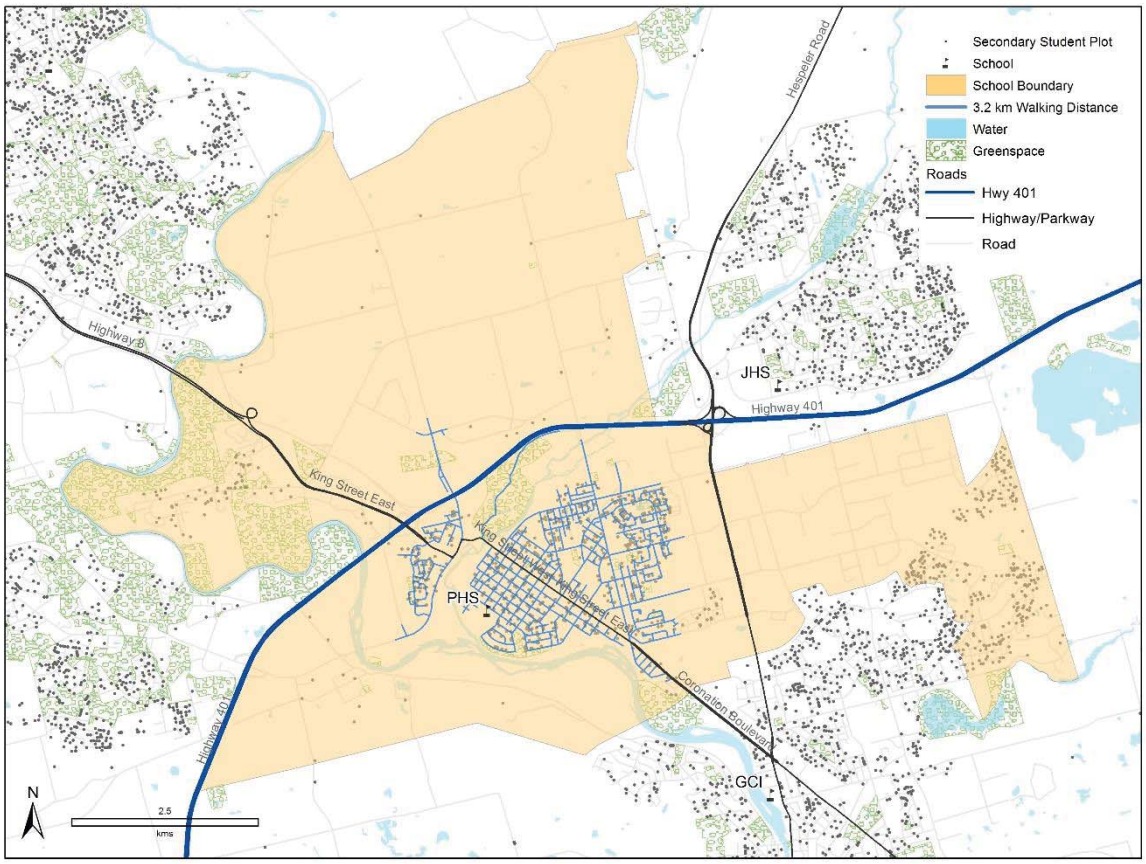
LONG TERM – That the Board monitor variables and factors impacting longer term enrolments and explore possible boundary reconfigurations or the need for additional capacity that may address longer term enrolment and population forecasts. Specific attention should be paid to areas like Waterloo, South West Kitchener and Cambridge.

3.10 Preston High School

3.10.1 Background

Preston H.S. (PHS) is located in Cambridge and is the Board's 5th oldest school, constructed in 1955. It is one of the Board's smallest facilities measuring approximately 15,500 square metres. The school has an OTG capacity of 1,116 (3rd smallest) and enrolment in 2014/15 of just under 1,140 for a utilization of about 102%. The school does not have any portables and is able to accommodate enrolment through the use of its permanent space and can reasonably accommodate up to 1,200 students.

Figure 19: PHS's Boundary



3.10.2 Enrolment and Demographics

Enrolment at the school has been relatively stable over the past several years – in the early 2000's the school averaged about 1,250 students, reaching as high as 1,312 students in 2005/06. Since then, this facility has been averaging approximately 1,180 students. Enrolment at this school used to include the area west of HRH that was bussed to this facility. However, recently the Board has implemented a boundary change so that these students are now part of HRH's boundary. There are areas of growth within PHS's boundary that are contributing to increases in the population in all cohorts and have likely contributed to enrolment stability after

the boundary change (see Table 35). The Board's projections estimate that enrolment in the next five to ten years at PHS will remain relatively stable – fluctuating between 1,100 and 1,200 students (see Table 36). These projections are consistent with Regional forecasts for the area.

Table 35: PHS's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**27,482**	**31,787**	**34,370**	**4,305**	**15.7%**	**2,583**	**8.1%**
Pre-School Population (0-3)	1,476	1,718	1,657	**242**	**16.4%**	**-61**	**-3.5%**
Elementary School Population (4-13)	4,090	4,332	4,507	**242**	**5.9%**	**175**	**4.0%**
Secondary School Population (14-18)	1,801	2,194	2,263	**393**	**21.8%**	**69**	**3.1%**
Population Over 18 Years of Age	20,115	23,542	25,943	**3,427**	**17.0%**	**2,401**	**10.2%**
Females Aged 25-44	4,358	4,918	4,840	**560**	**12.9%**	**-78**	**-1.6%**

Table 36: Enrolment and Utilization

PHS	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,116	1,136	1,122	1,187
Utilization Rate		102%	101%	106%

3.10.3 Observations and Recommendations

In 2010 this school was operating at close to its permanent capacity and was accommodating enrolment from HRH's boundary. Since then, the enrolment from HRH has been returned to its resident area and enrolments at PHS have declined by about 100 over the past several years to 1,153 in 2013 compared with a capacity of 1,116. The school is currently being well utilized at just over 103%.

Growth in the area has slowed considerably in the latter part of the decade compared with the earlier part of the decade. The total population grew by almost 16% between 2001 and 2006 but that rate was cut in half between 2006 and 2011 with 8% population growth. The pre-school aged population increased by more than 16% in the earlier part of the decade but between 2006 and 2011 declined by almost 4% (see Table 35). Enrolment shares in this boundary are slightly below the Board average with a 70% share relative to the WCDSB. The enrolment share has remained fairly consistent between 2012 and 2013.

Close to 90% of the students attending PHS reside within PHS's attendance boundary but less than 56% of those students live within the walking distance of the school. Approximately 210 students reside in the boundary but attend other WRDSB schools and 116 attend the school from out of boundary. There are two significant clusters of secondary school aged populations in the boundary, one which is covered by the school's walking distance and located in the neighborhood surrounding the school and one that lies outside of the walking distance. The population cluster that is encompassed by the walking distance is also divided by the Speed River.

Table 37 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends. The school's walking distance encompasses much of the south central portion of the boundary but a cluster of almost 400 students in the far south east portion of the boundary as well as approximately 70 students in the western portion of the boundary lie outside of the school's walking distance. There are only a total of 745 WRDSB secondary students who live within walking distance of PHS's– this is one of the lowest numbers of students in any of the Board's secondary school walking distances. When analyzing this boundary using the natural boundary parameters, the boundary has difficulty meeting any the principles discussed. Namely, the school does not have a sufficiently sized walk-in population, it has physical barriers that divide the boundary and its significant clusters of secondary populations are divided.

Table 37: Number of Students that live In Boundary or Within Walking Distance of Facility

In PHS Boundary:	1,248
In PHS Boundary and within Walking Distance to PHS:	745
In PHS Boundary and within Walking Distance to GCI:	49
In PHS Boundary and not within Walking Distance to any School:	476
Within Walking Distance to PHS (Regardless of Boundary):	745

There are no boundary reconfiguration recommendations that would address the boundary issues present at PHS. While there is a significant cluster of students in the southeast portion of the boundary that may be more closely aligned with GCI, those students do not fall in the walking distance of any other secondary school and would require transportation regardless of what WRDSB school they attend. Furthermore, projected enrolment at PHS is forecast to remain close to capacity and a boundary change of that magnitude would significantly reduce enrolment at the school, lowering utilization rates and creating surplus space.

RECOMMENDATIONS

SHORT TERM – No Recommendations.

MEDIUM TERM – That the Board monitor enrolments and residential growth, which will determine the need for boundary reconfigurations for Cambridge secondary schools.

