

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, November 23, 2015, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities

Announcements

Delegations

Joanna Reaume re Internet Content Filtering
Brandon Bai re Internet Content Filtering
Eliana Frederick re French Immersion Transportation
Zamal Ruffudeen re Doon South Accommodation Changes
Melanie Roberts re French Immersion Transportation

Policy and Governance (30 minutes)

- 6** Review of Board Policy 1010 – Accessibility for Ontarians with Disabilities
- 8** Review of Board Policy 1011 – Facility Partnerships Policy
- 10** Review of Board Policy 1012 – Faith and Religious Accommodation
- 16** Review of Board Policy 2009 – Board Advocacy
- 18** Review of Board Policy 5003 – Recognition of Retiring Employees

Reports (Business /Human Resource Services and Student Achievement & Well-Being Focus)

- 20** Naming of New South Kitchener School J. Bryant/L. Slupeiks
- 26** EQAO 2015 Grade 9 Mathematics Provincial Assessment Results A. Mercier/S. Lomax
- 38** Doon South Interim Accommodation Changes M. Gerard
- 80** Recommendations of the West Waterloo Elementary Schools Boundary Study M. Gerard
- 112** Motion from Trustee C. Watson re Internet Content Filtering

Staff and Board Reports

Question Period (10 minutes)

Future Agenda Items (Notices of Motion to be referred to Agenda Development Committee)

Adjournment

Questions relating to this agenda should be directed to
Jayne Herring, Manager of Corporate Services
519-570-0003, ext. 4336, or Jayne.Herring@wrdsb.on.ca



ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES

Legal References:	<i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA) Accessibility Standards for Customer Service, Ontario Regulation 429/07; Ontario Human Rights Code Integrated Accessibility Standards, Ontario Regulation 191/11</i>
Related References:	<i>Accessibility Planning Committee – Terms of Reference</i>
Effective Date:	<i>March 2013</i>
Revisions:	<i>June 2013, April 20, 2015</i>
Reviewed:	

1. Preamble

It is the policy of the Waterloo Region District School Board to provide an environment that builds independence, dignity, inclusiveness, equity, and respect for all of our students, parents/guardians, staff, trustees, and the public. The Waterloo Region District School Board is committed to meeting the accessibility needs of persons with disabilities and to achieve, in a timely manner, the Accessibility Standards established pursuant to the Accessibility for Ontarians with Disabilities Act, which includes access to our sites and services, and the implementation, use and application of appropriate assistive technology and alternative forms of communications.



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Reviewed:	November 23, 2015

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FACILITY PARTNERSHIPS

Legal References:	<i>Education Act, Ontario Regulation 444/98 Education Act, subsection 171(1), paragraph 44 Education Act, subsection 171.1(2), paragraph 4 Education Act, sections 183, 94, 196</i>
Related References:	<i>Administrative Procedure 4990 – Facility Partnerships Ministry of Education Memorandum 2010:B1 Encouraging Facility Partnerships Board Policy 1007 Education Development Charges – Alternative Accommodation</i>
Effective Date:	<i>May 2010</i>
Revisions:	<i>January 2015</i>

1. Preamble

- 1.1 The Waterloo Region District School Board (Board) is committed to providing the best educational facilities and learning environments to support student participation and achievement while recognizing the need to manage its facilities in a fiscally responsible manner.
- 1.2 The Board acknowledges that changes in enrolment, funding and operational realities may result in the need to establish more facility partnerships with community partners; in unoccupied space in Board facilities.
- 1.3 The Board recognizes that facility partnerships are not intended to be used as a method to keep schools open where enrolment does not sustain a suitable and equitable range of learning opportunities for students.

2 Policy

- 2.1 The Board encourages facility partnership decisions that are transparent, sustainable and supportive of student achievement and safety.
- 2.2 The Board endorses cooperative and collaborative partnerships that support a strong, vibrant and sustainable publicly funded education system.
- 2.3 The Board will work with community partners in order to share facilities to benefit the Board, students and the community, and to optimize the use of public assets owned by the Board.
- 2.4 The Board will support facility partnerships where possible, by maintaining a procedure to facilitate partnerships with community partners, specifically in new and existing school facilities where students are being taught, as required by the Facility Partnership Guideline issued by the Ministry of Education, dated February 11, 2010.



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FAITH AND RELIGIOUS ACCOMMODATIONS

Legal References:	<i>Canadian Charter of Rights and Freedoms (Section 15); Ontario Human Rights Code (The Code); The Education Act.</i>
Related References:	<i>Policy 1008 – Equity and Inclusion; PPM No. 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”; PPM No. 112, “Education about Religion in the Public Elementary and Secondary Schools”; PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”. The Multifaith Information Manual (4th edition)- Ontario Multifaith Council</i>
Effective Date:	<i>December 13, 2010</i>
Revisions:	
Reviewed:	January 2015

1. Preamble

- 1.1 The Waterloo Region District School Board acknowledges each individual’s right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviours based on faith or religion. The Board is committed to taking all reasonable steps to provide religious accommodations to staff and to students.
- 1.2 The Waterloo Region District School Board understands that staff and students from diverse faith communities need a safe and respectful environment to succeed academically. The Faith and Religious Accommodation Policy supports academic achievement by eliminating discrimination and harassment related to creed. The policy requires continuous integration and evaluation of new knowledge and innovative approaches. The Board believes that the process of accommodation and partnership with members of its community will help build an environment of mutual respect and understanding.
- 1.3 The Board acknowledges the presence of students and staff who study and work in the school system not having religious affiliations. The Board assures these members that religious accommodation guidelines and procedures will not interfere or compromise their rights and privileges.
- 1.4 It should also be noted that respect for faith diversity is considered to be a shared responsibility. While the Board works to ensure that students and staff are able to observe the tenets of their faith in school environments free from discrimination, it is also the responsibility of the students and community to help the schools by highlighting and providing understanding of the needs of religious and secular communities.
- 1.5 The Board does not support the primacy of one faith, religious or secular belief over another.
- 1.6 For many students and staff in Waterloo Region schools, there are a number of areas where the practice of their religion may result in a request for accommodation on the part of the school and/or Board. These areas may include, but are not limited to:
 - 1.6.1 Observance of major religious holy days and celebrations

- 1.6.2 Prayer and rituals
- 1.6.3 Dietary requirements and fasting
- 1.6.4 Religious attire
- 1.6.5 Participation in school curriculum, co-curricular and extra-curricular activities

2. Definitions

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances define "accommodation" as a duty corresponding to the right to be free from discrimination.

The Code provides the right to be free from discrimination, and there is a general corresponding duty to protect the right: the "duty to accommodate." The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The Code imposes a duty to accommodate based on the needs of the group of which the person making the request is a member. Accommodation may modify a rule or make an exception to all or part of it for the person requesting accommodation.

(Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 5)

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Code states that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements.

- 2.1 Accommodation: The Waterloo Region District School Board defines faith based accommodation as the obligation to meet the diverse needs of individuals or groups when religious beliefs conflict with a Board requirement, qualification or practice in accordance with the *Ontario Human Rights Code* to the point of undue hardship.
- 2.2 Creed: The Ontario Human Rights Commission defines creed as a professed system and confession of faith, including practices, beliefs, and observances that are part of a religion. Religion is broadly accepted to include non-deistic bodies of faith, such as the spiritual faiths/practices of Aboriginal cultures. The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.
According to the Ontario Human Rights Commission, every person has the right to be free from discrimination or harassing behaviour that is based on religion or where the person who is the target of the behaviour does not share the same faith. Atheists and agnostics are also protected under the Code.
Creed does not include secular, moral beliefs, ethical beliefs or political convictions. This policy does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that profess to have a religious basis that contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).
- 2.3 Undue Hardship: Accommodation will be provided to the point of undue hardship, as defined by the OHRC (for example in the Policy and Guidelines on Disability and the Duty to Accommodate). A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.
Where a determination is made that an accommodation would create undue hardship, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence that was depended upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity

and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario Human Rights Code.

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Effective Date:	<i>December 13, 2010</i>
Revisions:	November 23, 2015
Reviewed:	January 19, 2015

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DRAFT



BOARD ADVOCACY

Legal References: *Ministry of Education Memorandum 2006:B15 – Reporting of School Board Expenditure Guidelines*

Related References: Board Policy 2001 - Communications
Board Policy 2006 - Consultation

Effective Date: *October 2007, November 10, 2014*

Revisions:

Reviewed:

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board, as required by the Ministry of Education Memorandum 2006:B15, to support school board communication with the Ontario government as an important activity to identify, discuss and find solutions to policy and financial issues.

2. Advocacy Guidelines

- 2.1 The Board will ensure that:
- 2.1.2 there will be ongoing communication between school boards, education partners and governments through established mechanisms and channels;
 - 2.1.3 available resources will be maximized for student success and achievement;
 - 2.1.4 there will be suitable advocacy related expenditures which would include membership dues and fees to appropriate organizations;
 - 2.1.5 students will not be used as vehicles for board advocacy to the public, education partners or governments;
 - 2.1.6 Board funds will not be used to attend events for specific political parties.



BOARD ADVOCACY

Legal References:	<i>Ministry of Education Memorandum 2006:B15 – Reporting of School Board Expenditure Guidelines</i>
Related References:	Board Policy 2001 - Communications Board Policy 2006 - Consultation
Effective Date:	<i>October 2007</i>
Revisions:	
Reviewed:	<i>November 10, 2014, November 23, 2015</i>

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RECOGNITION OF RETIRING EMPLOYEES

Legal References:

Related References:

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *March 9, 2015*

1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to hold a dinner for retiring employees in the Spring of each year and to present a gift to each retiring employee as a memento of the occasion, recognizing that:
 - 1.1.1 employees retiring from the Board each year have given a number of years of valuable and faithful service to this Board or its predecessors;
 - 1.1.2 the Board desires to recognize these employees on their retirement.



RECOGNITION OF RETIRING EMPLOYEES

Legal References:

Related References:

Effective Date: *February 23, 1998*

Revisions:

Reviewed: ***November 23, 2015***

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Report to Committee of the Whole
November 23, 2015



**Waterloo Region
 District School Board**

Inspired Learners – Tomorrow’s Leaders

SUBJECT: Naming the new Elementary School in Kitchener (Thomas Slee Drive)

ORIGINATOR: This report was prepared by Lynsey Slupeiks, Communications Officer in consultation with the Ad Hoc New School Name Selection Committee members: Chairperson Kathleen Woodcock, Trustees Ted Martin, Kathi Smith, Mike Ramsay, Natalie Waddell, Superintendent, Student Achievement & Well-Being Laura Hodgins, Senior Superintendent, Student Achievement & Well-Being Lila Read, new school Principal Helmut Tinnes, and Coordinating Council.

PURPOSE/STRATEGIC PLAN:

This motion, if approved by the Board, would relate specifically to the Waterloo Region District School Board’s strategic directions, particularly in the areas of engaging students, families, staff and communities, promoting forward-thinking and championing quality public education.

BACKGROUND:

A new school provides a focal point for a community. School names typically reflect the community they serve and tend to be named after notable community members, or for nearby geographical or historical characteristics. As such, seeking input from our students, staff and the public offers the opportunity to engage with the new school community early in the process of building a new school.

The New School Name Selection Process is referenced in Appendix A. To publicize this opportunity, advertisements were placed in The Record on October 31, 2015 and November 7, 2015 (Appendix B). Community members were able to submit their suggestions in person at the information night for the new school held on October 22, 2015, and by submitting suggestions online from October 19 – November 9, 2015. There were 223 submissions received (Appendix C includes a list of the appropriate suggestions).

The Ad Hoc New School Name Selection Committee met November 10, 2015 to develop a short list of three suitable names and to determine the preferred name for recommendation. As per the Process, preferred names took into consideration the community, the surrounding area of the school and the current names of schools in the Board. The new school will have the theme of “empowering students to collaborate, problem-solve, and be critical thinkers in a global orientated learning environment,” and this theme was also taken into consideration when reviewing the name suggestions.

STATUS:

The committee developed a short list of three potential names:

- **Homer Watson:** Born on January 14, 1855, Canadian painter Homer Watson lived and worked in his hometown of Doon, Ontario. Many of his paintings depict the Doon area, and the Grand River Valley.
- **Stauffer Woods:** Relates to the wooded area near the school. Abraham Stauffer was a pioneer in the Doon area in the early 1800s.
- **Groh:** The Groh family was one of the first families to settle in the region. Harold was an educator for many years, and his wife Cora was involved in many women’s activities in the local Mennonite community. The name Groh also serves as a double entendre, as our students grow and achieve success through their school journey.

COMMUNICATIONS:

A media release is issued to announce the new school name, following approval of the recommendation. A news item will be posted to the Board website and shared on the Board Twitter account (@wrdsb) to notify community members.

FINANCIAL IMPLICATIONS:

The Communications Department budget provides for the cost of advertising.

RECOMMENDATION:

It is recommended

That the Waterloo Region District School Board approve the name [*to be announced at the Committee of the Whole Meeting*] for the new elementary school located on Thomas Slee Drive in Kitchener.

 **Director of Education**

Appendix A

WRDSB New School Name Selection Process

1. The Communications Officer establishes an Ad Hoc committee to name new schools. The committee membership consists of the Chairperson of the Board, local trustees, the area superintendent of education, and the principal of the school, if appointed.

The members of the committee will:

- review the procedures and guidelines for name selection
 - determine the meeting date(s) for the committee
 - review all suggestions and produce a short list of no more than three names with a rationale for their selection for presentation to the Board of Trustees
 - recommend the name for the new school for approval by the Board of Trustees
2. Name Selection Criteria:
 - The name cannot be the same name or be similar to a name already in use by a school in the Region
 - The name cannot be the name of a living person
 - The initials/acronyms associated with a name should be considered
 - The name must reflect good taste and a positive image of the WRDSB
 3. Name suggestions from staff, students and the public are accepted over a period of at least two weeks.
 4. Advertisements are developed to include information on selection process and a link to the online form, and are placed in the appropriate local media. An announcement is also made via the Board website, with a link to a webpage with more information and an online suggestion form.
 5. Trustees at a regular Board of Trustees meeting review the report and vote on the recommended name selected by the Ad Hoc Committee.
 6. Communications staff produce a media release announcing the new school name after the recommendation is approved by Board. Communications staff determine other communication methods to inform staff, students and the broader community of the new school name.

**Help Us
Name Our New School!**

In 2017 we will open a new elementary school on Thomas Slee Drive in the Doon area of south Kitchener. We invite all members of our community to help us name this school.

Name suggestions should:

- fit the vision of the new school: empowering students to collaborate, problem-solve and be critical thinkers in a global oriented learning environment.
- reflect good taste and a positive image of the board
- not be similar to other schools in our region
- if being named after a person, preference will be for names of individuals who are deceased.

**Submissions will close at 5:00p.m.
on November 9, 2015**

Please visit www.wrdsb.ca/namenewschool to submit your suggestion today!

Appendix D – New School Name Suggestions

People

*Number in parenthesis indicates the frequency of the name

- Hatter PS (2)
- Robert Borden PS
- Carl Zehr PS (2)
- Frank Glew PS
- David Suzuki PS (2)
- Robert James Hallman PS
- Ken Taylor PS
- Agnes McPhail PS
- Terry Fox PS (8)
- Rohaib Raja PS
- Frank Hoddle PS
- Harry Laforme
- Robin Williams PS
- Dalton McGuinty PS
- Craig Kielburger PS
- Jack Layton PS (2)
- M. Gladwell PS
- Dunlop PS
- Rick Hansen PS
- Thomas Edison PS
- Richard Gimbel
- Benjamin Eby PS
- John McCrae PS
- Malala Yousafzai PS
- Nelson Mandela PS (2)
- Nathan Cirillio PS (3)
- Stephen Harper
- St. Jerome PS
- Mackenzie King PS (2)
- Mavis Tement PS (2)
- Charles Edward Boon PS
- Laura Secord PS
- James G Mitchell PS
- Justin Trudeau PS (2)
- Kayla Baker PS
- Ostell PS
- Frederick Banting PS (3)
- Princess Diana PS
- Elise MacGill PS
- Earl Siebert PS
- Thomas Jefferson PS
- Clara Hughes PS
- Don Cameron PS
- Margaret Lemon PS
- Richard Beasley
- John G Diefenbaker PS
- Chesley William Carter PS
- Sharon Robertson PS
- Homer Watson PS (6)
- Nikola Tesla PS (2)
- Pierre Elliot Trudeau PS (7)
- Chris Hadfield PS (7)
- Lennox Lewis PS
- Evan PS
- Wayne Wettlaufer PS (4)
- Adam Ferrie PS (2)
- Terry Fox PS (8)
- Lois Maxwell PS
- Thomas Douglas PS (2)
- Alan PS
- Joseph Brant PS (2)
- Linda Fabi PS (3)
- Jacob Beacock PS
- Lyle Hallman PS
- Haskell PS
- Carl Dare PS
- Lord Kitchener
- Jonathan Bernier
- Ariel Evens PS
- Queen Elizabeth II PS (2)
- Queen Victoria PS

Places/Things

*Number in parenthesis indicates the frequency of the name

- Doon Creek PS
- Stauffer Woods PS (5)
- Groh PS (2)
- Monarch Park PS
- PRIDE PS
- Attawandaron PS
- Evens Pons PS
- Farsight Experience PS
- South Views PS
- New Kitchener PS
- Fun PS
- Upper Doon PS
- Stalwart PS
- Butterfly Bay PS
- Thomas Slee PS (13)
- Doon Village PS
- Special Thinker PS
- Sleeve PS
- Maple Leaf PS
- Country Way PS
- North Ridge PS
- Jays > Kansas City PS
- Saplings PS
- Pine Valley PS
- Harvest Acres PS
- Polarville PS
- Groh-Tilt PS
- Eastbridge PS
- Topper Woods (4)
- The Dragons PS
- Thomasbrook PS
- Tilt Settlement PS
- Blair Creek PS
- Blossom Park PS
- Doon Heritage PS
- Doon's Era PS
- Creek Valley PS
- Sage Heights PS
- Berlin PS

- ICU Learning PS
- Peace PS
- Stallman Heights
- Planeview PS
- Awesome Life PS
- Belle Vista PS
- Kismet PS
- Pursuit PS
- Pond Mills PS
- Remembrance PS
- Autumn Ridge PS
- World Peace PS (2)
- Doon South PS
- Adanac PS
- Great Life PS
- Pioneers Way PS
- Discovery PS
- Liberty PS
- Corduroy Road PS
- Peacekeeper PS
- Grasslands PS
- White Pines PS
- Sweet Sixteen PS
- Waterloo Whales PS
- Vista Visions PS
- Kaizen PS
- Crescent PS
- Doon Drive PS
- White Tailed Deer PS
- Armistice PS

Report to Committee of the Whole
November 23, 2015



**Waterloo Region
 District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: EQAO 2015 Grade 9 Mathematics Provincial Assessment Results

ORIGINATOR: This report was prepared by Angela Mercier and Scott Lomax, Superintendents of Student Achievement & Well-Being, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The purpose of this report is to share the results of the Grade 9 Mathematics Provincial Assessment conducted in the 2014-2015 school year. The Waterloo Region District School Board's strategic directions that relate to this report are: Pursuing student achievement and success for all; Engaging students, families, staff and communities; Fostering wellness and well-being; Embracing diversity and inclusion; and Promoting forward-thinking. The Grade 9 Mathematics Provincial Assessment results provide an opportunity for the Waterloo Region District School Board to celebrate the successes of our Grade 9 students in mathematics, reflect on current instructional practices in our board and to work collaboratively to determine and implement system-wide action plans in an effort to further optimize learning and achievement for all students in the Waterloo Region District School Board.