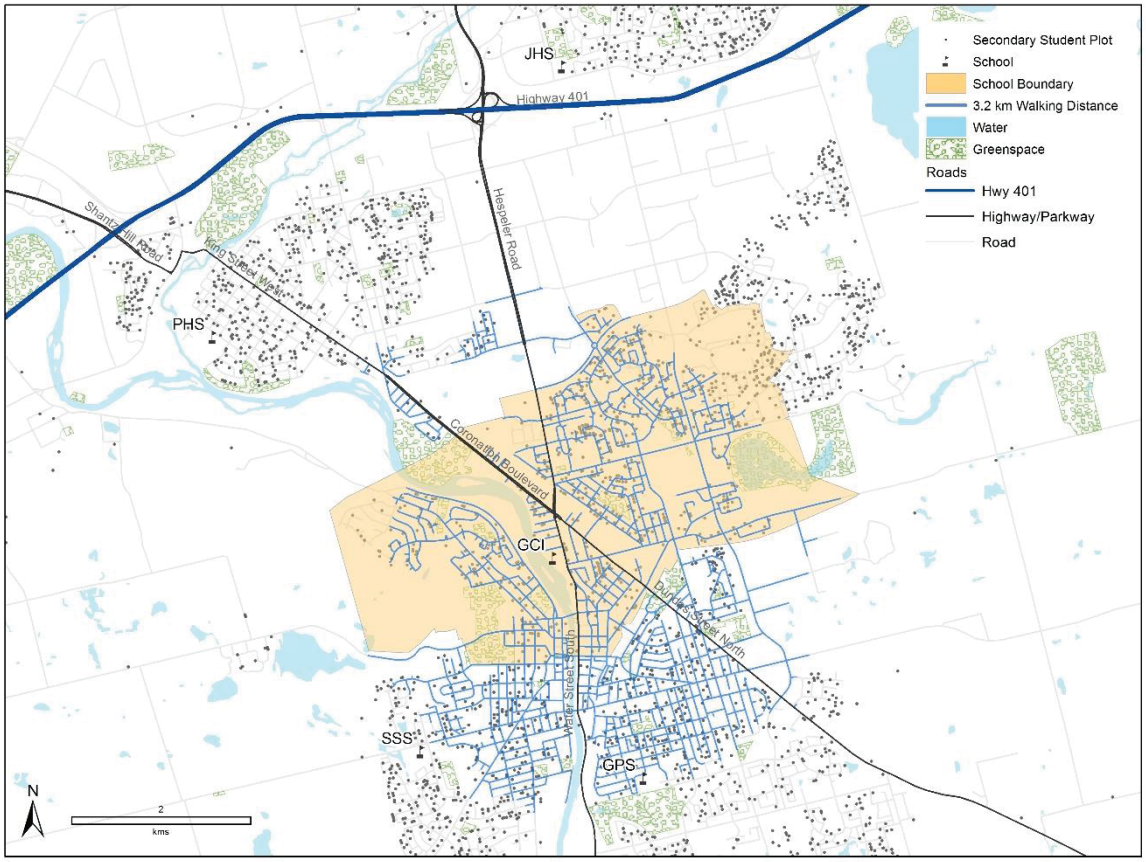
LONG TERM – No Recommendations.

3.11 Galt Collegiate Institute

3.11.1 Background

Galt C.I. (GCI) is the Board's oldest school and was originally constructed in 1853. It is located in Cambridge and is in close proximity to two other Cambridge schools, Glenview Park S.S (GPS) and Southwood S.S. (SSS) in the city's centre. This facility measures close to 16,500 square metres and the 6th smallest in terms of OTG capacity with a capacity of 1,230. In 2014/15 enrolment was 1,026 for a utilization of permanent space of 83%. The school does not have any portables.

Figure 20: GCI's Boundary



3.11.2 Enrolment and Demographics

Enrolment at GCI was as high as 1,240 prior to the elimination of the OAC grade in 2003/04. Since then enrolment has been declining to its current level of approximately 1,000. The school's boundary has limited new residential development opportunities that are likely to attract families and the demographics indicate that the school could expect reductions in the secondary population going forward – as the cohort's population dropped by 7% between 2006 and 2011 (see Table 38). The Board projects that enrolment could fall to below 1,000 in the next five years and between 900-1,000 in the medium to longer term (see Table 39). This is consistent

with both the demographics of the area as well as the Regional population projections for the boundary.

Table 38: GCI's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**27,028**	**28,359**	**28,217**	**1,331**	**4.9%**	**-142**	**-0.5%**
Pre-School Population (0-3)	1,427	1,295	1,280	**-132**	**-9.3%**	**-15**	**-1.2%**
Elementary School Population (4-13)	4,098	3,969	3,430	**-129**	**-3.1%**	**-539**	**-13.6%**
Secondary School Population (14-18)	2,004	2,258	2,099	**254**	**12.7%**	**-158**	**-7.0%**
Population Over 18 Years of Age	19,499	20,837	21,408	**1,338**	**6.9%**	**571**	**2.7%**
Females Aged 25-44	4,351	4,117	3,730	**-234**	**-5.4%**	**-387**	**-9.4%**

Table 39: Enrolment and Utilization

GCI	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,230	1,026	995	921
Utilization Rate		83%	81%	75%

3.11.3 Observations and Recommendations

The issue at GCI in 2010 was one of declining enrolment and surplus space. Enrolment was expected to decline to below 1,000 by 2013/14 and in the 850 range by 2016/17. Actual enrolment in 2013/14 was higher than forecast by about 75, with 1,053 students attending the school. Updated enrolment projections are slightly more optimistic than the 2010 projections, but the school is still projected to have long term surplus spaces.

The most recent demographic trends continue to show that elementary aged populations are declining and the most recent census data shows that the secondary population also declined by 7% between 2006 and 2011. The pre-school aged population has declined by more than 10% over the last decade (see Table 38). This area also has one of the Board's lowest participation rates and enrolment shares with the WCDSB. According to 2013 data, the WRDSB had just over 59% of secondary students compared with just below 41% for the WCDSB. The WRDSB also lost approximately 2.5% of its share between 2012 and 2013. This boundary has the second lowest enrolment share in the Board's jurisdiction.

Approximately 72% of the school's enrolment resides in boundary and only 52% of students enrolled at the school reside within walking distance. The school's walking distance does encompass the majority of the school's boundary with the exception of the far north east portion of the boundary. This cluster of students that lies outside the walking distance is the same cluster of secondary students in PHS's boundary that lie outside of its walking distance. This cluster of students does not fall into the walking distance of any WRDSB secondary school. Table 40 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends.

There are a total of 1,504 students that reside in GCI's walking distance but due to the proximity of GCI to other Cambridge secondary schools, 328 of these students live within 1 km of another WRDSB school. In addition, when incorporating the natural boundary principles, another 268 students in the walking distance are divided by physical barriers (river). The school has a walkable secondary population free of physical barriers of just over 900 students.

Table 40: Number of Students that live In Boundary or Within Walking Distance of Facility

In GCI Boundary:	950
In GCI Boundary and within Walking Distance to GCI:	791
In GCI Boundary and within Walking Distance to SSS:	104
In GCI Boundary and within Walking Distance to GPS:	162
In GCI Boundary and not within Walking Distance to any School:	159
Within Walking Distance to GCI (Regardless of Boundary):	1,504

The issues at GCI and also some of the other Cambridge secondary schools is that there are not sufficiently sized populations that fall within the walking distances of the schools or are not impeded by physical barriers. Furthermore, GCI and some of the other Cambridge secondary schools have or are projected to have surplus space and any boundary reconfigurations to address the natural boundary parameters would create additional surplus space and utilization issues. Additionally, in many cases the clusters of secondary populations that fall outside of their resident school's walking distances also tend to fall out of the walking distance of other WRDSB schools. These factors limit the effectiveness of boundary reconfigurations and the Board should explore factors that impact enrolment share and participation rates.

RECOMMENDATIONS

SHORT TERM – That the Board monitor enrolments and enrolment shares/participation rates and explore factors that may impact increasing enrolment/share.

MEDIUM TERM – That the Board monitor enrolments and residential growth, which will determine the need for boundary reconfigurations for Cambridge secondary schools.