BACKGROUND:

The Education Quality and Accountability Office (EQAO) is an arm's-length agency of the Ministry of Education. The EQAO mandate is to conduct large-scale assessments, to report findings in an objective way, and to recommend strategies at the provincial level that can lead to improved student learning and achievement.

During the 2014-2015 school year in the Waterloo Region District School Board, approximately 4 240 Grade 9 Mathematics students participated in the province-wide Grade 9 Mathematics Assessment. This assessment is for all students enrolled in Grade 9 Applied or Academic Mathematics. Individual Student Reports (ISRs) were sent out by EQAO during the week of September 21, 2015 and were to be shared with students and parents. The Individual Student Report indicates a student's performance based on the four levels of achievement that are identified in the Ontario Curriculum.

Due to differences in the curriculum, the test for students in Academic Mathematics is different from the test for students in Applied Mathematics. In the Waterloo Region District School Board, approximately 75% of Grade 9 Mathematics students were enrolled in Academic Mathematics.

STATUS:

EQAO released the Board and school level results on October 28, 2015. Due to labour disruptions experienced last spring at varying Boards, provincial results have not been published this year.

Student Achievement

Students in the Waterloo Region District School Board continue to demonstrate high levels of achievement in the Grade 9 Academic Assessment of Mathematics with 81% of students in Grade 9 Academic Mathematics courses meeting or exceeding the provincial standard (a 2% decrease from 2013-2014). See the graphs below for a summary of key results.

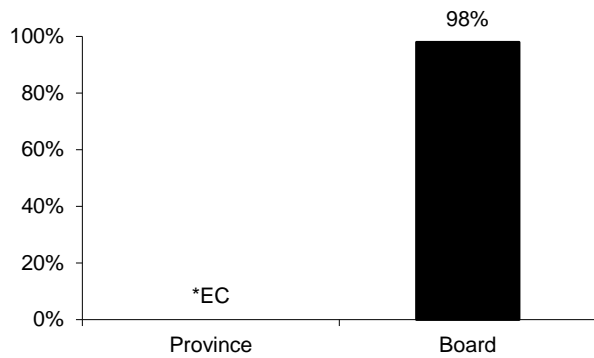
The number of Waterloo District School Board Students meeting or exceeding the provincial standard in the Grade 9 Applied Mathematics Assessment for 2014-2015 decreased by four percentage points, after having remained at 44% for three years. See the following graphs for a summary of key results.

The chart below summarizes the meaning of the levels used to describe student achievement.

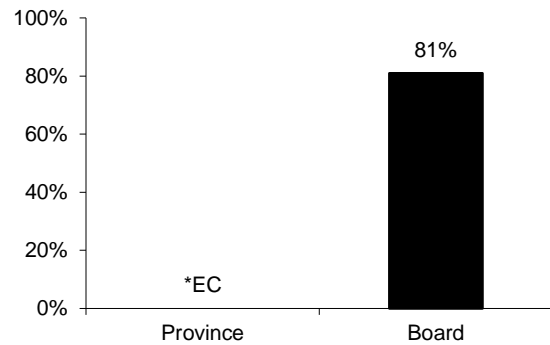
Level 4	The student has demonstrated all or almost all of the required knowledge and skills, and the student’s achievement exceeds the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills, and the student’s achievement meets the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills, and the student’s achievement approaches the provincial standard.
Level 1	The student has demonstrated a passing level of performance.

Results for Students in Grade 9 Academic Mathematics

Percentage of Gr. 9 Academic Math Students Achieving a Pass (Levels 1, 2, 3, 4)

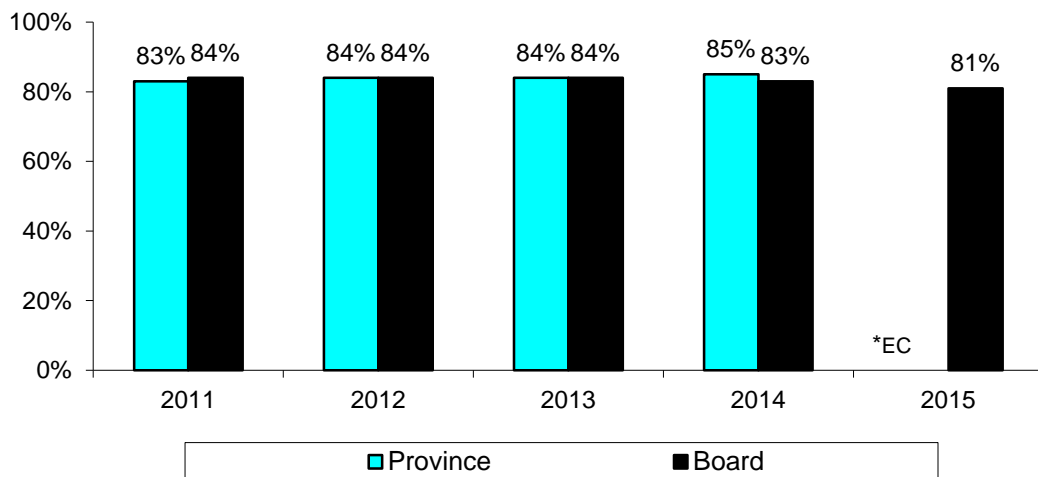


Percentage of Gr. 9 Academic Math Students Achieving at High Levels (3, 4)



*Extenuating Circumstances

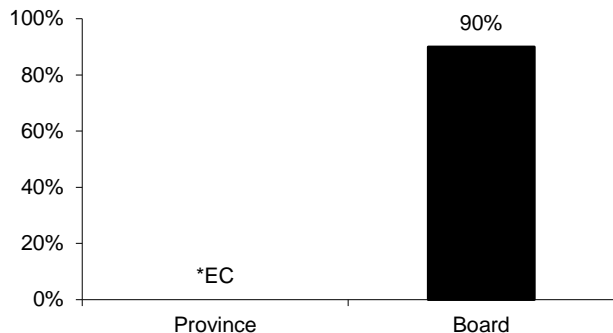
**Percentage of Gr. 9 Academic Math Students Achieving at Levels 3 and 4
Change in Achievement: 2011 - 2015**



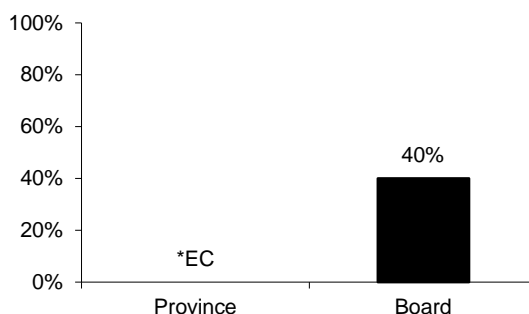
*Extenuating Circumstances

Results for Students in Grade 9 Applied Mathematics

Percentage of Gr. 9 Applied Math Students Achieving a Pass (Levels 1, 2, 3, 4)

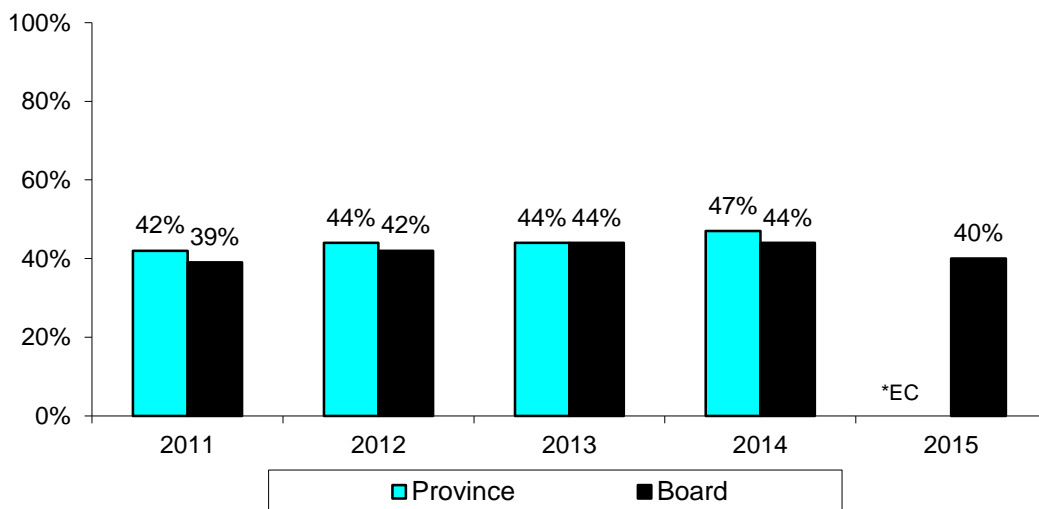


Percentage of Gr. 9 Applied Math Students Achieving at High Levels (3, 4)



*Extenuating Circumstances

Percentage of Gr. 9 Applied Math Students Achieving at Levels 3 and 4 Change in Achievement: 2011-2015



*Extenuating Circumstances

Contextual information regarding Academic and Applied results is summarized in Appendix A. Waterloo Region District School Board results appear in Appendix B.

Each school has received a copy of its overall results. Administrators and teaching staff are interpreting these school results and are sharing the results with their communities. A summary of individual school data is provided in Appendix C.

EQAO Assessment Data for Specified Groups

The results for boys enrolled in the Applied course have remained relatively unchanged over the last number of years, despite a drop in students' overall results.

In Academic Mathematics, specified groups have maintained high levels of achievement over the last five years.

Results for English Language Learners enrolled in Applied Mathematics rose by eight percentage points over the last six years.

Action Plans

EQAO has provided data that will allow educators at all levels to take actions to improve student achievement in Mathematics. Ongoing analysis and interpretation of the results inform the Waterloo Region District School Board's Mathematics Strategy and the development of supports for mathematical learning. Current actions focus on supporting the goal identified in System Memo ES-001: 2015-2016 (Working in Collaboration to Optimize Learning and Well-Being for All Students to Achieve Excellence) along with the 2015-16 Target Areas of Collaboration and Mathematics.

A math strategy team was created with membership from across the system to identify approaches to teaching and learning that will help Waterloo Region District School Board students succeed in mathematics. This team created resources that include the Waterloo Region District School Board Mathematics Beliefs located at <http://www.wrdsb.ca/bipsa/category/mathematics/>, which states:

The Waterloo Region District School Board values mathematics as an essential skill that all students must learn. A high level of mathematics achievement is possible with appropriate learning conditions and supports. To achieve these high levels, the WRDSB believes:

- *All students can learn mathematics,*
- *In a comprehensive mathematics program promoting a growth mindset, problem solving, consolidation through practice and the integration of skill development,*
- *In collaboration that enables students to communicate their mathematical thinking while engaging with peers to deepen understanding,*
- *In applying principles of Assessment for Learning to promote mathematics learning for all.*

This Beliefs document also has links to educator and parent supports that reinforce research-based practices that inform efforts to help students be successful in mathematics.

Currently, Learning Services Coordinators, Consultants and Learning Support teachers are working with teachers and administrators to develop a comprehensive mathematics program and implement effective classroom practices that will improve student learning. Specifically, there are a few key initiatives designed to improve teaching practices. They are:

- Continuing with the success of the Elementary Administrator Learning Sessions from 2014-15 where 50 - 60 administrators attended sessions throughout the year to understand effective teaching practices in mathematics.
- Continue with the Secondary Assessment, Evaluation and Reporting Sessions from 2014-15 where Learning Services Staff, along with Secondary Administrators, worked collaboratively to implement plans to support staff with effective assessment strategies.
- Continue to implement the Ministry-sponsored Student Success Initiative at two secondary schools focused on a learning cycle for grade 9 and 10 mathematics teachers and the school principal to identify and implement effective teaching practices.
- A new initiative specifically designed to address grade 9 and 10 applied level mathematics instruction called Innovative Practices. This involves nine of our secondary schools who were provided with a Learning Support Teacher (LST) section. This LST participates in a central learning cycle to collaborate with teachers from other schools to identify and implement effective teaching strategies within their classes. Recently these LST's, Mathematics Department Heads, Administrators and Superintendents attended a full day professional development session where alternative mathematics strategies proven to be successful were shared.

In addition to these key initiatives, Learning Services staff and Superintendents of Student Achievement & Well-Being are exploring practices at more successful EQAO schools, both within and outside the Board, to identify transferable practices for all WRDSB schools to employ. School Superintendents are using this

information to engage their principals in conversations to emphasize effective teaching and learning to support improved EQAO mathematics scores.

COMMUNICATIONS:

Each school has received a copy of its overall results. Administrators and teaching staffs are interpreting these school results and are sharing the results with their communities. Results are being shared with Senior Superintendents, Superintendents, and Learning Services staff.

FINANCIAL IMPLICATIONS:

All activities related to these initiatives can be applied to the existing budgets of Learning Services.

RECOMMENDATION:

No recommendation. For information only.

 **Director of Education**

Grade 9 Assessment of Mathematics, 2014–2015, Applied Course

Contextual Information

This information provides a context for interpreting the board's applied mathematics course results.

	Board		Province	
Enrolment				
Number of students in applied mathematics course	1 071		EC	
Number of classes with students in applied mathematics course	64		EC	
Number of schools with applied mathematics classes	16		EC	
	Number	Percent	Number	Percent
Participation in the Assessment				
Students who participated in the assessment	1 014	95%	EC	EC
Participating students who received one or more accommodations*	318	31%	EC	EC
Participating students who received one or more special provisions*	18	2%	EC	EC
Students who did not complete any part of the assessment (no data)*	57	5%	EC	EC
Gender[†] Based on number of students enrolled				
Female	479	45%	EC	EC
Male	592	55%	EC	EC
Gender not specified	0	0%	EC	EC
Student Status[†] Based on number of students enrolled				
English language learners*	66	6%	EC	EC
Students with special education needs (excluding gifted)*	399	37%	EC	EC
Semester/Full Year Based on number of students enrolled				
First-semester course	436	41%	EC	EC
Second-semester course	531	50%	EC	EC
Full-year course	104	10%	EC	EC
Language and School Background^{††} Based on Student Questionnaire data				
	Number of Respondents:		879	EC
Speak only or mostly a language other than English at home	47	5%	EC	EC
Speak another language as often as English at home	76	9%	EC	EC
Attended three or more elementary schools from kindergarten to Grade 8	393	45%	EC	EC

* See the Explanation of Terms.

[†] Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

^{††} Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Assessment of Mathematics, 2014–2015

Contextual Information over Time: Applied Mathematics Course

This information provides a context for interpreting the board's results of the current and previous administrations.

	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015	
Enrolment						
Number of students in applied mathematics course	1 421	1 317	1 243	1 214	1 071	
Number of classes with students in applied mathematics course	79	81	68	67	64	
Number of schools with applied mathematics classes	16	16	16	16	16	
Participation in the Assessment						
Students who participated in the assessment	95%	92%	94%	94%	95%	
Participating students who received one or more accommodations*	18%	24%	26%	30%	31%	
Participating students who received one or more special provisions*	3%	7%	3%	3%	2%	
Students who did not complete any part of the assessment (no data)*	5%	8%	6%	6%	5%	
Gender[†] Based on number of students enrolled						
Female	44%	46%	45%	48%	45%	
Male	56%	54%	55%	52%	55%	
Gender not specified	0%	0%	0%	0%	0%	
Student Status[†] Based on number of students enrolled						
English language learners*	9%	10%	6%	7%	6%	
Students with special education needs (excluding gifted)*	30%	36%	39%	37%	37%	
Semester/Full Year Based on number of students enrolled						
First-semester course	42%	45%	46%	39%	41%	
Second-semester course	46%	43%	45%	51%	50%	
Full-year course	13%	11%	9%	10%	10%	
Language and School Background^{††} Based on Student Questionnaire data						
	Number of Respondents:	1 182	1 051	1 010	997	879
Speak only or mostly a language other than English at home	8%	7%	6%	5%	5%	
Speak another language as often as English at home	10%	10%	10%	10%	9%	
Attended three or more elementary schools from kindergarten to Grade 8	48%	50%	52%	49%	45%	

* See the Explanation of Terms.

† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Assessment of Mathematics, 2014–2015, Academic Course

Contextual Information

This information provides a context for interpreting the board's academic mathematics course results.

	Board		Province	
Enrolment				
Number of students in academic mathematics course	3 172		EC	
Number of classes with students in academic mathematics course	113		EC	
Number of schools with academic mathematics classes	16		EC	
Number Percent Number Percent				
Participation in the Assessment				
Students who participated in the assessment	3 127	99%	EC	EC
Participating students who received one or more accommodations*	172	6%	EC	EC
Participating students who received one or more special provisions*	22	1%	EC	EC
Students who did not complete any part of the assessment (no data)*	45	1%	EC	EC
Gender[†] Based on number of students enrolled				
Female	1 648	52%	EC	EC
Male	1 524	48%	EC	EC
Gender not specified	0	0%	EC	EC
Student Status[†] Based on number of students enrolled				
English language learners*	99	3%	EC	EC
Students with special education needs (excluding gifted)*	250	8%	EC	EC
Semester/Full Year Based on number of students enrolled				
First-semester course	1 316	41%	EC	EC
Second-semester course	1 453	46%	EC	EC
Full-year course	403	13%	EC	EC
Language and School Background^{††} Based on Student Questionnaire data				
Number of Respondents:		2 993	EC	
Speak only or mostly a language other than English at home	260	9%	EC	EC
Speak another language as often as English at home	375	13%	EC	EC
Attended three or more elementary schools from kindergarten to Grade 8	1 220	41%	EC	EC

* See the Explanation of Terms.

[†] Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

^{††} Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Assessment of Mathematics, 2014–2015

Contextual Information over Time: Academic Mathematics Course

This information provides a context for interpreting the board's results of the current and previous administrations.

	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
Enrolment					
Number of students in academic mathematics course	3 194	3 146	3 148	3 081	3 172
Number of classes with students in academic mathematics course	120	116	118	116	113
Number of schools with academic mathematics classes	16	16	16	16	16
Participation in the Assessment					
Students who participated in the assessment	99%	99%	99%	98%	99%
Participating students who received one or more accommodations*	3%	4%	4%	5%	6%
Participating students who received one or more special provisions*	1%	1%	1%	1%	1%
Students who did not complete any part of the assessment (no data)*	1%	1%	1%	2%	1%
Gender[†] Based on number of students enrolled					
Female	51%	51%	52%	51%	52%
Male	49%	49%	48%	49%	48%
Gender not specified	0%	0%	0%	0%	0%
Student Status[†] Based on number of students enrolled					
English language learners*	6%	5%	4%	4%	3%
Students with special education needs (excluding gifted)*	7%	8%	8%	7%	8%
Semester/Full Year Based on number of students enrolled					
First-semester course	43%	42%	42%	40%	41%
Second-semester course	44%	43%	44%	46%	46%
Full-year course	14%	15%	14%	13%	13%
Language and School Background^{††} Based on Student Questionnaire data					
Number of Respondents:	2 952	2 906	2 873	2 784	2 993
Speak only or mostly a language other than English at home	8%	9%	10%	8%	9%
Speak another language as often as English at home	10%	13%	12%	11%	13%
Attended three or more elementary schools from kindergarten to Grade 8	38%	43%	44%	40%	41%

* See the Explanation of Terms.

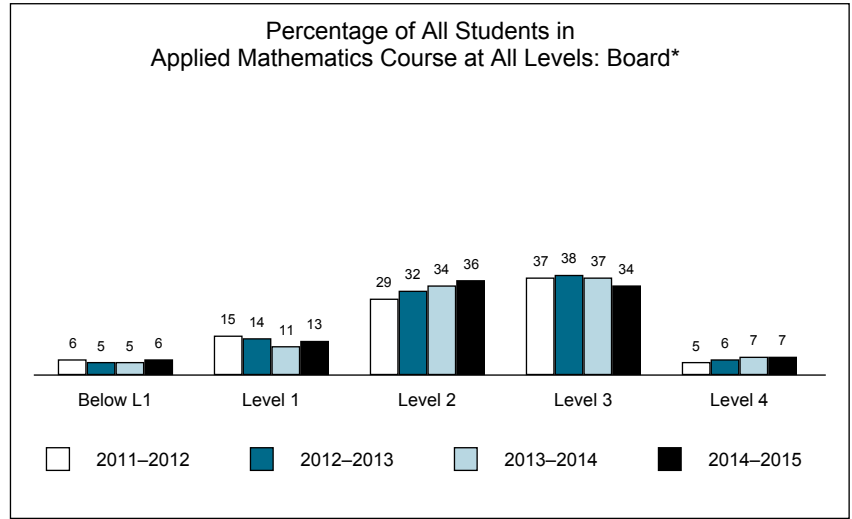
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†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

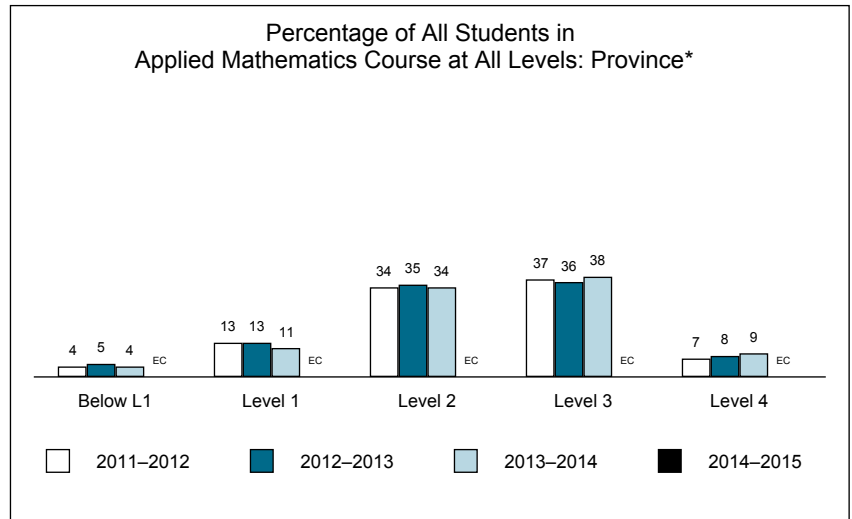
Results over Time, 2011–2012 to 2014–2015

Applied Mathematics Course for All Students

Board*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
Number of Students	1 317	1 243	1 214	1 071
Level 4	5%	6%	7%	7%
Level 3	37%	38%	37%	34%
Level 2	29%	32%	34%	36%
Level 1	15%	14%	11%	13%
Below Level 1	6%	5%	5%	6%
Participating Students	92%	94%	94%	95%
No Data	8%	6%	6%	5%
At or Above Provincial Standard (Levels 3 and 4)†	42%	44%	44%	40%



Province*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
Number of Students	41 799	39 881	38 181	EC
Level 4	7%	8%	9%	EC
Level 3	37%	36%	38%	EC
Level 2	34%	35%	34%	EC
Level 1	13%	13%	11%	EC
Below Level 1	4%	5%	4%	EC
Participating Students	95%	96%	96%	EC
No Data	5%	4%	4%	EC
At or Above Provincial Standard (Levels 3 and 4)†	44%	44%	47%	EC



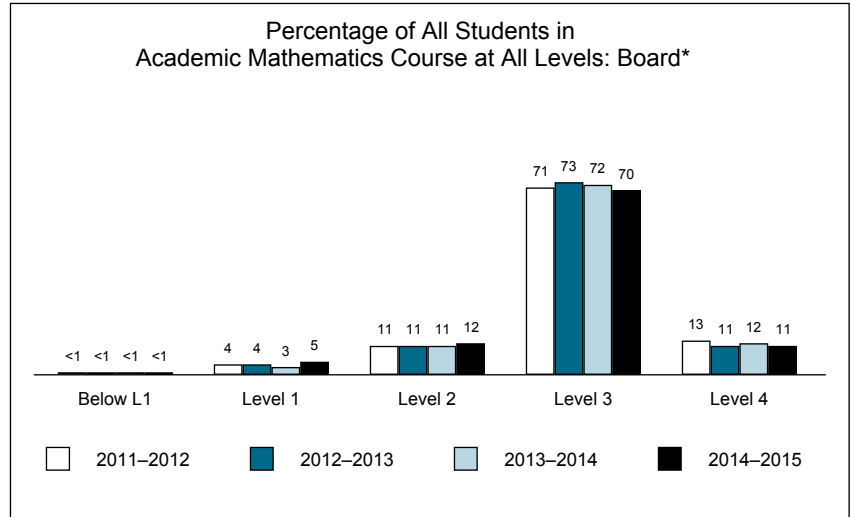
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

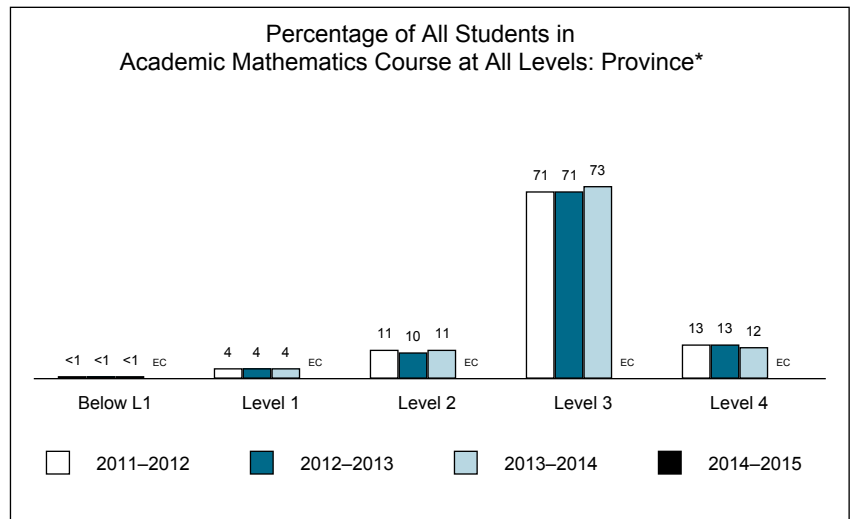
Results over Time, 2011–2012 to 2014–2015

Academic Mathematics Course for All Students

Board*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
Number of Students	3 146	3 148	3 081	3 172
Level 4	13%	11%	12%	11%
Level 3	71%	73%	72%	70%
Level 2	11%	11%	11%	12%
Level 1	4%	4%	3%	5%
Below Level 1	<1%	<1%	<1%	<1%
Participating Students	99%	99%	98%	99%
No Data	1%	1%	2%	1%
At or Above Provincial Standard (Levels 3 and 4) [†]	84%	84%	83%	81%



Province*				
Year	'11-'12	'12-'13	'13-'14	'14-'15
Number of Students	97 741	97 158	95 914	EC
Level 4	13%	13%	12%	EC
Level 3	71%	71%	73%	EC
Level 2	11%	10%	11%	EC
Level 1	4%	4%	4%	EC
Below Level 1	<1%	<1%	<1%	EC
Participating Students	99%	99%	99%	EC
No Data	1%	1%	1%	EC
At or Above Provincial Standard (Levels 3 and 4) [†]	84%	84%	85%	EC



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

EQAO Gr. 9 Mathematics Assessment - 2014-2015**Results for All Students in Grade 9 ACADEMIC Mathematics**

	# of students	No Data	Below Level 1	Level 1	Level 2	Level 3	Level 4	Level 3/4 *
<i>Province</i>	-	-	-	-	-	-	-	-
WRDSB	3 172	1%	<1%	5%	12%	70%	11%	81%
Bluevale CI	225	1%	0%	2%	8%	76%	12%	89%
Cameron Heights CI	376	1%	1%	10%	12%	58%	18%	76%
Eastwood CI	203	3%	1%	12%	22%	60%	1%	61%
Elmira DSS	167	2%	1%	2%	6%	80%	9%	89%
Forest Heights CI	186	1%	1%	9%	19%	65%	6%	71%
Galt C & VI	164	3%	1%	2%	12%	73%	9%	82%
Glenview Park SS	117	2%	0%	7%	15%	67%	10%	77%
Grand River CI	173	2%	0%	3%	10%	72%	12%	84%
Huron Heights SS	212	0%	<1%	9%	12%	70%	8%	78%
Jacob Hespeler SS	177	3%	0%	3%	8%	76%	10%	86%
Kitchener Waterloo C & VS	221	2%	1%	5%	11%	72%	9%	81%
Preston HS	160	1%	0%	3%	15%	76%	4%	81%
Sir John A Macdonald SS	255	1%	0%	3%	8%	69%	20%	89%
Southwood SS	133	0%	0%	4%	11%	79%	6%	85%
Waterloo CI	201	0%	<1%	2%	8%	65%	24%	89%
Waterloo-Oxford DSS	202	1%	0%	2%	16%	74%	6%	80%

Results for All Students in Grade 9 APPLIED Mathematics

	# of students	No Data	Below Level 1	Level 1	Level 2	Level 3	Level 4	Level 3/4 *
<i>Province</i>	-	-	-	-	-	-	-	-
WRDSB	1 214	5%	6%	13%	36%	34%	7%	40%
Bluevale CI	45	5%	2%	18%	29%	38%	7%	45%
Cameron Heights CI	93	6%	8%	22%	45%	19%	0%	19%
Eastwood CI	123	9%	14%	17%	40%	16%	4%	20%
Elmira DSS	96	1%	1%	6%	17%	45%	30%	75%
Forest Heights CI	95	4%	11%	23%	40%	21%	1%	23%
Galt C & VI	59	4%	14%	16%	42%	17%	7%	24%
Glenview Park SS	64	10%	0%	2%	26%	55%	7%	62%
Grand River CI	98	8%	3%	7%	27%	43%	11%	55%
Huron Heights SS	77	3%	5%	12%	39%	36%	4%	41%
Jacob Hespeler SS	70	6%	6%	13%	37%	34%	3%	37%
Kitchener Waterloo C & VS	67	2%	9%	12%	26%	37%	14%	51%
Preston HS	102	5%	4%	8%	39%	42%	3%	44%
Sir John A Macdonald SS	48	5%	0%	11%	38%	35%	11%	46%
Southwood SS	58	7%	2%	10%	48%	29%	3%	33%
Waterloo CI	39	0%	7%	7%	41%	41%	4%	44%
Waterloo-Oxford DSS	80	3%	3%	9%	36%	44%	5%	49%

*Note: These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Report to Committee of the Whole
November 23, 2015



**Waterloo Region
 District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Doon South Interim Accommodation Changes

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer; Dennis Cuomo, Manager of Planning; and Lauren Agar, Senior Planner, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To seek approval for modifications to the boundary change motions as approved by the Doon South Elementary Schools Boundary Study.

This report relates to two of the Waterloo Region District School Board's (Board's) strategic directions, engaging students, families, staff and communities and promoting forward-thinking. A boundary study is a public process that ensures a decision by the Board has the involvement of an informed local community.

BACKGROUND:

On January 20, 2014, a boundary study for the Doon South area of Kitchener concluded. The purpose of the study was to establish a boundary for the new South Kitchener (Groh Dr.) elementary school (to be located at 225 Thomas Slee Drive, Kitchener), which was tentatively scheduled to open for September 2016. The opening of new South Kitchener (Groh Dr.) elementary school is intended to address the overcrowding at Brigadoon, Doon, J.W. Gerth and Pioneer Park Public Schools.

Due to issues beyond the Board's control, on September 28, 2015, it was confirmed that the opening of the new South Kitchener (Groh Dr.) school would be delayed to September 2017. There were two sets of boundary changes approved through the Doon South Boundary Study – interim changes and longer-term changes to be implemented once the new South Kitchener (Groh Dr.) school opens. One of the interim changes resulted in the Grade 5 and 6 classes from J.W. Gerth Public School moving to Doon Public School. This change was made to address the overcrowding issues at J.W. Gerth Public School. The motions as approved would see the re-introduction of Grade 5 classes at J.W. Gerth Public School the year the new South Kitchener (Groh Dr.) school opens (2017/18 school year) and Grade 6 classes the following year (2018/19 school year).

As a result of the delay in opening the new South Kitchener (Groh Dr.) school, the interim boundaries will be in place for three years instead of two. It also means that additional portables may be required at Doon Public School to accommodate Grade 5 and 6 students for another year.

A public meeting was held on October 22, 2015 to share information on the timing and implementation of the opening of the new school and subsequent boundary changes as approved through the Doon South Boundary Study. At that meeting, parents requested that consideration be given to re-introducing Grade 5 classes at J.W. Gerth Public School in the 2016/17 school year, prior to the opening of the new South Kitchener (Groh Dr.) school. Due to the many factors that need to be taken into account if this were to be implemented, staff committed to preparing a report to present to the Board of Trustees outlining the two possibilities for accommodating J.W. Gerth Public School students in the 2016/17 school year.

STATUS:

Overall, enrolment in the Doon South study area has been 9% lower than what was projected in 2013 for the Doon South Boundary Study; however, enrolment in the area has continued to increase (4.5% between 2013/14 and 2015/15). Enrolments at Brigadoon and Pioneer Park Public Schools account for the greatest differences in projected versus actual because the expected increases as a result of new development have yet to materialize. This information is summarized in Table 1.

Table 1: Projected Enrolment (Doon South Boundary Study) vs. Actual Enrolment 2013/14 to 2015/16

School	2013/14 Actual	2014/15 Projected	2014/15 Actual	2015/16 Projected	2015/16 Actual
Brigadoon PS	530	556	527	595	534
Doon PS	336	509	492	579	565
J.W. Gerth PS	716	639	619	623	597
Pioneer Park PS	368	438	332	531	346
Total	1950	2142	1970	2328	2042

The enrolment by grade at Doon and J.W. Gerth Public Schools for the 2015/16 school year is summarized in Table 2.