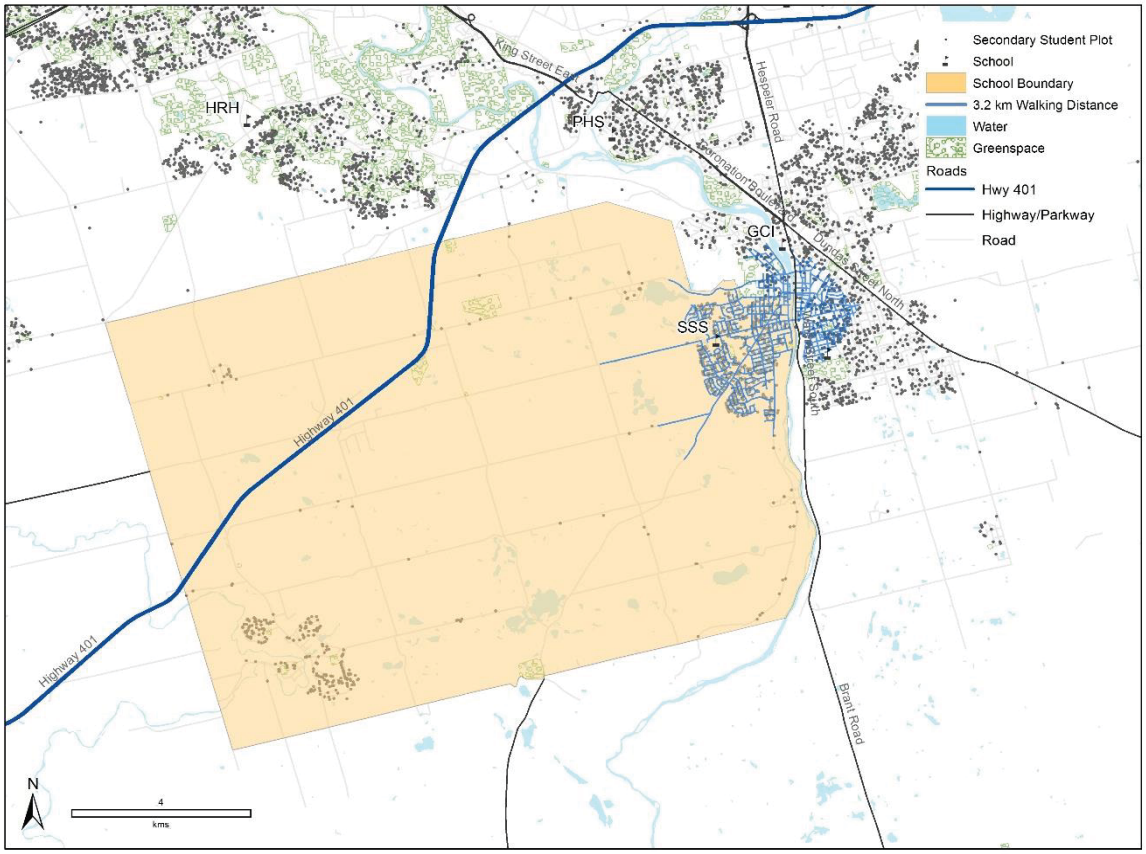
LONG TERM – No Recommendations.

3.12 Southwood Secondary School

3.12.1 Background

Southwood S.S. (SSS) is located in the extreme south-west of the Board's jurisdiction in Cambridge. The school was constructed in 1962 making it the Board's 9th oldest school. The school measures under 12,500 square metres making it the smallest secondary school in the Board's inventory. It has an OTG capacity of 879 which is also the smallest capacity of all of the secondary schools. Its enrolment in 2014/15 was approximately 796 students for a utilization of permanent space of 91%. The school currently utilizes 2 portables as well as an 8 unit porta-pack and could reasonably accommodate up to 1,100 students according to the functional capacity of the school.

Figure 21: SSS's Boundary



3.12.2 Enrolment and Demographics

Enrolment at SSS averaged over 1,000 students between 2000/01 and 2008/09. Since then enrolment has been declining to its current level of below 800. The demographics of the area suggest that the boundary could see a decline in secondary populations. Between 2001 and 2011 all age cohorts except the population over the age of 18 decreased with pre-school and elementary aged population experiencing double digit declines in the earlier part of the decade. Between 2006 and 2011 the secondary population dropped by more than 5% (see Table 41).

The Board projects that enrolment will remain relatively stable, fluctuating between 750 and 850 students in the next 10 years (see Table 42).

Table 41: SSS's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**21,499**	**21,561**	**21,514**	**62**	**0.3%**	**-48**	**-0.2%**
Pre-School Population (0-3)	1,137	904	881	**-233**	**-20.5%**	**-23**	**-2.6%**
Elementary School Population (4-13)	3,248	2,886	2,680	**-362**	**-11.1%**	**-206**	**-7.2%**
Secondary School Population (14-18)	1,665	1,651	1,564	**-14**	**-0.9%**	**-87**	**-5.2%**
Population Over 18 Years of Age	15,449	16,120	16,389	**671**	**4.3%**	**269**	**1.7%**
Females Aged 25-44	3,344	3,078	2,731	**-267**	**-8.0%**	**-347**	**-11.3%**

Table 42: Enrolment and Utilization

SSS	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	879	796	795	859
Utilization Rate		91%	90%	98%

3.12.3 Observations and Recommendations

In 2010, SSS was being well utilized but enrolments had been declining and were expected to continue doing so with projected enrolments in 2013/14 being approximately 900 – about 75 students less than the 2010/11 enrolments. Since then, enrolments at the school have declined at a greater rate than projected with 2013/14 actual enrolment at 851 students.

The Board projects that enrolments at the school will continue to decline in the short to mid-term dropping to below 750 students by 2019/20 before increasing back to over 850 students by 2025/26. The aforementioned demographics trends are fairly consistent with the Board's projected enrolment. The declines experienced over the past several years and expected over the next few years are a result of the declines in the pre and elementary school aged populations over the last decade. The declines in those segments of the population have slowed in the latter part of the decade and the enrolment projections begin to stabilize and increase in the latter part of the Board's forecast. SSS differs from most of the other WRDSB Cambridge secondary schools in that it has an enrolment share greater than the Board average and much higher than most of the other Cambridge secondary schools. In 2013/14 the WRDSB had a share of 79% of enrolment relative to the WCDSB – this decreased by approximately 1% since 2012/13.

Of the 851 students enrolled in 2013/14, a full 785 or over 92% came from within the school's boundary but only 55% live in the school's walking distance. There are 178 students that live in the school's boundary that attend other WRDSB secondary schools but only 66 students attend SSS from outside its boundary – this is less than 8% of its enrolment and is one of the lowest rates in the Board. The most significant cluster of secondary students is located in the area surrounding the school and this cluster is largely encompassed by the school's walking

distance. The school's boundary is large and also includes more rural areas including the community of Ayr.

Table 43 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends. There are a total of 924 WRDSB students residing in SSS's walking distance but the walking distance intersects the boundaries of other WRDSB schools and 209 of those students live within 1 km of GCI or GPS secondary schools. In addition, another 93 students in the walking distance live on the other side of the Grand River, leaving a walkable population of approximately 622 students. Similar to some of the other Cambridge area secondary schools, SSS has a small population surrounding the school and when accounting for the number of students who leave to attend other secondary schools, the population becomes small enough to make program viability a challenge and something that board staff should explore.

Table 43: Number of Students that live In Boundary or Within Walking Distance of Facility

In SSS Boundary:	963
In SSS Boundary and within Walking Distance to SSS:	615
In SSS Boundary and within Walking Distance to GCI:	291
In SSS Boundary and within Walking Distance to GPS:	326
In SSS Boundary and not within Walking Distance to any School:	348
Within Walking Distance to SSS (Regardless of Boundary):	924

SSS captures an above average enrolment share but the secondary populations in the school's boundary are declining, leading to projected enrolments below 750. There are also very few students who attend SSS from out of boundary, providing fewer opportunities to supplement its enrolment. It is also important to note that more than 260 or almost 31% of students at SSS come from the Ayr community meaning that less than 600 students at the school are from the more immediate Cambridge area.

As described in the GCI analysis and other sections of this report, there are no recommended boundary reconfigurations that could address either the boundary issues identified or the enrolment population issues outlined.

RECOMMENDATIONS

SHORT TERM – That the Board explore the number of students necessary to offer viable core programming at its Cambridge area secondary schools.

MEDIUM TERM – That the Board monitor enrolments and residential growth, which will determine the need for boundary reconfigurations for Cambridge secondary schools.

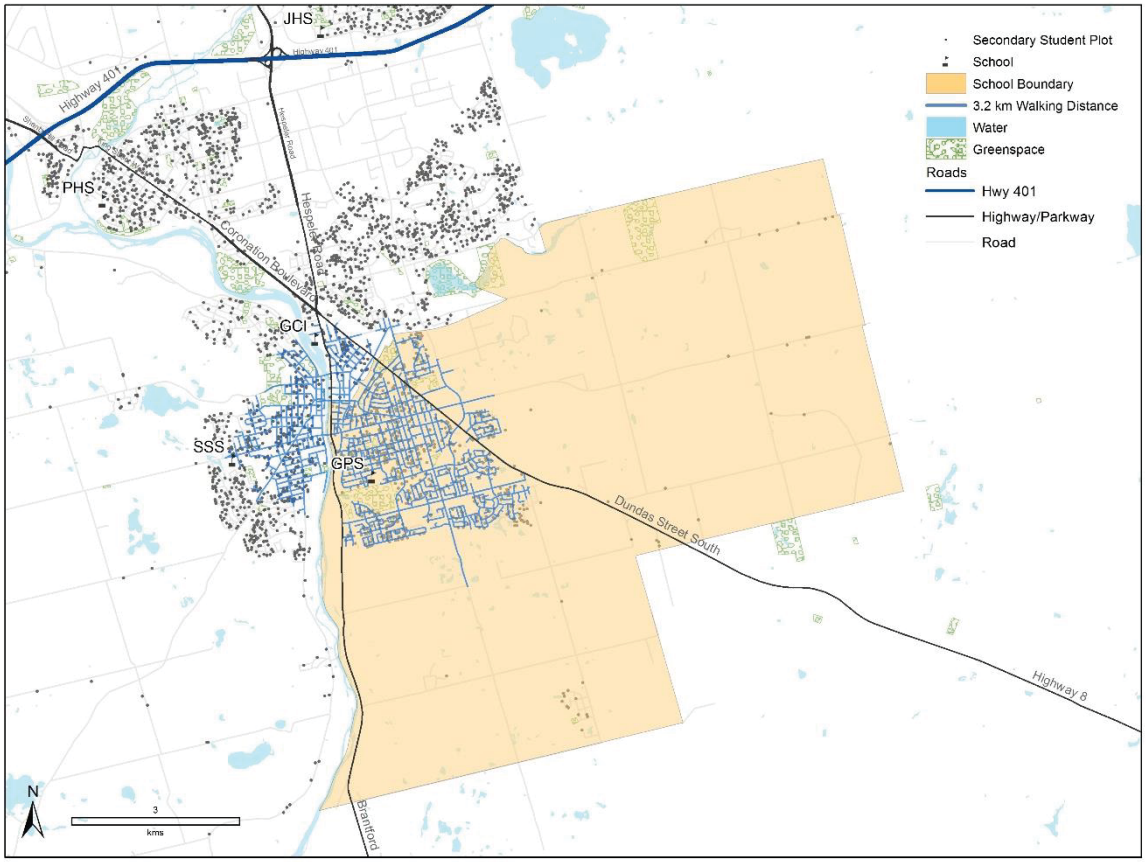
LONG TERM – No Recommendations.

3.13 Glenview Park Secondary School

3.13.1 Background

Glenview Park S.S. (GPS) is the Board's 7th oldest school constructed in 1956 and located in south Cambridge. The school's boundary is south east of GCI's boundary and directly east of SSS's boundary. The facility measures approximately 15,750 square meters with an OTG capacity of 1,350. According to its 2014/15 enrolment of 833 students the school would have a utilization rate of approximately 62%. Recently, the Board implemented an IB program at this school which will likely increase enrolments in the future.

Figure 22: GPS's Boundary



3.13.2 Enrolment and Demographics

Enrolment at GPS was stable throughout the mid 2000's however has started to experience some declines since 2006/07. Demographically, the boundary does have some growth pockets which are contributing to increases in the total population as well as the pre-school, elementary and secondary aged population (see Table 44). This indicates that in the mid to longer term there is potential for some increases in the secondary population dependant on migration into and out of area, the ability of the school to capture market share with other school service providers and the success of the newly implemented IB program. The Board projections

estimate that enrolment will continue to grow by as much as 30% in the next five years and an additional 27% between 5 and 10 years out (see Table 45). It should be noted that according to the Regional population projections, significant growth is forecast for this boundary.

Table 44: GPS's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**24,610**	**27,326**	**28,832**	**2,716**	**11.0%**	**1,506**	**5.5%**
Pre-School Population (0-3)	1,137	1,445	1,517	**308**	**27.1%**	**72**	**5.0%**
Elementary School Population (4-13)	3,494	3,547	3,672	**53**	**1.5%**	**125**	**3.5%**
Secondary School Population (14-18)	1,700	1,923	1,923	**223**	**13.1%**	**0**	**0.0%**
Population Over 18 Years of Age	18,279	20,411	21,719	**2,132**	**11.7%**	**1,308**	**6.4%**
Females Aged 25-44	3,947	4,240	4,157	**293**	**7.4%**	**-83**	**-2.0%**

Table 45: Enrolment and Utilization

GPS	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,350	833	1,081	1,372
Utilization Rate		62%	80%	102%

3.13.3 Observations and Recommendations

The issues at this school in 2010 were two-fold – one dealt with projected declines in enrolment while the other dealt more with programming and creating a better balance and breadth of programming in the school. Since then, enrolments have been slightly more stable than projected and the Board has implemented an IB program at the school.

Enrolments are projected to increase in the mid-term to over 1,000 by 2019/20 and to close to 1,400 at the end of the forecast period. The early part of the decade saw considerable growth in the 0-3 population in this area of over 27% between 2001 and 2006. This growth slowed in the latter part of the decade but the pre-school and school aged population still increased between 2006 and 2011 (see Table 44). According to development plans, there is still new residential growth expected in this boundary that will contribute to the projected enrolment growth. It is important to note that the board's share of enrolment relative to the WCDSB is the lowest in the jurisdiction in this boundary. In 2013/14, the board had only a 52% share of enrolment compared with 48% for the WCDSB and this share dropped by approximately 2% from 2012 to 2013. This is approximately 23% under the Board average and if continued losses in enrolment share are experienced they will have an impact of the Board projections.

Table 46 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends. In 2013/14, of the 887 students enrolled at the school, 650 (73%) lived in the school's boundary and approximately 67% lived within walking distance of the school. There are 130 students who live in the school's boundary but attend other WRDSB secondary schools and 237 students (approximately 100 for the Fast Forward program) attend the school from out of boundary – a net gain of more than 100

students. This number of out of boundary students at the school is expected to continue increasing in the future as the IB program expands and matures.

The school's boundary is expansive and includes more rural areas like North Dumfries, however the most concentrated clusters of secondary school populations are largely covered by the school's walking distance – 92% of students that attend the school from within its boundary reside within walking distance (see Table 46). There are a total of 1,208 WRDSB secondary students who reside in walking distance of the school but due to the proximity of other Cambridge schools, almost 300 students in the walking distance live within 1 km of either GCI or SSS. Another 155 students live on the other side of the Grand River leaving a walkable population, in a largely natural boundary of just over 750 students. When accounting for in/out of boundary student flow, the data would indicate that the school is capturing a large share of its potential student population. Enrolment share and future residential growth are likely to be the biggest factors affecting this school.

Table 46: Number of Students that live In Boundary or Within Walking Distance of Facility

In GPS Boundary:	780
In GPS Boundary and within Walking Distance to GPS:	720
In GPS Boundary and within Walking Distance to SSS:	205
In GPS Boundary and within Walking Distance to GCI:	373
In GPS Boundary and not within Walking Distance to any School:	60
Within Walking Distance to GPS (Regardless of Boundary):	1,208

If enrolment projections are realized in the longer term, enrolment pressures may exist at this school due to specialized space requirements at the school resulting in a lower functional capacity than the stated OTG capacity. If enrolment pressures exist at the school in the longer term, the potential for boundary reconfiguration exists with both SSS and GCI projected to have surplus space and located in close proximity to GPS. Boundary configurations with these two schools can effectively reduce enrolments if required while still trying to maintain the principles of natural and walkable boundaries.

RECOMMENDATIONS

SHORT TERM – Monitor the IB program enrolments and the impact on projected enrolments.

MEDIUM TERM – That the Board monitor enrolments and residential growth, which will determine the need for boundary reconfigurations for Cambridge secondary schools.