Table 2: 2015/16 Unofficial Enrolment by Grade at Doon and J.W. Gerth Public Schools

School	Grades										Total	OTG	Portables in Use
	JK	SK	1	2	3	4	5	6	7	8			
Doon PS							111	77	195	182	565	331	12
JW Gerth PS	90	87	119	89	101	112					598	582	2

OTG = On-the-Ground Capacity

There are two options to consider for the 2016/17 school year involving J.W. Gerth and Doon Public Schools: (1) proceed with the motions as approved and no further boundary changes take place until the 2017/18 school year, or (2) operate J.W. Gerth Public School as a JK-5 and Doon Public School as a 6-8 organization in 2016/17.

Option 1

The first option is to maintain the interim boundaries as implemented in September 2014 until the new South Kitchener (Groh Dr.) school opens. The motions as adopted would see Grade 5 reintroduced to J.W. Gerth Public School in 2017/18 and Grade 6 in 2018/19 (coinciding with the elimination of these grades at Doon Public School). When the new school opens, students who attended Doon Public School for Grades 5 and 6 as part of the interim boundary changes would have the option of remaining there to complete Grade 8.

It is anticipated with the projected increase in enrolment at Doon Public School for the 2016/17 school year 1-3 additional portables could be required. The number of portables will be dependent on how the school can timetable its Grade 7 and 8 classes. Meanwhile, enrolment at J.W. Gerth Public School is projected to experience very minimal change and therefore require no additional portable classrooms (there are currently 3 on site, but only 2 in use). Table 3 shows the projected enrolment and site needs for the 2016/17 school year under Option 1.

Table 3: Option 1 Projected Enrolment

School	On-the-Ground Capacity	Site Size (ha)	Grades	2016/17 Projected Enrolment	2016/17 Projected Portables Needed	Utilization
Doon PS	331	5.43	5-8	609	13-15	184%
J.W. Gerth PS	582	2.02	JK-4	590	2	101%
Total	913	7.45		1201	15-17	

To accommodate the additional enrolment at Doon Public School, several issues that need to be resolved, including:

- Portables – delivery/installation for the additional portables
- Parking for additional staff – 34 staff spaces and 1 barrier free (approximately 50 staff projected)
- Gymnasium – additional classes results in decreased access to the gymnasium for Physical Education

Further implications that have been raised regarding proceeding with this option include:

- Transportation – 87% of Grade 4 students attending J.W. Gerth Public School in 2015/16 are eligible for transportation to Doon Public School (only 21% are eligible to J.W. Gerth Public School)
- Portables – additional portables on the site will reduce the outdoor play space
- Washrooms – sufficient washrooms by building code; however, additional students means peak times of use will be busy
- Leadership opportunities for Grade 5 and 6 students limited at Doon Public School

Option 2

The second option is to modify the timing for the reintroduction of Grades 5 and 6 at J.W. Gerth Public School. If J.W. Gerth Public School were to offer JK-5 in 2016/17, Doon Public School would offer Grades 6-8. When the new school opens, students who attended Doon Public School for Grades 5 and 6 as part of the interim boundary changes would have the option of remaining there to complete Grade 8; however, there would be fewer students with this option under Option 2 than in Option 1 (a potential transportation savings).

Under Option 2, an increase in enrolment at J.W. Gerth Public School for the 2016/17 school year would require up to 3 additional portables to be placed on site (there are currently 3 on site, but only 2 in use). Meanwhile, enrolment at Doon Public School would decline and therefore require no additional portable classrooms. Table 4 shows the projected enrolment and site needs for the 2016/17 school year under Option 2. With this option, enrolment pressures would be shared across both facilities.

Table 4: Option 2 Projected Enrolment

School	On-the-Ground Capacity	Site Size (ha)	Grades 2016/17	2016/17 Projected Enrolment	2016/17 Projected Portables Needed	Utilization
Doon PS	331	5.43	6-8	495	10-11	150%
J.W. Gerth PS	582	2.02	JK-5	704	6	121%
Total	913	7.45		1201	16-17	

To accommodate the additional enrolment at J.W. Gerth Public School, several issues that need to be resolved, including:

- Portables – delivery/installation for the additional portables (site plan allows for up to 9 portables; however any more than 6 significantly compromises the outdoor play space)
- Gymnasium – additional classes results in decreased access to the gymnasium for Physical Education

Further implications that have been raised regarding proceeding with this option include:

- Portables at J.W. Gerth Public School – additional portables on the site will reduce the outdoor play space
- Parking for additional staff – 64 spaces for staff, 6 spaces for child care/visitors and 2 barrier free spaces (approx. 60 staff projected for 2016/17)
- Leadership opportunities for Grade 5 students available at J.W. Gerth Public School
- Transportation – reduction in transportation requirements for Grade 5 students in 2016/17 and Grade 6 students in 2017/18
- Transitions for students who fall within the new school boundary are reduced

This option (Option 2) was initially proposed by parents when the Doon South Boundary Study recommendations were presented as a back-up plan if the New South Kitchener (Groh Dr.) school was delayed beyond a September 2016 opening. At the time, enrolment projections suggested that it may not be feasible for J.W. Gerth Public School to accommodate students in JK-5 without removing the students who fall within the new school boundary (approximately 38% of J.W. Gerth Public School's current population). Updated enrolment projections now suggest that this option is feasible.

COMMUNICATIONS:

A letter containing information about the proposed modification to the interim boundary changes was sent home to all J.W. Gerth Public School students in the first week of November. This letter requested feedback on the proposed changes prior to presenting this report to the Committee of the Whole. Feedback received was generally in favour of Option 2 with the exception of families who have students already attending Doon Public School (preference was for siblings to attend the same school).

Following a decision on the interim boundaries, a letter will be prepared for distribution to the affected students as well as posted on the Board's website.

FINANCIAL IMPLICATIONS:

The approximate cost to remove a portable from a site is \$10,000; (to purchase a new portable is approximately \$70,000). The approximate cost for a permit to place a portable on site is \$6,700. These costs are covered by the budget for temporary accommodation.

Under Option 2 there would be a 66% reduction in the number of students requiring transportation from the J.W. Gerth Public School area to Doon Public School. Since there is a reduction in the number of students

requiring transportation, there may be a cost-savings to the Board if existing runs to Doon Public School can be reduced. An urban bus run is on average \$16,000-38,000 per year.

RECOMMENDATION:

It is recommended:

That the Waterloo Region District School Board modify the approved interim boundary changes as outlined in Appendix A of the report titled “Recommendation Resulting from the Doon South Boundary Study,” dated January 20, 2014, to direct Grade 5 students in 2016/17 and Grade 6 students in 2017/18 to J.W. Gerth Public School from Doon Public School; and

That Waterloo Region District School Board modify the approved Scenario 16 boundary changes as outlined in Appendix A of the report titled “Recommendation Resulting from the Doon South Boundary Study,” dated January 20, 2014, to change the option for Grade 6 students (the year of the change) to be for Grade 7 students in the new South Kitchener (Groh Drive) school boundary who were attending Doon Public School in the year prior to the new South Kitchener (Groh Drive) school opening to remain at Doon Public School until they complete Grade 8; and

That transportation (for those who qualify based on *Board Policy 4009: Student Transportation and Administrative Procedure 4260: Student Transportation*) be extended to those affected Grade 7 students attending Doon Public School for the year the new South Kitchener (Groh Drive) school opens (one year only).

 Director of Education



**Waterloo Region
District School Board**

Doon South Elementary Schools Boundary Study

Final Report

Prepared by:
The Waterloo Region District School Board Planning Department

January 20, 2014

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Executive Summary

This report is intended to advise and inform the Waterloo Region District School Board (WRDSB) Board of Trustees of the information gathered and consultation conducted by the Doon South Boundary Study Working Group in order to develop the final recommendations provided in this report.

The Working Group agreed on Scenario 16, Interim Option F as the recommended strategy for pupil accommodation in the Doon South study area. The final decision on outcome of the boundary study is to be made by the elected Board of Trustees.

The following is a brief outline of the recommendations provided in this report.

Implement **Boundary Scenario 16** consisting of the following recommendations:

1. *Establish a boundary for new South Kitchener (Groh Drive) school*
2. *Realign Brigadoon Public School's Boundary*
3. *Realign J.W. Gerth Public School's Boundary*
4. *Realign Doon Public School's Boundary*
5. *Realign Pioneer Park Public School's Boundary*
6. *Establish Development Areas*

Implement **Interim Option F** consisting of the following recommendations:

1. *Offer JK-4 only at J.W. Gerth Public School, effective September 2014 until the new South Kitchener (Groh Drive) school opens (tentatively September 2016)*
2. *Offer Grades 5-8 at Doon Public School, effective September 2014 until the new South Kitchener (Groh Drive) school opens and direct all Grade 5 and 6 students within the 2013/14 J.W. Gerth Public School boundary to Doon Public School*
3. *Establish interim Development Areas and assign JK-6 students to Pioneer Park Public School and 7-8 students to Doon Public School*

Introduction

The purpose of this report is to provide to the Waterloo Region District School Board's (WRDSB) Board of Trustees the information and rationale for the recommendations resulting from the Doon South Elementary Schools Boundary Study in South Kitchener.

Background

A boundary study ensures that where a decision is taken by a school board regarding the realignment of school attendance boundaries has the full involvement of an informed local community and it is based on a broad range of criteria.

On May 13, 2013, a boundary study for the Doon South area of Kitchener was initiated. The purpose of this study was to establish a boundary for the new South Kitchener (Groh Drive) elementary school, which is tentatively scheduled to open for September 2016. The opening of new South Kitchener (Groh Drive) elementary school is intended to address the overcrowding at Brigadoon and J.W. Gerth Public Schools.

Doon South Boundary Study Area

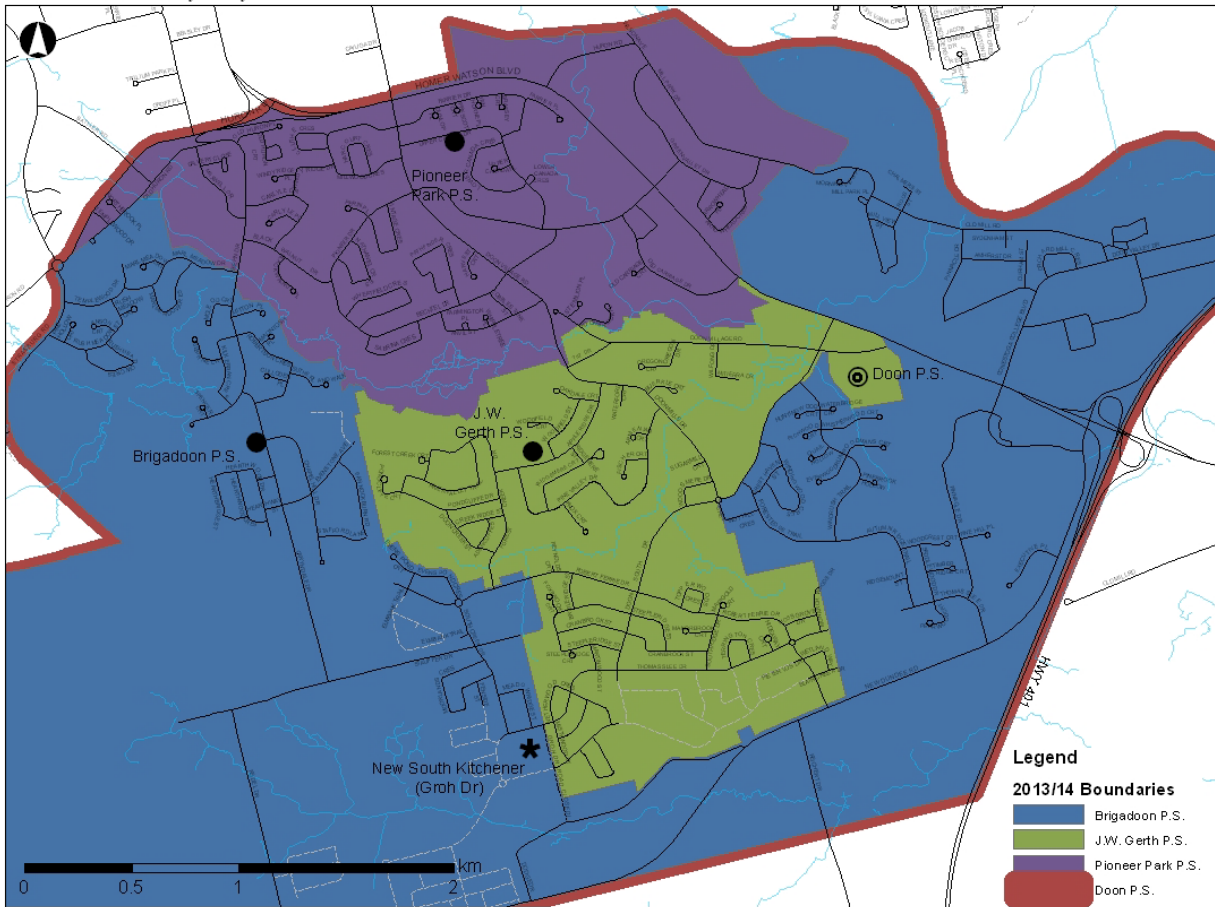
The Doon South study area is made up of 4 schools (see Figure 1), that serve the student populations in the southern portion of Kitchener. Overall, the study area is defined by the Doon Public School Grade 7/8 boundary. The study area contains a mix of older established neighbourhoods and new or planned residential developments, placing pressure on the existing facilities.

Doon South Study Area Schools

The schools in the study area include:

1. Brigadoon Public School (JK-6)
2. Doon Public School (7-8)
3. J.W. Gerth Public School (JK-6)
4. Pioneer Park Public School (JK-6)

Figure 1: Doon South Study Area



Doon South Working Group

Once a boundary study is approved by the Board, a Working Group is established. The role of the Working Group is to:

- Review and supply background information
- Confirm the issues to be addressed by the boundary study
- Develop goals and objectives
- Develop and review scenarios
- Review public feedback
- Confirm recommendations

Membership

The Working Group was composed of both community members and Board staff.

Brigadoon Public School

Principal: Laura Hagey-Nichols

Parents: Dijana D-G, Sarah K.

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Doon Public School

Principal: Don Oberle

Vice-Principal: Kim Bingeman

Parents: S. Hett, K. Johnstone, Sandra Pisters, J. Weston (Alternate)

J.W. Gerth Public School

Principal: Susan Schaffner

Vice-Principal: Sherri Davidson

Parents: Dio Bal, N. Waddell

Pioneer Park Public School

Principal: Glenn Kitamura

Parents: Mike Duynhoven, Jillian Anger (Alternating), C. Deacon (Alternating)

Area Superintendent

Superintendent of Education: Laura Hogdins

Facilities Staff (Planning)

Manager of Planning: Dennis Cuomo

Senior Planner: Lauren Manske

Recording Secretary: Andrea Kean

Timelines and Activities

Throughout the study, a total of three public meetings were held to provide opportunity for a wide range of school and community groups to participate in the consultation. Public meetings were advertised in area newspapers, on the Board's main website and school websites, in school newsletters/emails and flyers posted in schools and in notices sent home with each student in the study area.

The following is a summary of the activities of the Working Group prior to submission of this report.

ACTIVITY	DATE	LOCATION
Board approval to commence study	May 13, 2013	Education Centre
WG Meeting #1	October 3, 2013	Pioneer Park P.S.
WG Meeting #2	October 24, 2013	Brigadoon P.S.
Public Meeting #1	November 5, 2013	Huron Heights S.S.
WG Meeting #3	November 6, 2013	J.W. Gerth P.S.
WG Meeting #4	November 21, 2013	Doon P.S.
WG Meeting #5	November 28, 2013	J.W. Gerth P.S.
Public Meeting #2	December 5, 2013	Doon P.S.
WG Meeting #6	December 10, 2013	Brigadoon P.S.
WG Meeting #7	January 7, 2014	Cancelled due to weather
Public Meeting #3	January 8, 2014	J.W. Gerth P.S.
WG Meeting #8	January 14, 2014	Doon P.S.

Rationale for a Boundary Study

There were several key reasons the Board initiated a boundary study for the Doon South area. These reasons included:

- ***Establishing a boundary for the new South Kitchener (Groh Drive) school***

As a result of rapid growth in this area of Kitchener, the Board was able to secure funding from the Ministry of Education to build a new elementary school on Thomas Slee Drive at Groh Drive, Kitchener. The targeted opening date for this new school was September 2015; however, due to conditions required to acquire this site and start construction, a tentative September 2016 opening date is now more realistic.

- ***Address overcrowding at Brigadoon, J.W. Gerth and Pioneer Park Public Schools***

Table 1 outlines the size and configuration of each of the facilities.

Table 1: Doon South School Enrolment and Capacity as of October 31, 2013

School	On-the Ground Capacity (2013/14)	On-the Ground Capacity (2014/15)*	2013/14 Enrolment (Total)	JK-6	7-8	# portables on site
Brigadoon P.S.	383	421	530	●		6
Doon P.S.	331	331	336		●	3
J.W. Gerth P.S.	494	535	715	●		9
Pioneer Park P.S.	290	308	369	●		4
Total	1498	1595	1899	3	1	22

* updated to reflect future changes to the room types/usages in the Ministry of Education School Facilities Inventory System

All four facilities are accommodating more students than what their buildings can accommodate, resulting in 22 portable classrooms temporarily accommodating students in the area. Doon Public School also serves as the senior elementary facility for three feeder schools (Brigadoon, J.W. Gerth and Pioneer Park Public Schools).

Brigadoon Public School is the last school in the study area to implement Full-Day Kindergarten (FDK). The school is scheduled for a 2 classroom addition and internal renovations to be completed for September 2014. The tender for this project will ask for pricing on an additional 2 classrooms (for a total of 4 classrooms). If the tender price is reasonable for the additional 2 classrooms, it is possible that a 4 classroom addition could be ready for September 2014, increasing the school's 2014/15 capacity to 467 pupil places.

- ***Facility and site issues***

Table 2 summarizes the original year of construction of the facility as well as the years any additions were constructed. It also provides a summary of the site size and the gross floor area of the buildings.