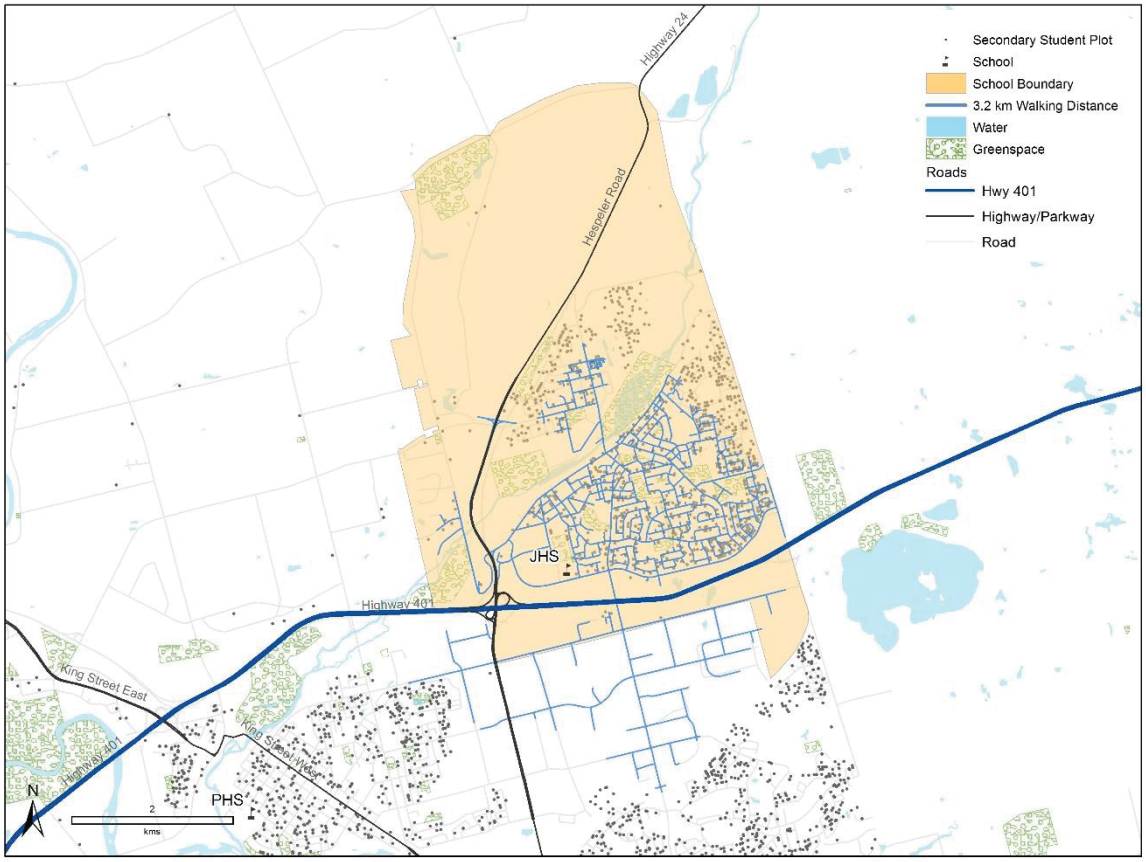
LONG TERM – No Recommendations.

3.14 Jacob Hespeler Secondary School

3.14.1 Background

Jacob Hespeler S.S. (JHS) is located in Cambridge in the former town of Hespeler and was constructed in 1986 making it the 3rd newest school in the Board's inventory. The facility measures approximately 18,350 square metres and has a total OTG capacity of 1,257 which ranks it 9th. The most recent enrolment for the school is 1,130 which results in a utilization of permanent space approximately 90%. The school does not have any portables.

Figure 23: JHS's Boundary



3.14.2 Enrolment and Demographics

Enrolment at JHS has experienced slight but steady increases between 2004/05 and 2009/10 resulting in an overall 12% increase. Since this time, the school has experienced a drop in enrolment of approximately 10%. This is consistent with the trends in the secondary population over that same time period. However, there was a 24.7% increase in the pre-school population from 2001 to 2006, followed by a 14.3% increase in the same cohort between 2006 and 2011 (see Table 47) - as this population ages it may result in stabilization and/or increases in the secondary population going forward. The Board's projections estimate that in the next five years

enrolment at JHS could increase to around 1,200 by 2018/19, followed by a decline to below 1,100 in the next ten years (see Table 48).

Table 47: JHS's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**19,386**	**22,532**	**25,693**	**3,146**	**16.2%**	**3,160**	**14.0%**
Pre-School Population (0-3)	1,053	1,313	1,500	**260**	**24.7%**	**187**	**14.3%**
Elementary School Population (4-13)	3,130	3,375	3,740	**245**	**7.8%**	**365**	**10.8%**
Secondary School Population (14-18)	1,485	1,775	1,796	**290**	**19.5%**	**21**	**1.2%**
Population Over 18 Years of Age	13,718	16,069	18,656	**2,352**	**17.1%**	**2,587**	**16.1%**
Females Aged 25-44	3,420	3,692	3,692	**272**	**8.0%**	**235**	**6.4%**

Table 48: Enrolment and Utilization

JHS	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,257	1,130	1,183	1,048
Utilization Rate		90%	94%	83%

3.14.3 Observations and Recommendations

There were minimal issues identified at this school when the original analysis was completed in 2010. JHS was identified as a community school with a significant portion of its enrolment residing within the school's boundary and less than 11% of its enrolment attending from outside its home boundary. The school had a higher participation rate than other Cambridge area schools like GCI and GPS. In 2014, many of the same characteristics are still present. Almost 80% of its enrolment resides in boundary and 119 students live in boundary and attend other WRDSB schools while 140 attend the school from outside its boundary. While almost 80% of its enrolment resides in boundary, only 53% of the school's enrolment lives in the school's walking distance.

Enrolment in 2013/14 was slightly higher than what was projected in 2010 with 1,116 students compared with a capacity of 1,257 for a utilization rate of almost 89%. The Board's enrolment projections are largely consistent with their projections from 2010 and forecast that enrolment will increase by about 100 students in the short to mid-term before declining in the longer term to about 1,050 (see Table 48). Total and school aged populations increased significantly in the early 2000's in this boundary but that growth slowed in the latter part of the decade. The Board's enrolment share relative to the WCDSB increased to 73% in 2013 from 72% in 2012 but is still below the Board average of 75%.

Table 49 depicts the breakdown of students within the school's boundary and/or walking distance (3.2 km) by school the student actually attends. The most significant clusters of secondary students are captured within the boundary but the walking distance excludes the north and north east sections of the boundary. The boundary is also bisected by the Speed River. There are a total of 760 WRDSB secondary students residing within walking distance of

the school and approximately 100 of those live north of the Speed River leaving a walkable population in a natural boundary of 660 students. This is consistent with the number of students who live in the school's walking boundary and attending the school which indicates that the Board is capturing a large share of the available student population.

Table 49: Number of Students that live In Boundary or Within Walking Distance of Facility

In JHS Boundary:	1,095
In JHS Boundary and within Walking Distance to JHS:	751
In JHS Boundary and not within Walking Distance to any School:	344
Within Walking Distance to JHS (Regardless of Boundary):	1760

Similar to some of the other Cambridge schools, this school has a small population surrounding the school and enrolment is forecast to decline in the longer term creating surplus space at the school. However, there are no recommendations with regard to boundary reconfigurations that would impact the boundary issues identified or that could increase enrolment at the school without adversely affecting enrolment levels at surrounding schools.

RECOMMENDATIONS

SHORT TERM – No Recommendations.

MEDIUM TERM – That the Board monitor enrolments and residential growth, which will determine the need for boundary reconfigurations for Cambridge secondary schools.

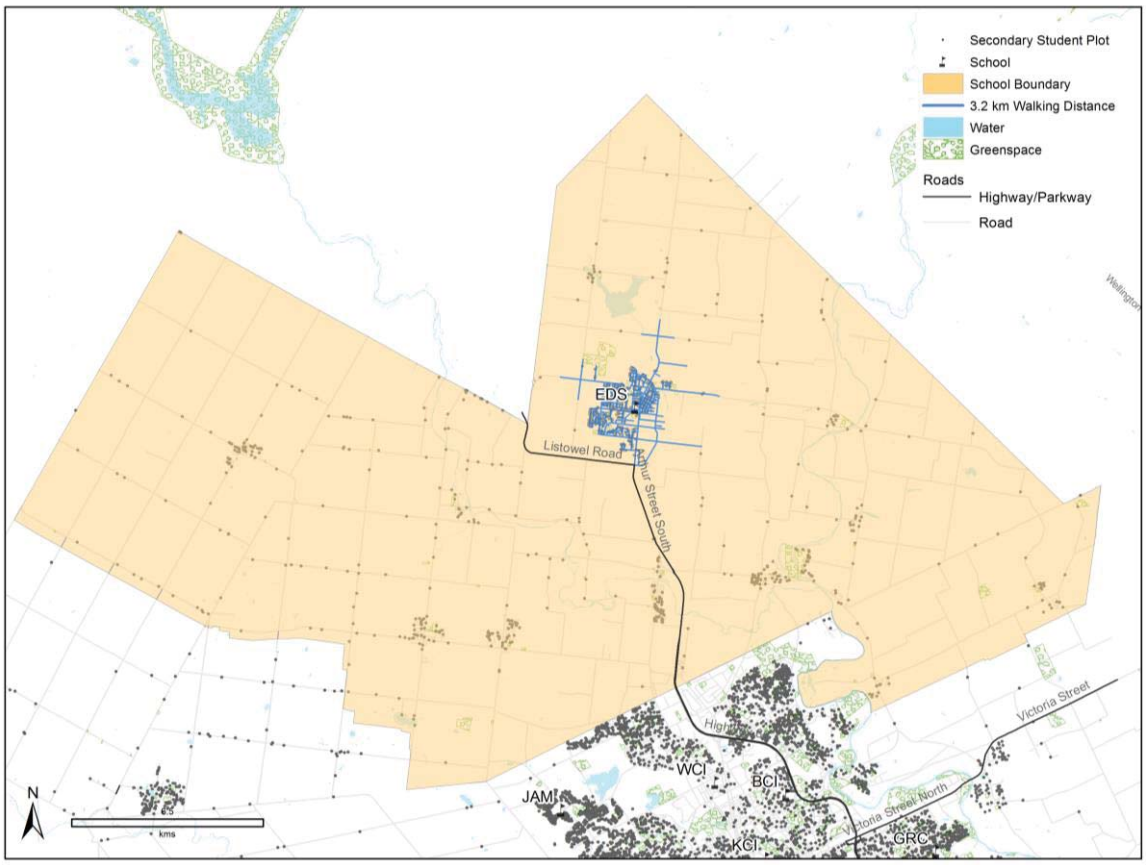
LONG TERM – No Recommendations.