Table 2: Doon South Facility and Site Information (2013/14)

School	Original Year of Construction	Additions	Site Size (acres)	Gross Floor Area (m ²)	# Classrooms
Brigadoon P.S.	1992	2014 (future)	9.37	3952.89	17
Doon P.S.	1957	1960, 1965, 1982, 2013	13.42	4086.72	14
J.W. Gerth P.S.	2007	2012	4.99	5124.8	25
Pioneer Park P.S.	1977	2012	6.07	2870.8	13

Information gathered from the Board's Facility Services Department suggests that there is little opportunity for expansion of existing schools in the area due to site constraints.

As Table 2 shows, the J.W. Gerth Public School facility is situated on less than 5 acres. In order to accommodate the increasing enrolment at the school, additional parking and portables have been added. Due to the site's constraints, there is no further opportunity to add portables (9 is the maximum) or to increase the amount of parking (69 spaces + 2 barrier free is the maximum) without great expense or compromising other vital components required for school operation; therefore, the school and site has reached its maximum student accommodation this year at 31 classes (approx. 715 students).

Although the site seems large at 9.37 acres, Brigadoon Public School has also reached its maximum in terms of parking (50 spaces + 1 barrier free) and portables (6 portables). This site has significant topographical issues that would make it very challenging to expand the parking area or add portables/further additions.

Doon Public School has the largest site of the study area schools at 13.42 acres. It has two large play fields and a few locations where large additions (12+ classrooms) and additional parking can be accommodated. Due to the site's configuration, there is adequate space to retain both an upper and lower play field with portables on site, causing minimal disruption to the school during new construction if necessary.

Pioneer Park Public School's site could accommodate limited future growth; however, its facility is limited in terms of the number of washrooms and a single gymnasium.

- ***Growth as a result of residential development***

Within the southern portion of the City of Kitchener there is a significant amount of greenfield development potential over the next several years. Within the study area alone, there are proposals to add upwards of 4000 units in the next 10 years and beyond. There are four development areas identified in the City of Kitchener's Growth Management Plan that will have an impact on the Doon South study area of the City – Doon South Phase 1, Doon South Phase 2, Brigadoon, and Brigadoon South.

The majority of subdivisions in Doon South Phase 1 development area (area north of Thomas Slee Drive and east of Caryndale Drive) have registered. However, approximately 175 units remain in unregistered plans and 330 unbuilt units in registered plans. J.W. Gerth Public School falls within the Doon South Phase 1 development area.

The new South Kitchener (Groh Drive) school falls within the Doon South Phase 2 development area (area north of New Dundee Road and east of Reidel Drive). This area has the greatest growth potential, with plans for approximately 2445 units currently draft approved or in circulation at the City of Kitchener and approximately 220 unbuilt units in registered plans. Additional units are expected to be circulated for registration beyond the 10-year projection time-frame of this study. At this time, the only additional elementary school the Board has planned in this community is new South Kitchener (Groh Drive) school. Given the future development potential in Doon South Phase 2, it is likely the Board will need to consider an additional elementary school site in this development area, or modifications to existing schools in the area. It is likely that a community plan amendment would be required to establish an additional school site.

Many of the plans in the Brigadoon and Brigadoon South development areas are subject to the extension of sanitary trunk sewers (proposed timing 2015) as well as Strasburg Road (proposed timing 2016-2017) and Robert Ferrie Drive (environmental assessment proposed timing 2013-2015). Therefore additional development approvals in these areas are not imminent. Approximately 545 additional units have been identified for this area in draft approved or plans in circulation at the City of Kitchener.

- ***Enrolment changes/shifts***

One of the major challenges the board faces is accommodating a mobile population in stationary facilities built at the time for the programs and enrolment of the day. Table 3 and Table 4 illustrate the historic and projected enrolment (with status quo boundaries) at each of the facilities in the study area.

Table 3: Doon South Historic Enrolment (2008-2013)

School	Total Students by Year						% change
	2008	2009	2010	2011	2012	2013	
Brigadoon P.S.	483	495	488	499	511	530	8.9
Doon P.S.	321	325	291	320	304	336	4.5
J.W. Gerth P.S.	395	438	478	561	643	715	44.8
Pioneer Park P.S.	317	332	338	359	360	369	14.1
Total	1516	1590	1595	1739	1818	1950	22.3

Table 4: Doon South Projected Enrolment with Status Quo Boundaries (2014-2019)

School	Projected Total Students by Year						% change
	2014	2015	2016	2017	2018	2019	
Brigadoon P.S.	570	625	675	740	815	870	34.5
Doon P.S.	380	415	425	475	530	555	31.5
J.W. Gerth P.S.	825	915	995	1020	1040	1040	20.7
Pioneer Park P.S.	370	370	385	385	390	390	5.1
Total	2145	2325	2480	2620	2775	2855	24.9

Prior to J.W. Gerth Public School opening in 2008, a boundary study took place. Table 5 shows the anticipated enrolment at the facilities in the area based on the boundaries that exist today. Based on these projections, it is clear that the overall student yield in the area has been much higher than what was anticipated at the time. In some areas of J.W. Gerth Public School's boundary, the student yield has reached 0.67 students per housing unit, with a total of 0.52 students per unit in the whole boundary (compared to the Board-wide yield of 0.3 elementary students per unit). The projections going forward as shown in Table 4 have taken into account the higher than average student yields in this community.

Table 5: Doon South Projected Enrolment from 2007 Boundary Study

School	Projected Total Students by Year (from 2007)				
	2008	2009	2010	2011	2012
Brigadoon P.S.	369	355	352	371	404
Doon P.S.	317	327	325	326	320
J.W. Gerth P.S.	354	402	449	492	529
Pioneer Park P.S.	292	305	303	312	315
Total	1331	1388	1429	1500	1567

Doon South Working Group Goals and Objectives

Goals

The goals established by the Working Group explain what the Working Group intended to achieve through the boundary study process. The five goals are:

- To establish grade configurations that provide the best learning opportunities for students and staff while giving consideration to:
 - *existing facilities, community connections and distance;*
 - *student learning opportunities;*
 - *community growth patterns; and*
 - *funding, including partnership opportunities.*
- To consider facilities and infrastructure (including sites, offices, gyms, specialized classrooms, etc.) necessary to deliver curriculum and support student achievement where changes are proposed
- To establish boundaries that are mid-term (5+ years), and consider:
 - *efficiency of transportation (walking distances);*

- *permanent capacity of schools and/or future construction requirements (e.g., site, program spaces, safety);*
- *current and future population density and demographics;*
- *impact on feeder and surrounding schools (i.e., consistent boundaries for Gr. 6 students moving to Gr.7, and Gr. 8 students moving to secondary school); and*
- *the distribution and accessibility of Special Education and French Immersion programs.*
- To minimize the impact on students and families where changes are proposed by giving consideration for:
 - *grandfathering;*
 - *phasing;*
 - *access to child care; and*
 - *transportation provisions.*
- To strengthen the Board's business case for additional capacity funding as residential development plans progress in South Kitchener

Objectives

Prior to developing accommodation options (scenarios), the Working Group set the following study objectives which aim to address the issues identified by the Board, the Working Group and members of the public. These objectives are more specific and measurable statements of the goals. They also provide the criteria to evaluate the accommodation options.

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

Boundary Scenarios

The main purpose of this boundary study was to establish a boundary for the new South Kitchener (Groh Drive) school. Throughout the study, a total of sixteen (16) boundary scenarios were considered. The Working Group not only considered boundaries, but also the configuration of each of the study area schools (e.g., converting a school from a JK-6 to a JK-8 organization). Table 6 summarizes the different configurations that were applied to the boundary scenarios.

Table 6: Summary of Doon South School Configurations Considered by Scenario

School Configuration	Scenario															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Brigadoon PS JK-6	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Brigadoon PS JK-8			X													
Doon PS 7-8	X				X	X				X	X		X	X	X	X
Doon PS JK-8		X	X	X			X	X	X			X				
J.W. Gerth JK-6	X	X		X	X	X		X	X	X	X	X	X	X	X	X
J.W. Gerth JK-8			X				X									
Pioneer Park PS JK-6	X	X		X	X	X	X	X	X	X	X		X	X	X	X
Pioneer Park PS JK-8			X									X				
New South Kit. JK-6						X					X			X	X	
New South Kit. JK-8	X	X	X	X	X		X	X	X	X		X	X			X

At the first public meeting, a total of three (3) scenarios were presented, Scenarios 5, 7 and 8.

Scenario 5 involved the following:

- New South Kitchener School, JK-8 with no feeder school
- Boundary changes for all schools including Doon Village area (Old Mill Rd/Doon Valley Dr) redirected to Pioneer Park PS from Brigadoon PS
- Doon PS remains as senior (7-8) school for Brigadoon PS, J.W. Gerth PS and Pioneer Park PS students
- Based on assumed interest, the French Immersion program would be offered at:
 - Brigadoon PS,
 - J.W. Gerth PS,
 - the New South Kitchener school (starting with Gr. 1 only in 1st year),
 - Doon PS (Gr. 7-8 for the area);
- Development Area boundaries established - future school to be determined.

Scenario 7 involved the following:

- New South Kitchener (Groh Drive) school, JK-8 acts as senior (7-8) school for Brigadoon Public School

- Boundary changes for all schools including Doon Village area (Old Mill Rd/Doon Valley Dr) redirected to Pioneer Park Public School from Brigadoon Public School
- J.W. Gerth Public School adds Grade 7-8 to become a JK-8 school
- Doon Public School adds JK-6 to become a JK-8 school and remains as senior (7-8) school for Pioneer Park Public School students
- French Immersion program offered at:
 - Brigadoon Public School (Grades 1-6),
 - J.W. Gerth Public School (Grades 1-8 by 2018) ,
 - the New South Kitchener (Groh Drive) school (Grades 1-6 by 2020),
 - Doon Public School (Grades 1-8)
- Development Area boundaries established - future school to be determined.

Scenario 8 involved the following:

- New South Kitchener (Groh Drive) school, JK-8 acts as senior (7-8) school for Brigadoon Public School
- Doon Public School adds JK-6 to become a JK-8 school and remains as senior (7-8) school for Pioneer Park Public School and J.W. Gerth Public School students
- French Immersion program offered at:
 - Brigadoon Public School (Grades 1-6),
 - J.W. Gerth Public School (Grades 1-8 by 2018) ,
 - the New South Kitchener (Groh Drive) school (Grades 1-6 by 2020),
 - Doon Public School (Grades 1-8)
- Development Area boundaries established - future school to be determined.

All three scenarios presented at the first public meeting showed the new South Kitchener (Groh Drive) school as a JK-8 organization, and two scenarios (Scenarios 7 and 8) had Doon Public School being converted to a JK-8 facility. Based on the feedback received at that first public meeting, several more scenarios were prepared in order to address the concerns brought forward and to find a scenario that better met the objectives of the study.

By the second public meeting, the Working Group had narrowed the options down to two (2) scenarios, **Scenario 14** and **Scenario 16**. These two scenarios created the most logical boundaries and school organizations of the scenarios explored throughout this study, and met the majority of the study objectives. Neither of the two preferred scenarios considers converting Doon Public School to a JK-8 organization (as Scenarios 7 and 8 from Public Meeting #1 proposed). There are a few reasons for this change. First, there was no logical boundary that could be drawn for Doon Public School that would create an optimal program (minimum of 2 classes per grade) for both the JK-6 and Grades 7-8 portions of the school without increasing busing. Second, the uncertainty around the timing for funding to construct the necessary infrastructure at the school to offer Kindergarten made it difficult to set an implementation date. Also due to site and building limitations, it was not considered feasible to add Grades 7-8 to any of the other existing facilities (Brigadoon, J.W. Gerth or Pioneer Park Public Schools).

The difference between the JK-6 boundaries established by Scenarios 14 and 16 are subtle. The main difference between the two scenarios is the grades offered at the new South Kitchener (Groh Drive) school. In Scenario 14 the South Kitchener (Groh Drive) school would be a JK-6 organization and in Scenario 16, it would be JK-8. Therefore, the Grade 7 and 8 boundaries between the two scenarios vary more significantly.

Scenario 14

Scenario 14 would see the new South Kitchener (Groh Drive) school offer JK-6. Portions of the existing J.W. Gerth and Brigadoon Public School boundaries would make up the new school boundary. Further minor boundary modifications between Pioneer Park and Brigadoon Public Schools and Pioneer Park and J.W. Gerth Public Schools increase the number of students within walking distance of their assigned schools once proposed transportation connections are constructed. Development areas would also be established and as each phase of development is approved, students would be assigned to a school where they can be accommodated.

To implement Scenario 14, French Immersion programs would need to be offered at Brigadoon, J.W. Gerth and the new South Kitchener (Groh Drive) Public Schools. French Immersion programs are currently offered at Brigadoon (Grades 1-6) and J.W. Gerth (Grades 1-3) Public Schools. Scenario 14 suggests that French Immersion would be offered at the new South Kitchener (Groh Drive) school up to Grade 6 by the 2018-19 academic year. Figure 2 shows the overall proposed JK-6 boundaries for Scenario 14 and Figure 3 shows the proposed Grade 7-8 boundary for Scenario 14.

Enrolment projections for Scenario 14 are shown in Table 7.

Table 7: Scenario 14 Enrolment Projections (2016-2021)

School	2016/17 Capacity	Projected Total Students by Year					
		2016	2017	2018	2019	2020	2021
Brigadoon P.S.	421	495	495	505	520	530	525
Doon P.S.	331	425	470	515	535	540	545
J.W. Gerth P.S.	536	540	520	510	500	495	485
Pioneer Park P.S.	308	375	370	375	375	370	365
New South Kit.	600	620	695	735	735	730	715
Development Areas		30	70	135	200	295	410
Total	2196	2480	2620	2775	2860	2965	3050

The enrolment projections for Scenario 14 show that Brigadoon Public School would remain over capacity. Additional growth potential exists within the proposed Brigadoon Public School boundary that has not been factored into the enrolment projections because there are no active development applications at this time. Scenario 14 also increases enrolment at Doon Public School significantly beyond what the school was built for as it would be the only facility in the area offering Grades 7 and 8.

Figure 2: Scenario 14 Proposed JK-6 Boundaries

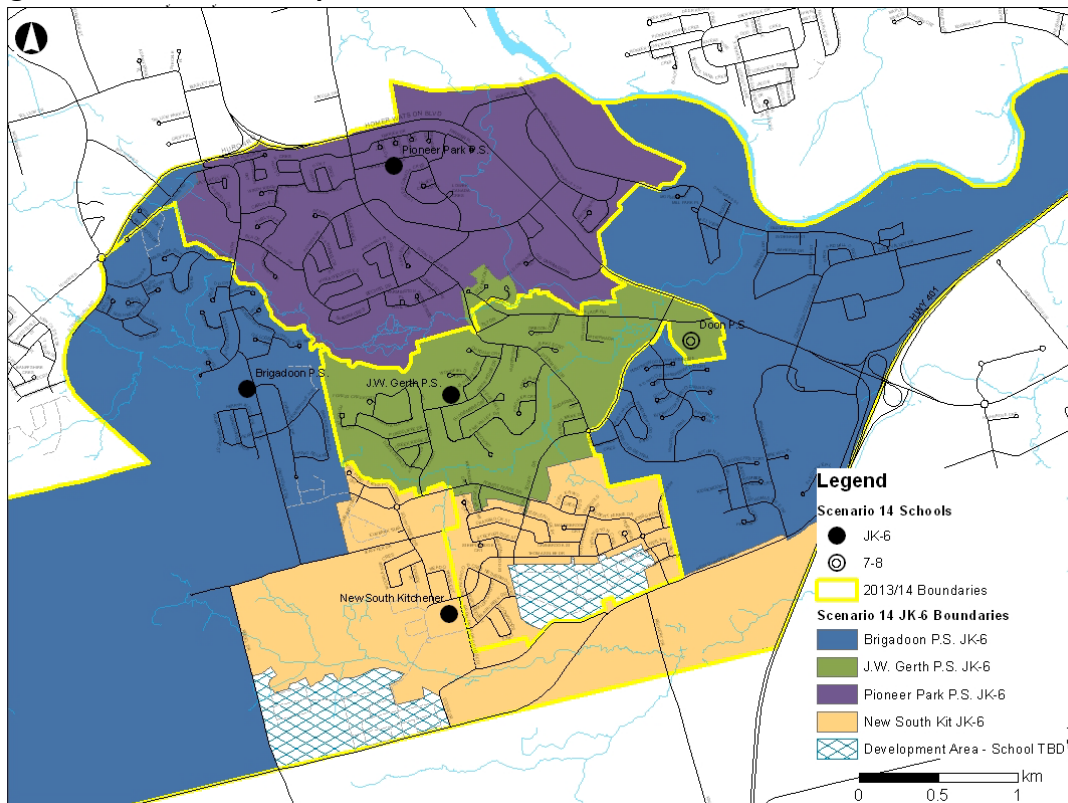
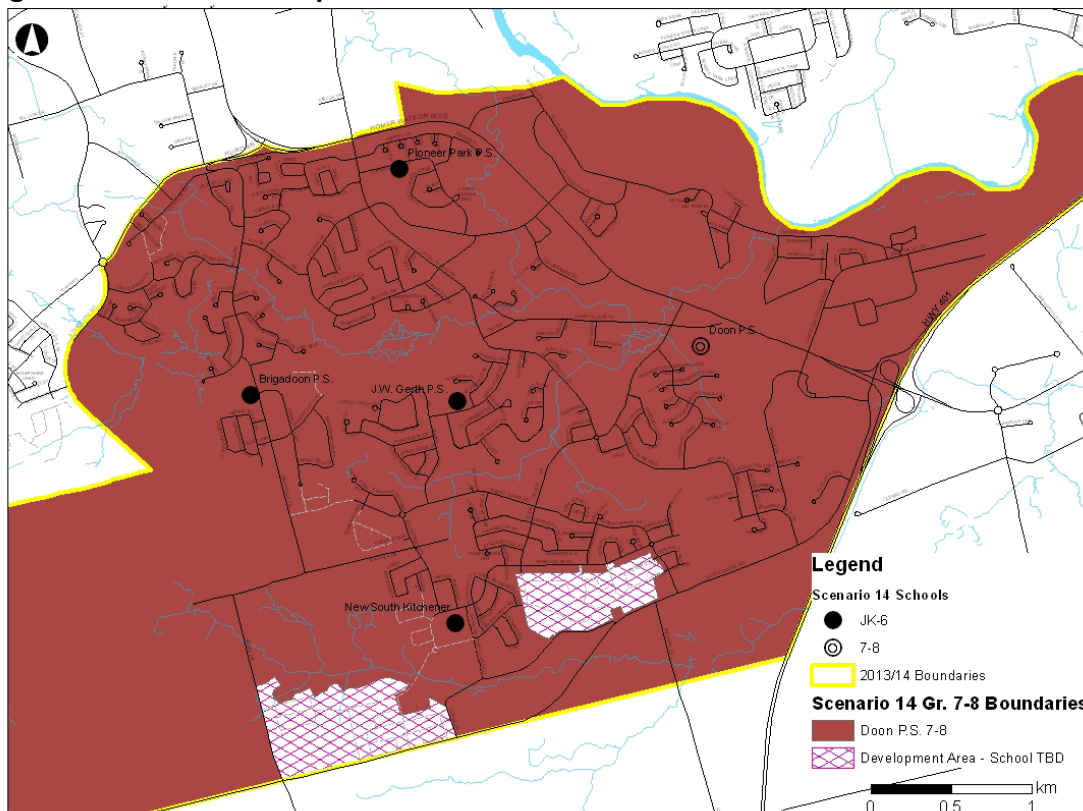


Figure 3: Scenario 14 Proposed 7-8 Boundaries



Scenario 16

Boundary Scenario 16 would see the new South Kitchener (Groh Drive) school operate as a JK-8 facility. Portions of the existing Brigadoon, Doon and J.W. Gerth Public School boundaries would make up the new school boundary. Further minor boundary modifications between Pioneer Park and Brigadoon Public Schools and Pioneer Park and J.W. Gerth Public Schools increase the number of students within walking distance of their assigned schools once proposed transportation connections are constructed. Development areas would also be established and as each phase of development is approved, students would be assigned to a school where they can be accommodated.