3.15 Elmira District Secondary School

3.15.1 Background

Elmira District S.S. (EDS) is one of the Board's two secondary rural schools located outside of the Tri-Cities in Elmira. The original school was constructed in 1938 making it the Board's 3rd oldest school. The facility measures almost 14,200 square metres and has an OTG capacity of 1,062 making it the Board's 2nd smallest school in capacity. The school had a reported enrolment of 1,397 in 2014/15 however approximately 213 of these students are what are known as SAL (Supervised Alternative Learning for Excused Pupils) students and do not actually physically attend the school although they are enrolled there. Subsequently, there are approximately 1,184 students attending the school which results in a utilization of 111%. The school has 9 portables on site to accommodate enrolment.

Figure 24: EDS's Boundary



3.15.2 Enrolment and Demographics

Enrolment at the school had been stable to slightly declining in the early 2000s which is consistent with the demographics over the same time period. Since 2008/09 enrolment has increased to almost 1,400. The secondary population has had a slight decline from 2001 to 2011. However, there have been slight increases in the elementary population and the pre-

school population which suggest that the future secondary population will likely remain stable with some possible increases in the mid to longer term based on the existing population makeup (see Table 50). Enrolment projected by the Board is consistent with the aforementioned demographics in that it is estimated to increase slightly over the short to mid-term. Post 2020/21 the Board projections predict that the school could experience some decreases in enrolment (see Table 51).

Table 50: EDS's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**23,179**	**24,196**	**26,311**	**1,017**	**4.4%**	**2,115**	**8.7%**
Pre-School Population (0-3)	1,414	1,439	1,511	**25**	**1.8%**	**72**	**5.0%**
Elementary School Population (4-13)	3,758	3,641	3,955	**-117**	**-3.1%**	**315**	**8.6%**
Secondary School Population (14-18)	1,957	1,942	1,910	**-14**	**-0.7%**	**-32**	**-1.7%**
Population Over 18 Years of Age	16,050	17,173	18,934	**1,123**	**7.0%**	**1,761**	**10.3%**
Females Aged 25-44	3,035	2,969	3,070	**-66**	**-2.2%**	**101**	**3.4%**

Table 51: Enrolment and Utilization

EDS	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,062	1,397	1,335	1,220
Utilization Rate		132%	126%	115%

3.15.3 Observations and Recommendations

The location of this school outside of the more urban Tri-Cities area and its distance from other schools does not allow the opportunity to consider boundary reconfiguration. Enrolment at existing levels and at short term projected levels is able to be accommodated as the school is currently configured. Should longer term enrolment and growth projections be realized, a permanent addition to the facility should be considered. Table 52 depicts the breakdown of students within the school's boundary.

Table 52: Number of Students that live In Boundary or Within Walking Distance of Facility

In EDS Boundary:	1,200
In EDS Boundary and within Walking Distance to EDS:	505
In EDS Boundary and not within Walking Distance to any School:	695
Within Walking Distance to EDS (Regardless of Boundary):	505

RECOMMENDATIONS

SHORT TERM – None.

MEDIUM TERM – That the Board Monitor enrolment levels and residential development activity to determine if additional permanent space is required at the facility.

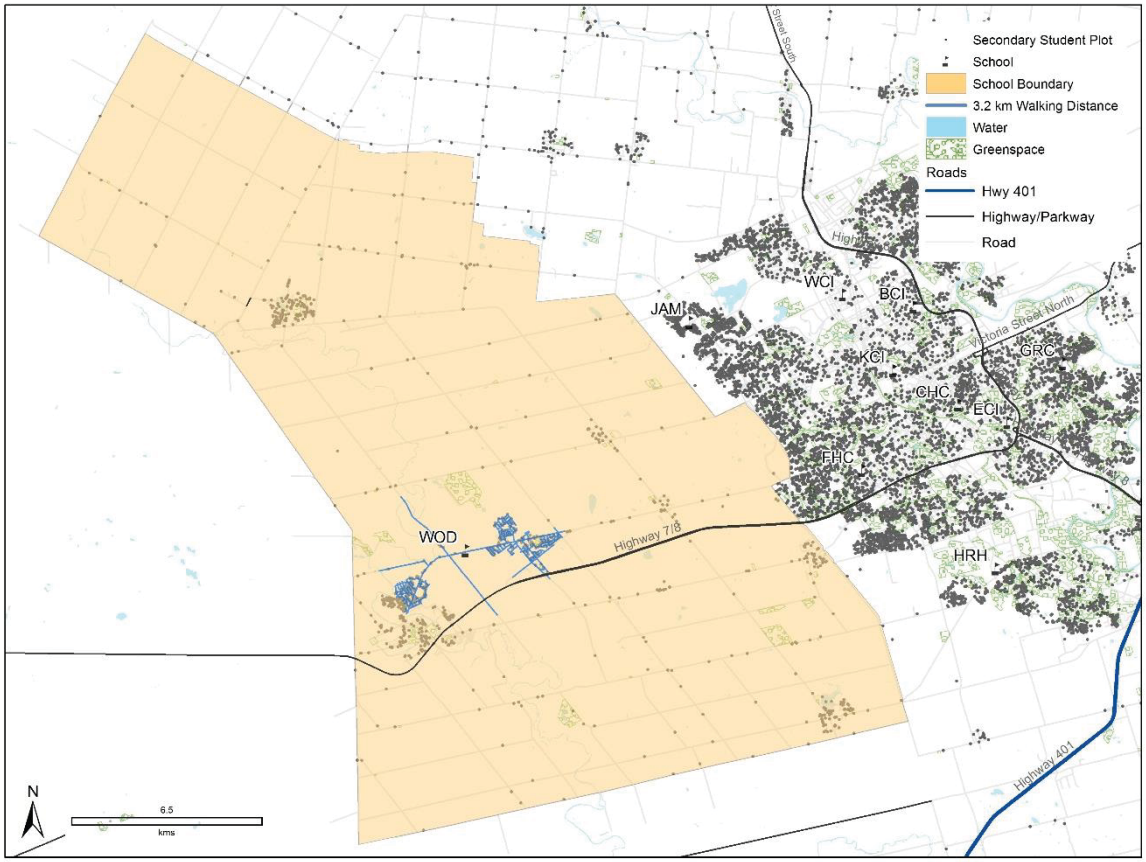
LONG TERM – None.

3.16 Waterloo-Oxford District Secondary School

3.16.1 Background

Waterloo-Oxford District S.S. (WOD) is located outside of the Tri-Cities in the Township of Wilmot at the west end of the Board's jurisdiction. The school was built in 1955 and measures almost 16,000 square metres with a total OTG capacity of 1,185. Current enrolment at the school is approximately 1,327 which results in a total utilization of permanent space of 112%. To accommodate total enrolment, the school utilizes an 8 classroom porta-pack as well as three portables.

Figure 25: WOD's Boundary



3.16.2 Enrolment and Demographics

Enrolment at this school has been extremely stable for the last decade ranging from a low of 1,276 to a high of 1,344 between 2004/05 and 2014/15. According to the census, the secondary population in the boundary increased by 144 people between 2001 and 2006 followed by an additional increase of 80 in the secondary aged population between 2006 and 2011 (see Table 53). The demographics suggest that the secondary population will likely remain at least stable in the short to mid-term with increases likely in the longer term because of the increases in the pre-school population from 2001 to 2011 (49% increase). Board projected enrolment for this

school is consistent with the demographics for the area and estimates that enrolment will continue to increase ranging between approximately 1,300 and 1,600 in the next 5 years. Post 2020/21 enrolment is projected to continue increasing and reach levels of 1,800+ (see Table 54). From 2016 to 2031, Regional population projections estimate an increase of 6,000 people in the school's boundary.

Table 53: WOD's Demographic Trends (2001 - 2011)

Population Data	2001 Census	2006 Census	2011 Census	Absolute (01-06)	% (01-06)	Absolute (06-11)	% (06-11)
Total Population	**17,823**	**20,744**	**23,775**	**2,921**	**16.4%**	**3,030**	**14.6%**
Pre-School Population (0-3)	853	1,078	1,273	**226**	**26.5%**	**195**	**18.0%**
Elementary School Population (4-13)	2,705	2,993	3,339	**288**	**10.7%**	**346**	**11.6%**
Secondary School Population (14-18)	1,425	1,569	1,648	**144**	**10.1%**	**80**	**5.1%**
Population Over 18 Years of Age	12,841	15,104	17,514	**2,263**	**17.6%**	**2,410**	**16.0%**
Females Aged 25-44	2,492	2,749	3,039	**258**	**10.3%**	**289**	**10.5%**

Table 54: Enrolment and Utilization

WOD	OTG Capacity	Current 2014/15	Year 5 2020/21	Year 10 2025/26
Enrolment	1,185	1,327	1,598	1,831
Utilization Rate		112%	135%	154%

3.16.3 Observations and Recommendations

Existing and projected short to mid-term enrolment at this facility is able to be accommodated effectively at this facility as it is currently configured. Longer term projections of enrolment and population suggest that enrolment could reach levels of 1,800 and above which would cause definite accommodation issues. A permanent addition at this facility should be considered if there is sustained long term enrolment growth. Table 55 depicts the breakdown of students within the school's boundary.

Table 55: Number of Students that live In Boundary or Within Walking Distance of Facility

In WOD Boundary:	1,180
In WOD Boundary and within Walking Distance to WOD:	408
In WOD Boundary and not within Walking Distance to any School:	772
Within Walking Distance to WOD (Regardless of Boundary):	408

RECOMMENDATIONS

SHORT TERM – None.

MEDIUM TERM – That the Board Monitor enrolment levels and residential development activity to determine if additional permanent space is required at the facility.

LONG TERM – None.

Glossary of Terms

Census Dissemination Areas (DA): A Census Dissemination Area is a smaller geographic area with a population of 400 to 700 persons. It is the smallest standard geographic area for which all census data are disseminated and covers all the territory of Canada.

Census Tracts (CT): A Census Tract is a small, relatively stable geographic area that usually has a target population between 2,500 and 8,000 persons. They are located only in Census Metropolitan Areas and in Census Agglomerations that have a population of 50,000 or more in the previous Census period and therefore do not cover all the territory of Canada.

Kernel Density Estimation (KDE): KDE is a non-parametric way to estimate probability density using kernel function and a smoothing parameter. Inferences about population such as student location are made based on a series of data sample points (i.e. student plot file).

Walking Distance: Refers to the secondary students living within a 3.2 kilometre distance from their secondary school that are not eligible for Board transportation as outlined in the WRDSB's Policy #4009.

Appendix A

Waterloo Region District School Board

Board Policy 4000

PUPIL ACCOMMODATION REVIEW (Consolidation or Closure)

Legal References:	*Education Act, s.8 (1), paragraph 26*
Related References:	*Ministry of Education Memorandum 2009:B7 Pupil Accommodation Review Guideline; Administrative Procedure 4860*
Effective Date:	*September 1998*
Revisions:	*June 2002, May 2007, November 2009*
Reviewed:	*November 17, 2014*

1. Preamble

1.1 The Waterloo Region District School Board (the "Board") is committed to providing the best educational facilities and learning environments to support student participation and achievement while at the same time recognizing the need to manage its facilities in a fiscally responsible manner.

1.2 The Board acknowledges that changes in enrolment – declining, increasing and shifting population – funding and operational realities, educational policies and curriculum, provincial legislation and physical limitations of buildings and building infrastructures, may result in the need to consolidate, close or relocate a school or school program.

1.3 The Board recognizes meaningful community dialogue and participation to ensure a fair, open and constructive process.

1.4 The Policy:

- provides direction for trustees, staff, municipalities and the public for the conducting of pupil accommodation reviews to determine the future of a school or grouping of schools;
- establishes the process for undertaking such reviews, as required by the *Pupil Accommodation Guideline* issued by the Ministry of Education, dated June 26, 2009 (2009:B7);
- does not apply to boundary reviews undertaken to align enrolment with school capacity that will not result in a school closure (refer to Section 5 of this policy for Exceptions).

2. Pupil Accommodation Review (Consolidation or Closure) Process

2.1 A pupil accommodation review may be considered when one or more of the following circumstances exist:

- an emerging trend within an area under the jurisdiction of the Board to accommodate existing and projected students in fewer educational facilities;
- due to declining enrolment, a school or group of schools is unable, or projected to be unable, to:
  - provide a suitable and equitable range of learning opportunities for students;
  - under normal staffing allocations, organize with split classes of no more than two grades;
- reorganization involving the school or group of schools could enhance program and learning opportunities for students;

- any combination of teaching or learning spaces or school site at a school or group of schools is not suitable to provide the programs and accessibility needed to serve the community, and retrofitting and/or enlarging the facility may be cost prohibitive;
- one or more of the schools is experiencing higher building maintenance expenses than average for the system and/or is in need of major capital improvements;
- safety and/or environmental concerns are associated with the building, the school site or its locality in one or more of the schools;
- the Board has received a formal request from a school community or communities requesting a review of their pupil accommodation facilities.

2.2 The Director of Education will present a report to the Board of Trustees identifying a school, or group of schools, where the circumstances are such that there is a need to consider the possible consolidation, closure or program relocation in respect of one or more of the subject schools.

2.3 The Board of Trustees may, upon consideration of the Director's report, authorize the undertaking of a pupil accommodation review for a school, or grouping of schools, in the area identified.

2.4 If a pupil accommodation review is approved, the Board of Trustees will direct the establishment of an Accommodation Review Committee (ARC).

2.5 The pupil accommodation review is to be led by the ARC. Wherever possible, the pupil accommodation review will consider a group of schools within the Board's planning area, since their proximity with each other may facilitate viable and practical solutions.

2.6 The ARC and Board administration will be responsible for:
- School Information Profile(s);
- public information and access;
- community consultation and public meetings;
- ARC Accommodation Report and recommendations.

2.7 The Board will provide the ARC with Terms of Reference that describe the ARC's mandate (Administrative Procedure 4860, Section 4). The Terms of Reference will contain Reference Criteria that frame the parameters of ARC discussion. The Reference Criteria include the education and accommodation criteria for examining schools under review and accommodation options. The Terms of Reference will also describe the procedures for the ARC, including: meetings, material, support, and analysis to be provided by Board administration, and the material to be produced by the ARC. The Board will inform the ARC at the beginning of the process about partnership opportunities, or lack thereof, as identified through the Board's Capital Plan.

2.8 Board administration will prepare School Information Profile(s) for the school(s) under review. If multiple schools within the same planning area are being reviewed together, the same Profile must be used for each school. The completed Profile(s) will be provided to the ARC to discuss, consult on, modify based on new or improved information, and finalize. The school Information Profile includes data for each of the following considerations about the school(s):
- Value to the student
- Value to the school board
- Value to the community
- Value to the local economy

2.9 The ARC will deliver its Accommodation Report to the Board's Director of Education and present it to the Board of Trustees. The Director of Education will have the Accommodation Report posted on the Board's website Board administration will examine the ARC Accommodation Report and present the administration analysis and

recommendations to the Board of Trustees. The Board of Trustees will make the final decision regarding the future of the school(s).

2.10 If the Board of Trustees votes to close a school or schools, it must outline clear timelines around when the school(s) will close. The Board's resolution will also outline specific timelines for approved actions. Those actions will be communicated to the parties affected, the broader community and the Ministry of Education, immediately following the decision.

3. Accommodation Review Committee (ARC)

3.1 In establishing an Accommodation Review Committee (ARC) the Board is inviting the participation of:

- Up to two parents from the school, or schools under consideration;
- The principal(s) from each school under consideration;
- The school area Superintendent(s) of Education;
- Facilities staff (Planning);
- Study area municipal representation;
- Up to two community representatives (may be, but not limited to, non-parent, business, municipal, community organization Waterloo Region Association of Public School Councils [WRAPSC], Special Education Advisory Committee [SEAC])

Other support staff may be called on as deemed appropriate. If circumstances warrant, and a majority of the abovementioned ARC members vote in favour, additional members may be added to the ARC.

3.2 The Accommodation Review Committee (ARC) responsibilities

3.2.1 School Information Profile(s)

ARCs are to discuss and consult on the School Information Profile(s) prepared by Board administration for the schools(s) under review and modify the Profile(s) where appropriate. This discussion is intended to familiarize the ARC members and the community with the school(s) in light of the objectives and Reference Criteria outlined in the Terms of Reference. The final School Information Profile(s) and the Terms of Reference will provide the foundation for discussion and analysis of accommodation options.

3.2.2 Public Information and Access

The Board and the ARC are to ensure that all information relevant to the accommodation review, as defined by the ARC, is made public by posting it in a prominent location on the Board's website or making it available in print upon request. Where relevant information is technical in nature, it is to be explained in plain language.