Two additional development areas have been added (removed from the new South Kitchener and Brigadoon Public Schools boundaries) since Scenario 16 was presented at Public Meeting #3. These plans are still in circulation at the City of Kitchener and there are no firm projected unit counts available at this time, therefore, the enrolment projections for the development areas have not yet been adjusted to add students from these areas. Current estimates suggest that approximately 420 additional units are possible within these development areas.

To implement Scenario 16, French Immersion programs would need to be offered at Doon, Brigadoon, J.W. Gerth and the new South Kitchener (Groh Drive) Public Schools. French Immersion programs are currently offered at Doon (Grade 7; Grade 7-8 in 2014), Brigadoon (Grades 1-6) and J.W. Gerth (Grades 1-3) Public Schools. Scenario 16 suggests that French Immersion would be offered at the new South Kitchener (Groh Drive) school up to Grade 6 by the 2018-19 academic year. A future assessment of enrolment numbers and resources would determine if it is viable for the new South Kitchener (Groh Drive) school to offer Grades 7 and 8 French Immersion, or if these students would be directed to Doon Public School if they wish to continue in the program.

Figure 4 shows the overall proposed JK-6 boundaries for Scenario 16 and Figure 5 shows the proposed Grade 7-8 boundaries for Scenario 16.

A description of this scenario is as follows:

- New South Kitchener (Groh Drive) school (JK-8) boundary takes in portions of the current Brigadoon and J.W. Gerth Public School boundaries (JK-6) and Doon Public School boundary (7-8)
- Doon Public School remains as senior (7-8) school for Brigadoon, Pioneer Park and J.W. Gerth Public School students
- Boundary modifications for Brigadoon, J.W. Gerth. and Pioneer Park Public School
- French Immersion program offered at Brigadoon P.S. (1-6), J.W. Gerth P.S. (1-6 by 2016; may be adjusted depending on interim boundary changes), the New South Kitchener (Groh Drive) school (1-6 by 2018) and Doon Public School (7-8 by 2014)
- Development Areas established – future school to be determined
- *For 2016 and 2017 school years and implementation, see refer to Interim Options F and J*

Figure 4: Scenario 16 Proposed JK-6 Boundaries

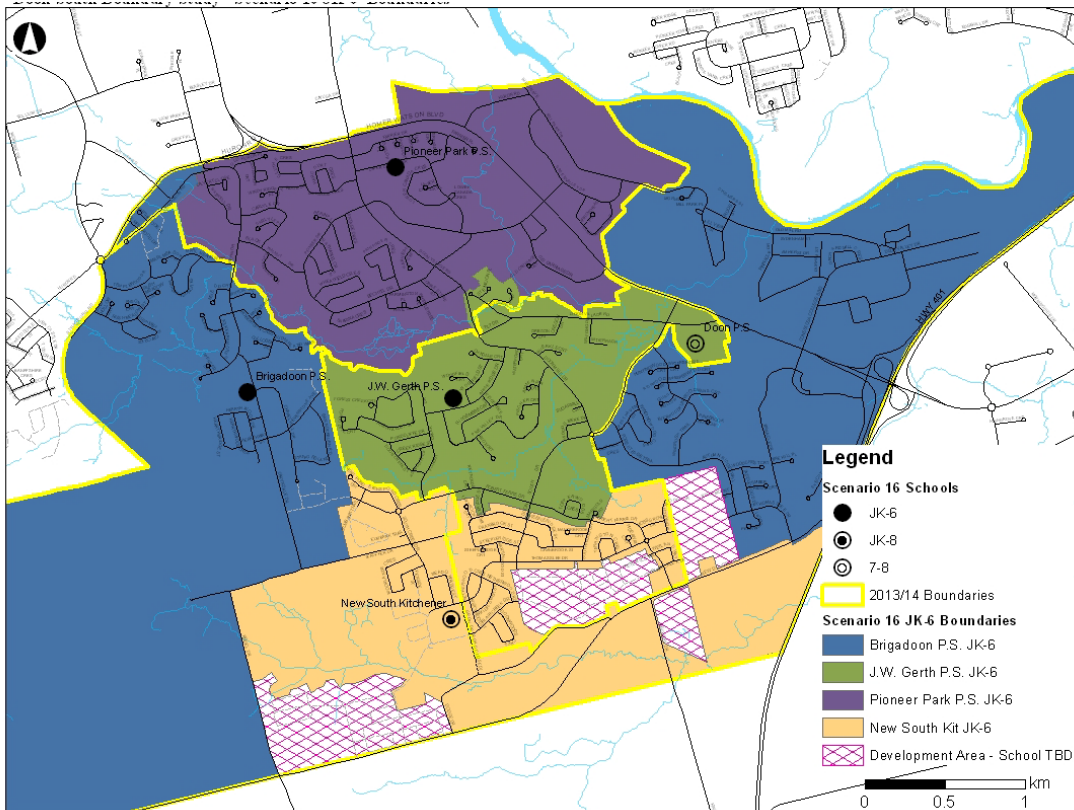
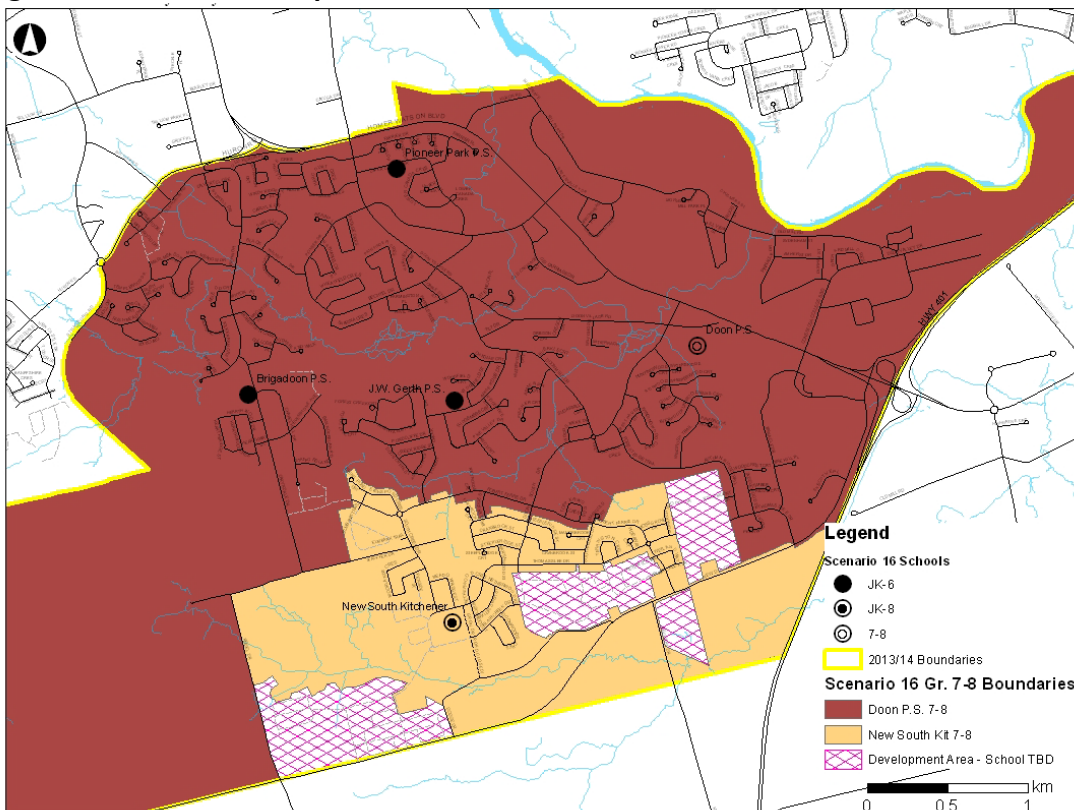


Figure 5: Scenario 16 Proposed 7-8 Boundaries



Enrolment projections for Scenario 16 are shown in Table 8.

Table 8: Scenario 16 Enrolment Projections (2016-2021)

School	2016/17 Capacity	Projected Total Students by Year					
		2016	2017	2018	2019	2020	2021
Brigadoon P.S.	421	495	495	505	520	530	525
Doon P.S.	331	340	380	420	430	435	435
J.W. Gerth P.S.	536	600	585	565	565	550	540
Pioneer Park P.S.	308	375	370	375	375	370	365
New South Kit.	600	640	715	775	780	785	770
Development Areas		30	70	135	200	295	410
Total	2196	2480	2620	2775	2860	2965	3050

The enrolment projections for Scenario 16 show that Brigadoon Public School would remain over capacity. Additional growth potential exists within the proposed Brigadoon Public School boundary that has not been factored into the enrolment projections because there are no active development applications at this time. Therefore, it is likely that the Brigadoon Public School boundary will need to be revisited within the next 10 years. It is unknown at this time where the development areas will be accommodated. Prior to the issuance of building permits, staff will evaluate accommodation requirements and bring forward a recommendation to the Board of Trustees as to where these students will be accommodated. Working Group members suggest that wherever possible, students in development areas are accommodated in one location to maintain community cohesion.

At Working Group meeting #6, it was determined that Scenario 16 was the preferred boundary scenario for the Doon South community. This scenario addresses the enrolment issues at Brigadoon and J.W. Gerth Public Schools while introducing an additional senior elementary program to the area, creating a manageable enrolment impact on Doon Public School. This is also an opportunity to introduce a JK-8 school to a community that does not currently have this organizational opportunity. By introducing an additional senior elementary program, more students at the Grade 7-8 level are within walking distance to their assigned school, reducing transportation costs and supporting the Board's Active Transportation Charter.

Achieving the Study Objectives

As Table 9 shows, Scenario 16 meets the majority of the study objectives. Although the criteria in the objective related to school size is not fully met, the proposed accommodation solution does provide two senior elementary programs within the study area.

Table 9: Scenario 16 versus the study objectives

Objective	Meets	Doesn't Meet
To establish a boundary for the new South Kitchener Groh Drive elementary school	X	
To increase the number of students housed in permanent accommodation in a cost-effective way	X	
To provide equitable learning opportunities for students and staff by moving towards the following criteria (<i>from Board Policy 3002</i>): <ul style="list-style-type: none"> • JK-6 facilities between 350 and 400 students (approx. 2 classes/grade) • JK-8 facilities between 500 and 650 students (approx. 2 classes/grade JK-6, 2+ classes/grade 7-8) • Minimizing the potential for schools with enrolments over 650 students 		X
To increase the number of students within walking distance to their assigned school (<1.6 km)	X	
To establish boundaries around "Development Areas" where proposed plans of subdivision are temporarily assigned to holding schools until a permanent accommodation solution can be determined	X	
To develop an interim (temporary) accommodation strategy, beginning in September 2014, to assist schools with increasing enrolment until such time as the new South Kitchener Groh Drive school is open	X	

Boundary Recommendations

In order to achieve the overall goals and objectives established for the Doon South Boundary Study, it is recommended that the Waterloo Region District School Board adopt Scenario 16 as the boundary solution for the Doon South Boundary Study area.

The recommendations that coincide with Scenario 16 involve the following:

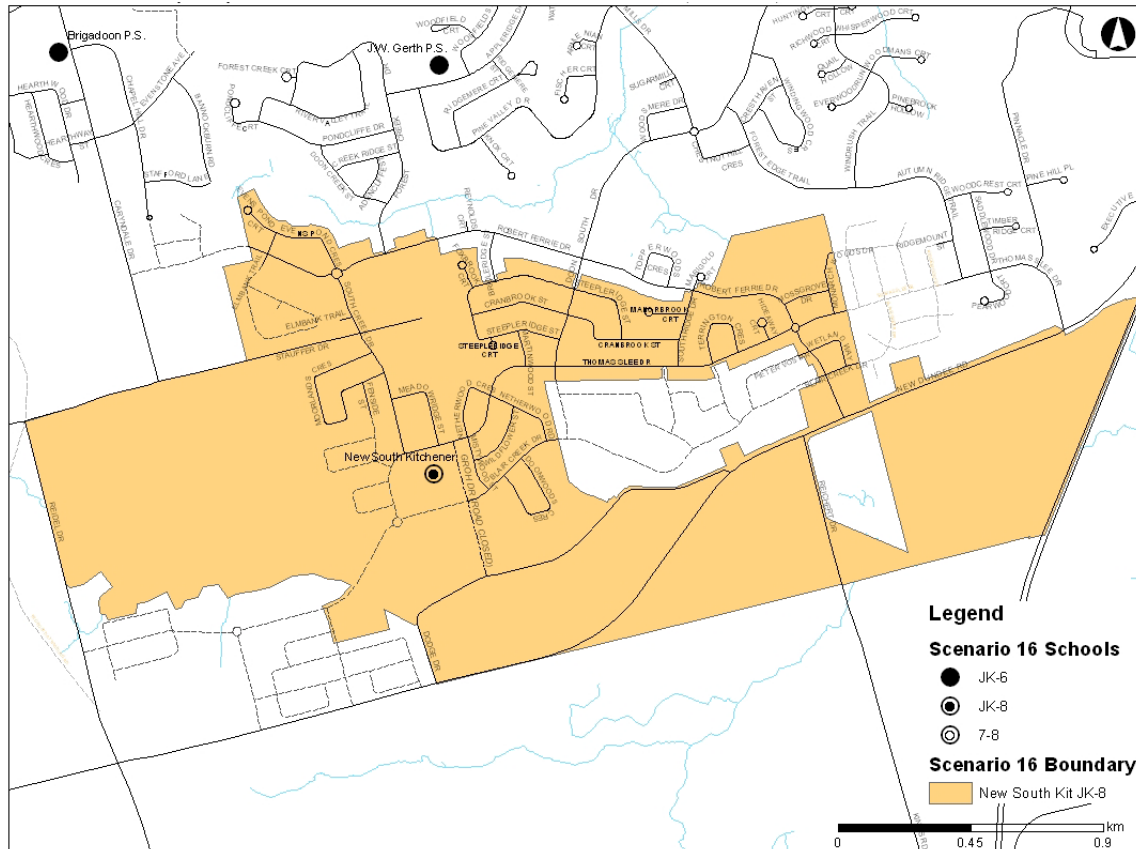
Recommendation #1: Establish a boundary for new South Kitchener (Groh Drive) school

- That the Waterloo Region District School Board approve the boundary for the new South Kitchener (Groh Drive) school (to be named) for Junior Kindergarten to Grade 8 students, as illustrated on Figure 6 modifying the boundaries for Doon, Brigadoon and J.W. Gerth Public Schools, effective the year the new South Kitchener (Groh Drive) school opens (tentatively September 2016); and
- That Grade 8 students in the new South Kitchener (Groh Drive) school boundary remain at Doon Public School the year the new South Kitchener (Groh Drive) school opens; and
- That Grade 6 students (the year of the change) in the new South Kitchener (Groh Drive) school boundary who were attending Doon Public School in the year prior to the new South Kitchener (Groh Drive) school opening, have the option to remain at Doon Public School until they complete Grade 8; and

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- That transportation (for those who qualify based on *Board Policy 4009: Student Transportation* and *Administrative Procedure 4260: Student Transportation*) be extended to those affected Grade 6 and 8 students attending Doon Public School for the year the new South Kitchener (Groh Drive) school opens (one year only); and
- That the new South Kitchener (Groh Drive) school offer French Immersion classes with the possibility of offering Grades 1-6 by the 2018/19 academic year, to be evaluated by staff to determine viability; and
- That students within the new South Kitchener (Groh Drive) school boundary enrolled in French Immersion who must attend a school out of boundary because that grade level is not offered, these students and their siblings have the option to stay at their existing site to be enrolled in the French Immersion program; however, Student Transportation is governed by *Board Policy 4009: Student Transportation* and *Administrative Procedure 4260: Student Transportation* – if a student is not eligible for transportation under the terms outlined therein, transportation to and from school will be the sole responsibility of the parent/guardian; and
- That Waterloo Region District School Board consider as part of its capital needs priority setting for funding opportunities from the Ministry of Education, an additional 6 classrooms (138 pupil places, estimated benchmark cost of \$2.5M) to be constructed at the new South Kitchener (Groh Drive) school, increasing the built capacity to approximately 738 pupil places.