3.2.3 Accommodation Options

The ARC may create alternative accommodation options, which should be consistent with the objectives and Reference Criteria outlined in the Terms of Reference. Board administration will provide necessary data to enable the ARC to examine options. This analysis will assist the ARC in finalizing the Accommodation Report.

ARCs may recommend accommodation options that include new capital investment. In these instances, Board administration will advise on the availability of funding. Where no funding exists, the ARC, with the support of the Board administration, will propose how students would be accommodated.

The option(s) will address where students would be accommodated; what changes to existing facilities may be required; what programs would be available to students; and transportation.

As the ARC considers the accommodation options, the needs of all students in the schools of the ARC are to be considered objectively and fairly, based on the School Information Profile(s) and the objectives and Reference Criteria outlined in the Terms of Reference.

3.2.4 Community Consultation and Public Meetings

Once an accommodation review has been initiated, the ARC must ensure that a wide range of school and community groups is invited to participate in the consultation. These groups may include the school(s)' councils, parents, guardians, students, school staff, the local community, and other interested parties.

The ARC will consult on the customized School Information Profile prepared by Board administration and may make changes as a result of the consultation. The ARC will also seek input and feedback on the accommodation options and the ARC's Accommodation Report to the Board. Discussions will be based on the School Information Profile(s) and the ARC's Terms of Reference.

Public meetings must be well publicized, in advance, through a range of methods and held at the school(s) under review, if possible, or in a nearby facility if physical accessibility cannot be provided at the school(s). Public meetings are to be structured to encourage an open and informed exchange of views.

Minutes reflecting the full range of opinions expressed at the meetings are to be kept, and made publicly available.

ARCs and Board administration are to respond to questions they consider relevant to the ARC and its analysis, at meetings or in writing appended to the minutes of the meeting and made available on the Board's website.

3.2.5 ARC Accommodation Report to the Board

The ARC will produce an Accommodation Report that will make accommodation recommendation(s) consistent with the objectives and Reference Criteria outlined in the Terms of Reference.

It will deliver its Accommodation Report to the Board's Director of Education, who will have the Accommodation Report posted on the Board's website. The ARC will present its Accommodation Report to the Board of Trustees.

4. Timelines for an Accommodation Review Process

4.1 After the Board has announced its intent to conduct an accommodation review of a school or schools, there must be no less than thirty (30) calendar days notice prior to the first of a minimum of four (4) public meetings.

4.2 Beginning with the first public meeting, the public consultation period must be no less than ninety (90) calendar days.

4.3 After the ARC completes its Accommodation Report, it is to make the document publicly available and submit the document to the Board's Director of Education. After the submission of the ARC Accommodation Report, there must be no less than sixty (60) calendar days notice prior to the meeting where the Board of Trustees will vote on the recommendations. Summer vacation, Christmas break and Spring break, including adjacent weekends, must not be considered part of the 30, 60 or 90 calendar day periods.

4.4 The WRDSB will hold at least one Special Delegation Meeting during every Accommodation Review to ensure an opportunity for members of the public to contribute to the Accommodation Review being undertaken.

5. Application of the Pupil Accommodation Review Policy

5.1 In accordance with the *Pupil Accommodation Review Guideline* established by the Ministry of Education, the Board is not obligated to undertake an accommodation review:

- where a replacement school is to be rebuilt by the Board on the existing site or rebuilt or acquired within the existing school attendance boundary as identified through the Board's existing policies
- when a lease is terminated;
- when the Board is planning the relocation in any school year or over a number of school years of a grade or grades, or a program, where the enrolment constitutes less than 50% of the enrolment of the school; this calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of school years
- when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or under construction or repair.

Waterloo Region District School Board

Board Policy 4009

STUDENT TRANSPORTATION

Legal References:	*Education Act: Section 190 (1)*
Related References:	*Administrative Procedure 4260 – Student Transportation*
Effective Date:	*February 1998*
Revisions:	*June 2010*

1. Preamble

1.1 The Education Act, Section 190 (1) states that a School Board may provide transportation for,

1.1.1 a resident pupil of the Board who is enrolled in a school that the Board operates, or in a school operated by another Board to which the Board pays fees in respect of such pupil;

1.1.2 a pupil in respect of whom the Minister pays the cost of education under the regulations; and

1.1.3 a child over two years of age who may, under the regulations, be admitted to a programme for hearing-handicapped children, transportation to and from the school that the pupil attends.

1.2 The Waterloo Region District School Board (WRDSB) recognizes that although the Education Act places no mandatory responsibility on a Board to provide transportation for students, there may be existing conditions which warrant transportation for certain pupils.

2. General Transportation Policy

2.1 The following distance guidelines shall be used to determine eligibility:

2.1.1 For students living in urban municipalities and established settlement areas, transportation may be provided to students living beyond the following distance to their assigned school:

Grade	***Distance***
Junior and Senior Kindergarten	0.8 km
1- 8	1.6 km
9- 12	3.2 km

2.1.2 For students living in rural areas outside urban municipalities and established settlement areas, transportation will be provided to all students in a manner deemed safe and appropriate by STSWR.

2.1.3 In some cases, transportation may be required due to hazards that preclude a safe walking route to school. The identification of such hazards and the transportation provided will be determined by STSWR.

2.2 Transportation may be withdrawn for violations of the student code of conduct.

2.3 Student transportation for WRDSB is planned and overseen by Student Transportation Services of Waterloo Region (STSWR). All transportation measurements will be determined by STSWR and be based on the shortest distance by road, path or walkway from home to school or bus stop, and are subject to a reasonable flexibility beyond the guidelines.

2.4 This policy will be implemented in accordance with Administrative Procedure 4260- Student Transportation.

Waterloo Region District School Board

BOARD POLICY 4013
SECONDARY SCHOOLS

Legal References:	
Related References:	*Board Policy 4009- Student Transportation* *Administrative Procedure 4260- Student Transportation* *Board Policy 4012- School Attendance Areas* *Administrative Procedure 1030- Boundary Requests- Secondary Schools*
Effective Date:	*February 2012*
Revisions:	*October 2006, April 2012, May 2012*
Reviewed:	

1. Preamble

1.1 The Waterloo Region District School Board (Board) believes that secondary schools should be welcoming and secure places, supporting all learners, and helping students succeed within an operational framework that is efficient, within the natural boundary wherever possible.

2. Secondary Schools

2.1 Therefore, it is the policy of the Board to use as a guideline the following principles to support its vision of secondary schools:

2.1.1 Secondary school boundaries should reflect a natural area around the facility that optimizes the number of students that can walk to school;

- The natural area around a school is understood to encompass those areas that are within walking distance; where this does not apply, the natural boundary will be understood to reflect a balance between Board needs and the local neighbourhoods that identify with that school

2.1.2 The linkages between senior elementary programs and secondary schools should be clear, and the transition to secondary school should as much as possible avoid splitting students between schools;

2.1.3 Every student should have the opportunity to attain an Ontario Secondary School Diploma (OSSD) through a variety of core program pathways at their home secondary school;

- Every school should offer a mandatory course list and perform a periodic review of this list;
- There should be the provision of funding and resources required to deliver, at a minimum, the list of mandatory courses.

2.1.4 The placement of System Designated Specialized Programs will be considered in lieu of physical boundary changes to support a balanced demographic within the school;

- A System Designated Specialized Program is commonly referred to as a "magnet" and is intended to meet the needs of a unique group of students. Each System Designated Specialized (Magnet) Program consists of a series of interconnected courses that provide students with a particular focus based on their interests and diverse abilities.

- A System Designated Specialized (Magnet) Program is established following a system identification and designation process. This process considers many factors including a focus on long term sustainability and appropriate allocation, and effective utilization of resources, expertise and facilities.
- A System Designated Specialized (Magnet) Program optimize learning and achievement for all students at specific school sites without detracting from the viability of programming at other sites or the educational experiences of students enrolled elsewhere throughout the system
- Students are permitted to attend a school outside their designated home school boundary to participate in a System Designated Specialized (Magnet) Program provided they meet appropriate criteria for participation in the program.
- The movement of a System Designated Specialized (Magnet) Programs will be considered to achieve balanced enrolment in areas that are under growth pressures from within the natural area around the school

2.1.5 The size of secondary schools needs to support the delivery of a core program, including a variety of pathways for students. This is typically achieved within a range of 800 to 1400 pupil places, with a target size of 1,100 students per school, but successful secondary schools can exist outside of these limits by utilizing alternative delivery methods (e.g., e-learning, Independent Learning Centre (ILC) materials);

2.1.6 Decisions regarding new school construction, additions, portables, upgrades and/or boundary changes should support the efficient utilization of overall accommodation capacity within the board;

2.1.7 When considering any of the above noted actions, public consultation should be undertaken in accordance with Board policy.