Figure 6: Proposed new South Kitchener (Groh Drive) JK-8 boundary under Scenario 16



Recommendation #2: Realign Brigadoon Public School's Boundary

- That the Waterloo Region District School Board approve the boundary change between Pioneer Park and Brigadoon Public Schools as illustrated on Figure 7, effective the year the new South Kitchener (Groh Drive) school opens (tentatively September 2016); and
- That Grade 6 students (not including younger siblings) in the affected area as shown on Figure 8 moving from Pioneer Park to Brigadoon Public School have the option to remain at Pioneer Park Public School the year of the change; and
- That transportation be extended to those Grade 6 students for one year only to attend Pioneer Park Public School (for those who qualify based on *Board Policy 4009: Student Transportation* and *Administrative Procedure 4260: Student Transportation*); and
- That Waterloo Region District School Board consider as part of its capital needs priority setting for funding opportunities from the Ministry of Education, an additional 2 classrooms (46 pupil places, estimated benchmark cost of \$880K) to be constructed at Brigadoon Public School, increasing the built capacity to approximately 467 pupil places.

Figure 7: Proposed Brigadoon Public School Boundary (JK-6) under Scenario 16

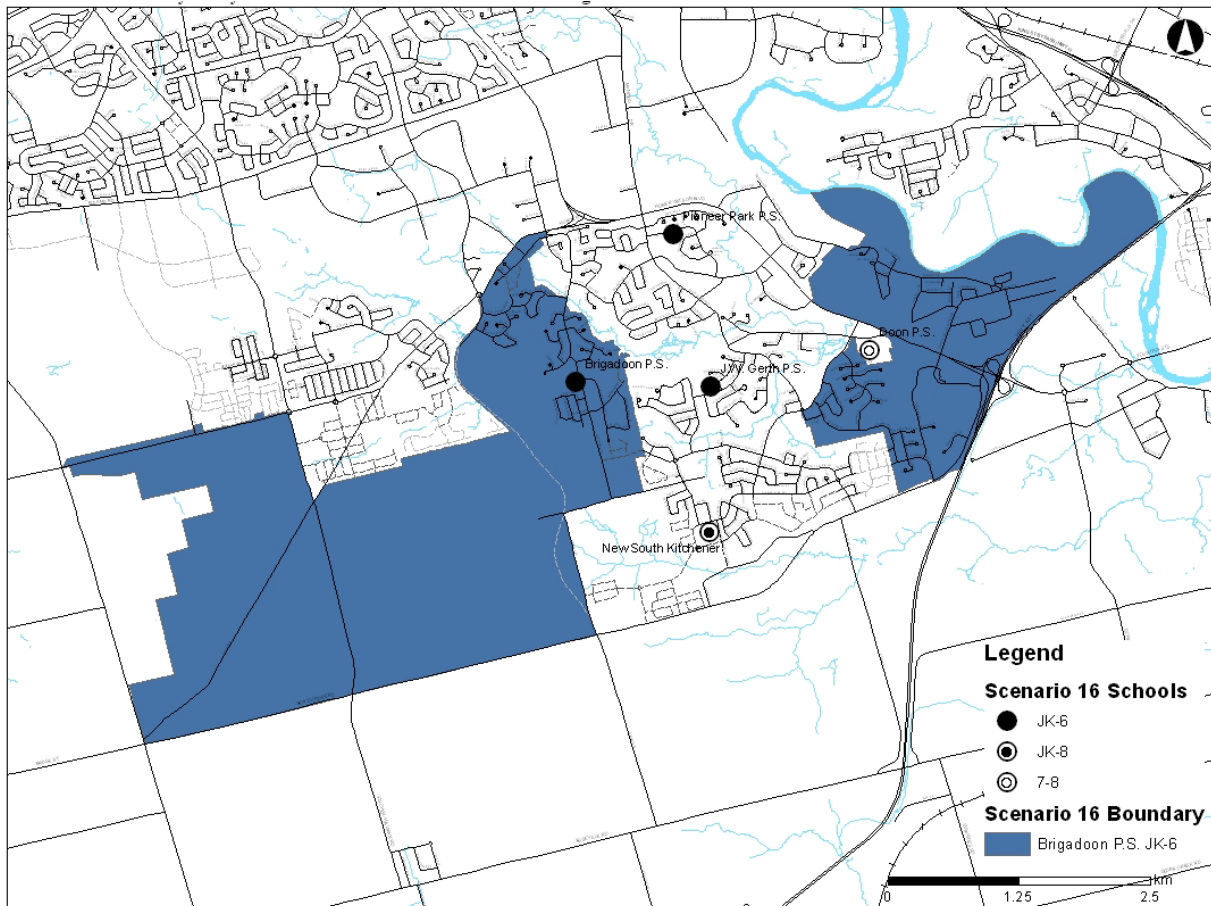
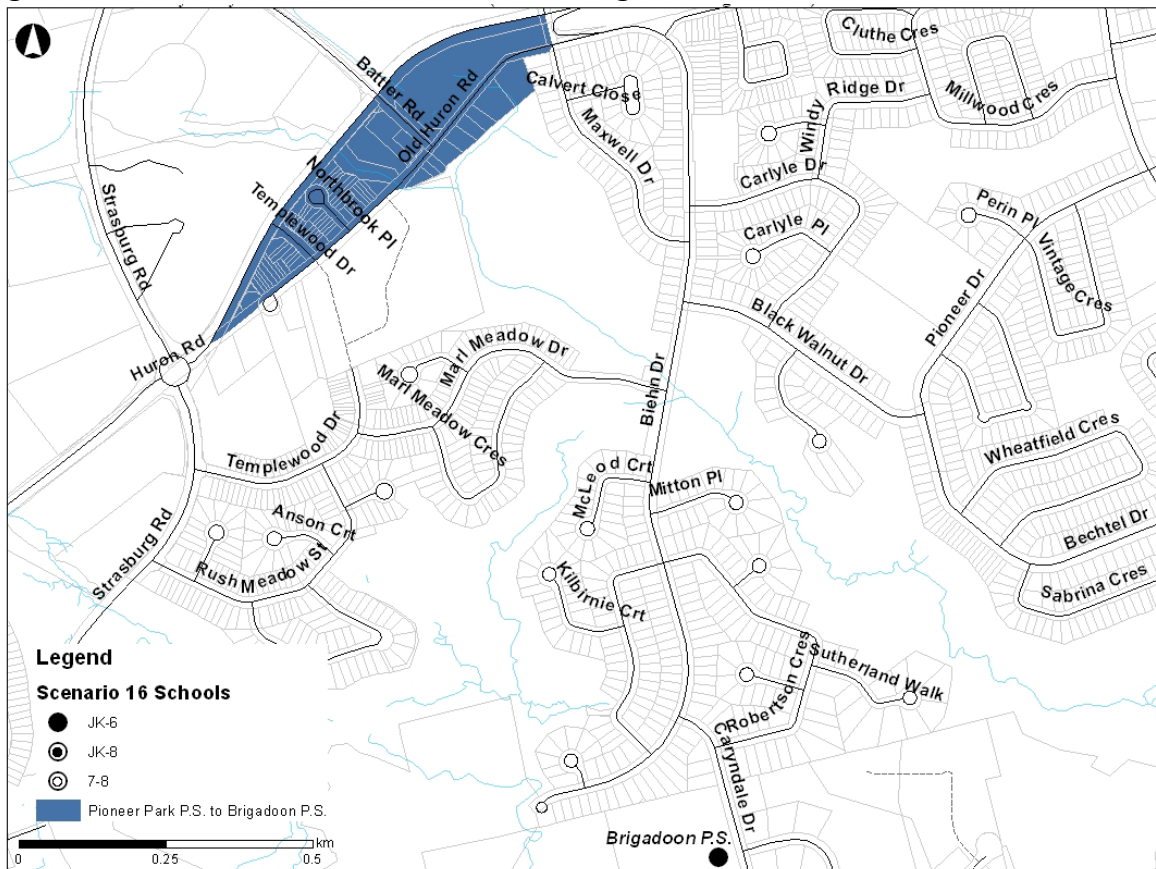


Figure 8: Affected area from Pioneer Park to Brigadoon Public School under Scenario 16



Recommendation #3: Realign J.W. Gerth Public School's Boundary

- That the Waterloo Region District School Board approve the boundary change between Pioneer Park and J.W. Gerth Public Schools as illustrated on Figure 9, effective the year the new South Kitchener (Groh Drive) school opens (tentatively September 2016); and
- That Grade 6 students (not including younger siblings) in the affected area as shown on Figure 10 moving from Pioneer Park to J.W. Gerth Public School have the option to remain at Pioneer Park Public School the year of the change; and
- That transportation be extended to those Grade 6 students for one year only to attend Pioneer Park Public School (for those who qualify based on *Board Policy 4009: Student Transportation* and *Administrative Procedure 4260: Student Transportation*).

Figure 9: Proposed J.W. Gerth Public School Boundary (JK-6) under Scenario 16

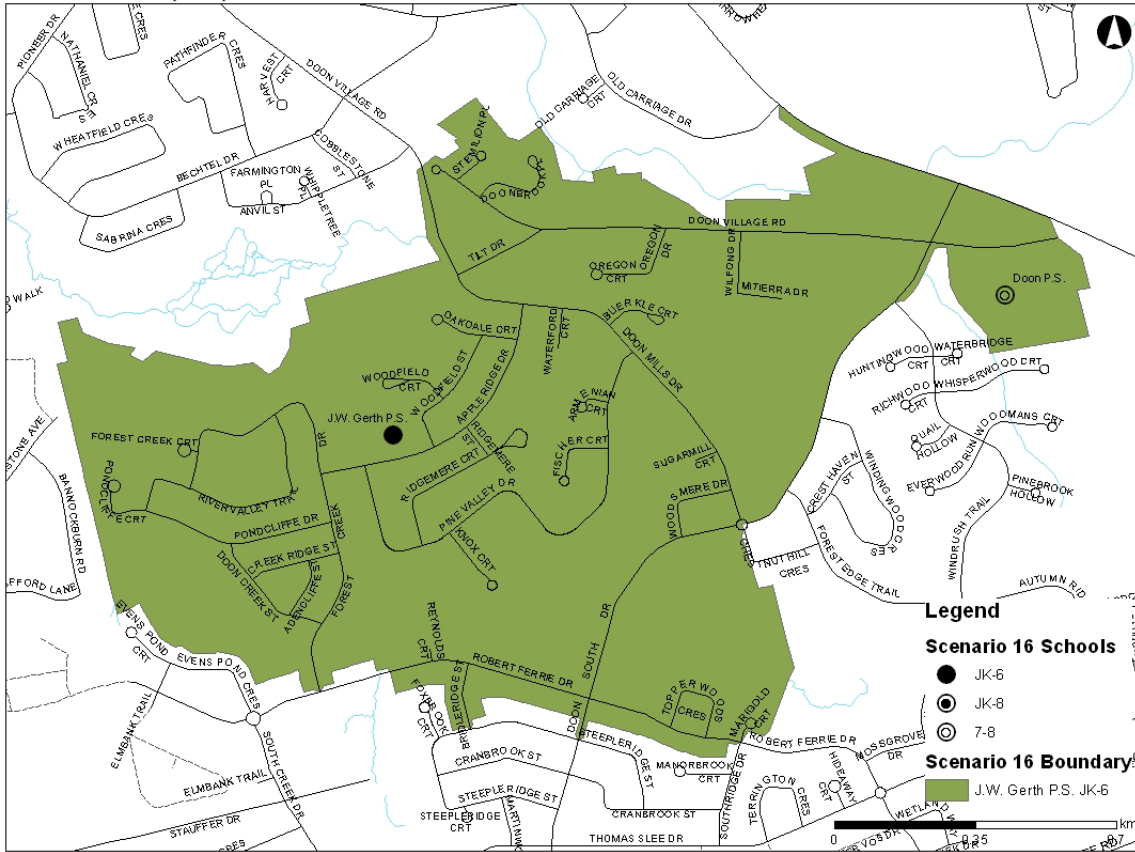
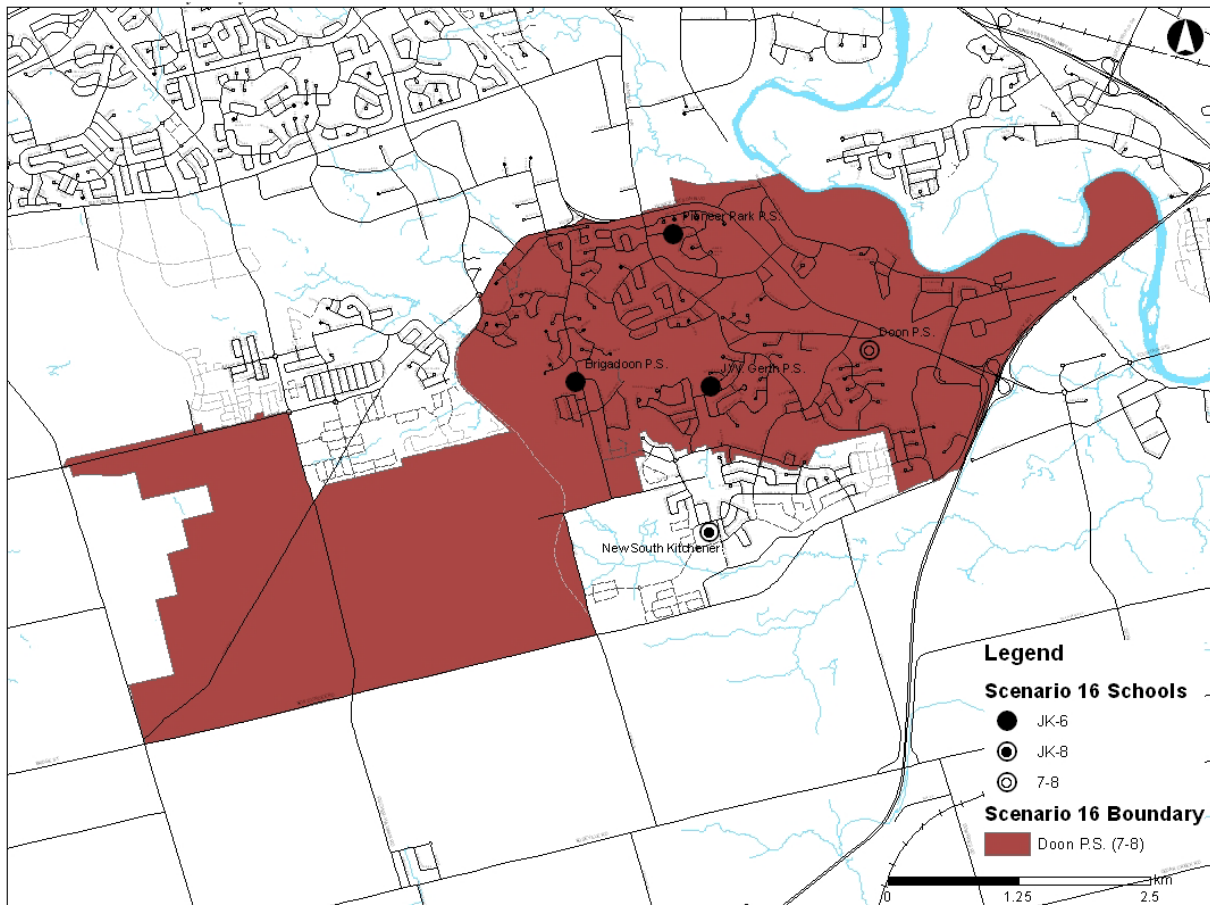


Figure 10: Affected area from Pioneer Park to J.W. Gerth Public School under Scenario 16



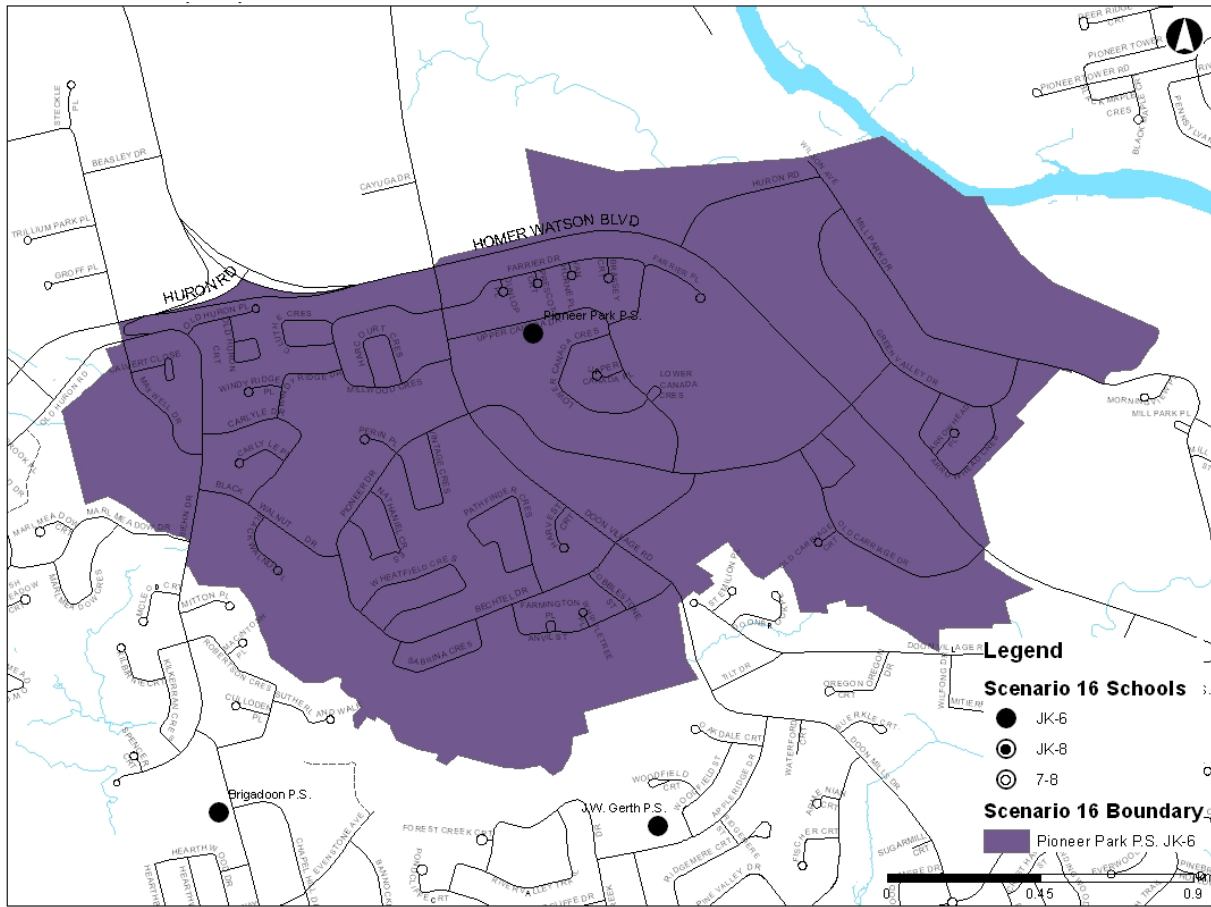
Recommendation #4: Realign Doon Public School's Boundary

- That the Waterloo Region District School Board approve the new boundary for Doon Public School as illustrated on Figure 11, effective the year the new South Kitchener (Groh Drive) school opens (tentatively September 2016); and
- That Waterloo Region District School Board consider as part of its capital needs priority setting for funding opportunities from the Ministry of Education, an additional 5 classrooms (115 pupil places, estimated benchmark cost of \$2.2M) to be constructed at Doon Public School, increasing the built capacity to approximately 446 pupil places.

Figure 11: Proposed Doon Public School Boundary (7-8) under Scenario 16**Recommendation #5: Realign Pioneer Park Public School's Boundary**

- That the Waterloo Region District School Board approve the new boundary for Pioneer Park Public School as illustrated on Figure 12, effective the year the new South Kitchener (Groh Drive) school opens (tentatively September 2016)
- That Waterloo Region District School Board consider as part of its capital needs priority setting for funding opportunities from the Ministry of Education, an additional 2 classrooms (46 pupil places, estimated benchmark cost of \$950K) to be constructed at Pioneer Park Public School, increasing the built capacity to approximately 354 pupil places.

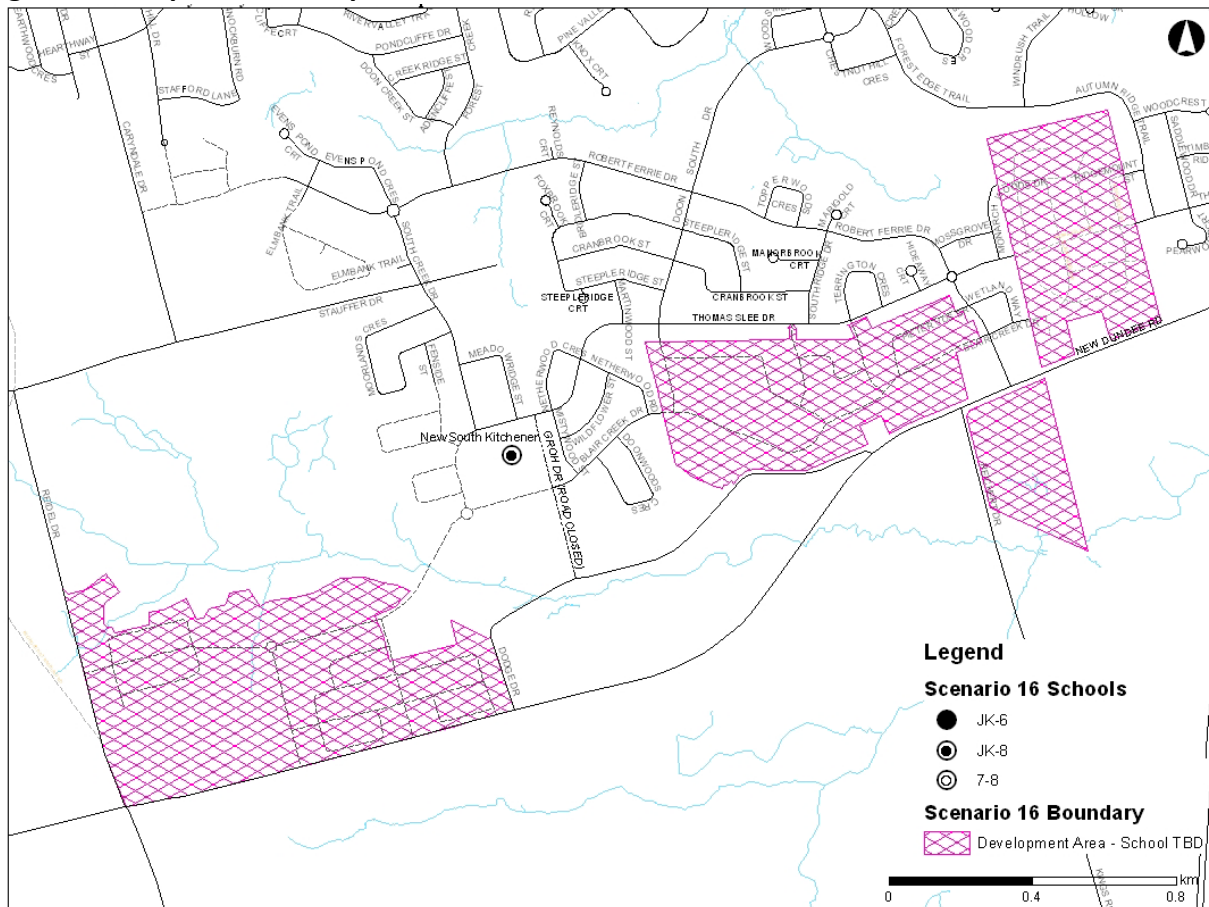
Figure 12: Proposed Pioneer Park Public School Boundary (JK-6) under Scenario 16



Recommendation #6: Establish Development Areas

- That the Waterloo Region District School Board approve the Development Areas for the Doon South community as illustrated on Figure 13, effective the year the new South Kitchener (Groh Drive) school opens (tentatively September 2016).

Figure 13: Proposed Development Areas under Scenario 16



Interim Accommodation Options

Due to identified constraints with existing sites and buildings, the Working Group concluded that some J.W. Gerth Public School students must be redirected to another school beginning in September 2014. Further, enrolment at Brigadoon Public School could not increase beyond the need for 6 portables on site. Looking at the entire study area and consulting with key stakeholders, the Working Group explored over ten (10) interim accommodation options for the Doon South study area. Table 10 summarizes these ten options considered.

At the second public meeting, only one option (**Interim Option F**) was presented for feedback. At the time, the Working Group did not believe that any other options that had been explored to that date (Options A-E) were viable alternatives and that Option F was likely the only option that would eliminate the need for any additional student transitions from school to school.

Due to several concerns raised in the feedback around Option F, the Working Group sought to find another option that would satisfy these concerns. Interim Options G, H, I, and J were discussed at Working Group meeting #6. At this meeting, it was decided that **Interim Option J** was a feasible alternative that would address some of the concerns surrounding Option F. As a result, the Working Group felt it was important to hold a third public meeting to present

Interim Option J and to respond to some of the concerns voiced over Option F. This third public meeting was held on January 8, 2014.

Table 10: Summary of Doon South Interim Options Considered

Description of movement	Interim Option									
	A	B	C	D	E	F	G	H	I	J
Gr. 4-6 in new South Kit. boundary to Doon PS	X									
Gr. 5-6 in J.W. Gerth PS boundary to Doon PS		X	X			X				
Gr. 5-6 in new South Kit. boundary (from Brigadoon PS) to Doon PS			X							
Gr. 1-6 in new South Kit. boundary (from Brigadoon PS and J.W. Gerth PS) to Doon PS				X						
Gr. 4-6 in J.W. Gerth PS boundary to Doon PS					X					
Gr. 6 in Brigadoon PS boundary to Doon PS					X					
Development Areas to Pioneer Park PS						X		X		
Gr. 5-6 in J.W. Gerth PS boundary to Pioneer Park PS							X			
Development Areas – school TBD							X		X	X
Gr. 6 in J.W. Gerth PS boundary to Doon PS								X		
JK-6 in new South Kit. Boundary (from J.W. Gerth PS) to Pioneer Park PS									X	
Gr. 1-6 in new South Kit. Boundary (from J.W. Gerth PS) to Pioneer Park PS										X

Interim Option F

Interim Option F would see all of J.W. Gerth Public Schools' Grade 5 and 6 students (approximately 130 students in 2014/15) redirected to Doon Public School and would establish Development Areas (see Figure 14 and Figure 15) that would be directed to Pioneer Park Public School until such time as the new South Kitchener (Groh Drive) school opens.

Figure 14: Interim Option F Proposed JK-4 Boundaries

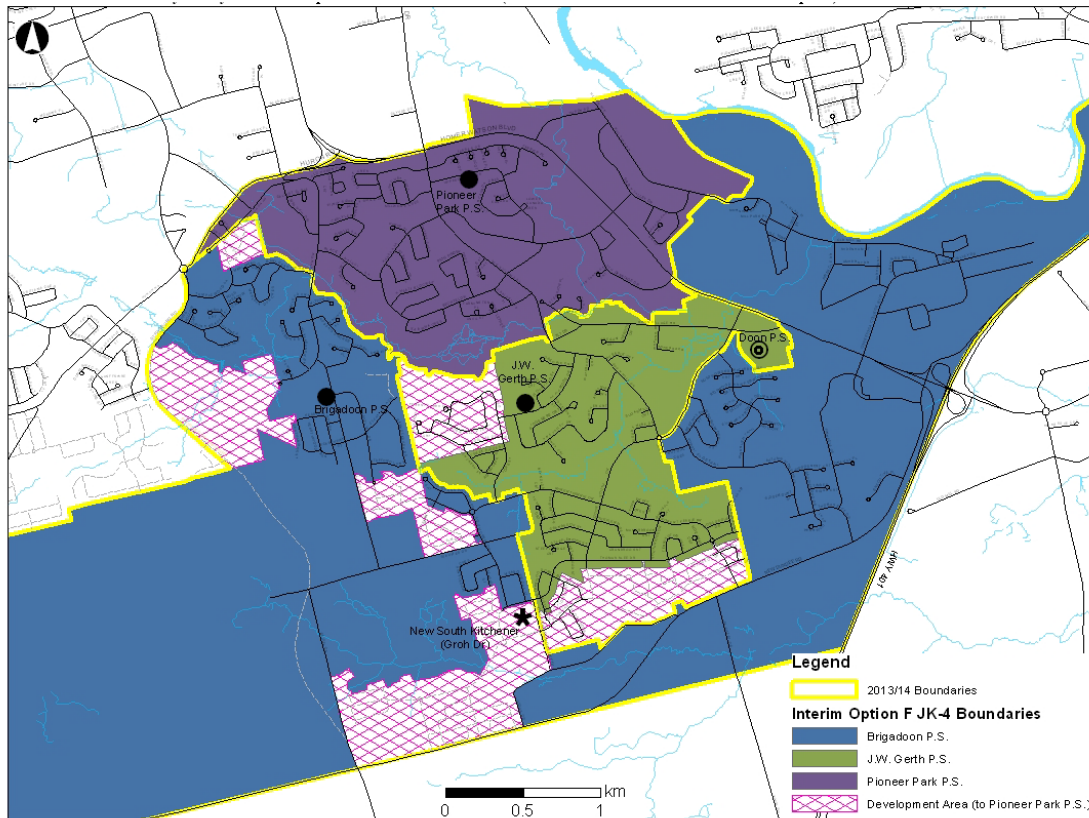
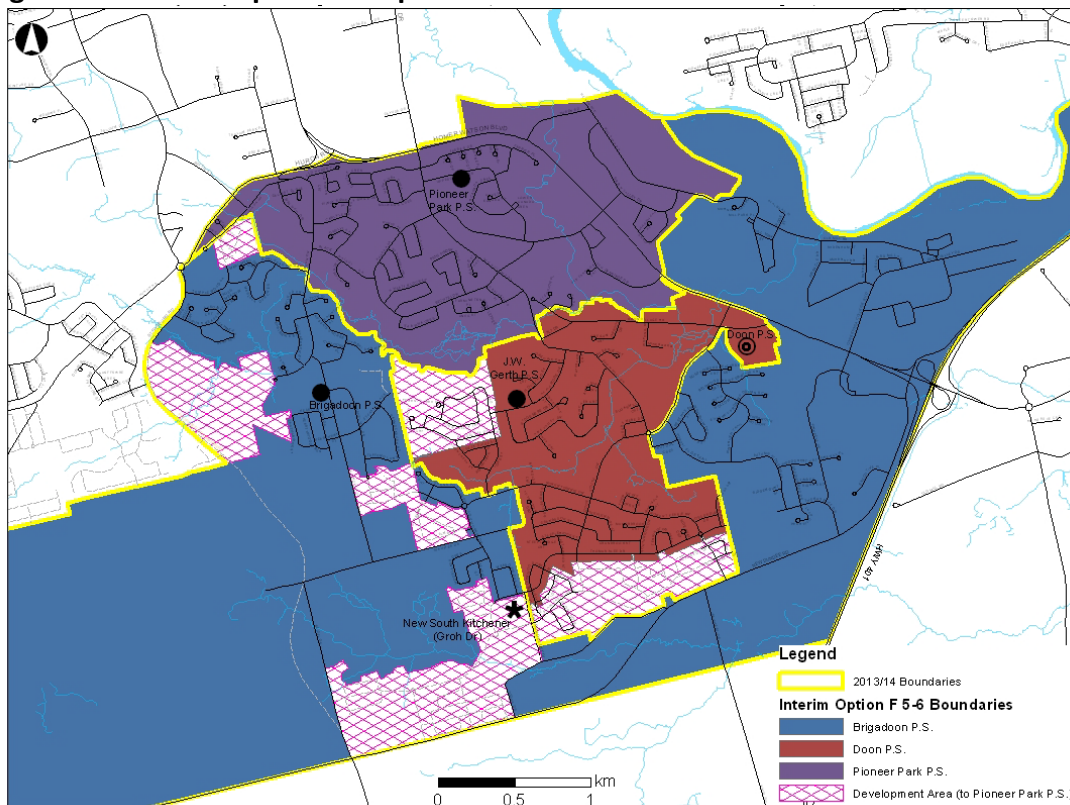


Figure 15: Interim Option F Proposed Grade 5-6 Boundaries



Based on a September 2016 opening date and a JK-8 organization for the new South Kitchener (Groh Drive) school, Interim Option F would be implemented in the following way:

2014/15 School Year

- J.W. Gerth Public School offers JK-4 only
- All Grade 5 and 6 students in J.W. Gerth Public School 2013/14 boundary assigned to Doon Public School
- Interim Development Areas established and JK-6 students assigned to Pioneer Park Public School

2015/16 School Year

- J.W. Gerth Public School offers JK-4 only
- All Grade 5 and 6 students in J.W. Gerth Public School 2013/14 boundary assigned to Doon Public School
- Interim Development Areas established and JK-6 students assigned to Pioneer Park Public School

2016/17 School Year

- New South Kitchener (Groh Drive) school opens
- All boundaries modified to implement changes
- All Grade 6 students in new J.W. Gerth Public School boundary attend Doon Public School (J.W. Gerth Public School JK-5 only in 2016/17); option for Grade 6 New South Kitchener (Groh Drive) school students to remain at Doon Public School
- Development Areas established - new students assigned to a school that has space to accommodate the projected enrolment until a permanent solution can be established.
- Offer French Immersion at new South Kitchener (Groh Drive) school (starting with Gr. 1-4 French Immersion in 2016/17 and working up to Gr. 6 by 2018/19)
- Grade 5-8 French Immersion out of area students and siblings grandfathered at 2015/16 school

2017/18 School Year

- J.W. Gerth Public School adds Grade 6
- New South Kitchener school offers Gr. 1-5 French Immersion
- Grade 6 French Immersion out of area students and siblings grandfathered at 2015/16 school, Grades 7-8 French Immersion students attend Doon Public School

This option would result in a reduction in enrolment at J.W. Gerth Public School from the Status Quo projection of 825 students to 640 students in 2014/15. The enrolment projections for Interim Option F, using the implementation as described above, is shown in Table 11. Also, by removing the development areas from Brigadoon Public School's boundary, enrolment growth at that site would be limited, eliminating the need to reassign existing students in the immediate term.

Table 11: Enrolment Projections for Interim Option F

School	2014/15			2015/16			2016/17			2017/18		
	Grades	Enrolment	# Portables (estimated)	Grades	Enrolment	# Portables (estimated)	Grades	Enrolment	# Portables (estimated)	Grades	Enrolment	# Portables (estimated)
Brigadoon P.S.	JK-6	555	6	JK-6	595	8	JK-6	495	3	JK-6	495	3
Doon P.S.	5-8	510	8	5-8	580	11	6-8	465	6	7-8	380	2
J.W. Gerth P.S.	JK-4	640	5	JK-4	625	4	JK-5	520	0	JK-6	585	2
Pioneer Park P.S.	JK-6	440	6	JK-6	530	10	JK-6	375	3	JK-6	370	3
New School	n/a	0		n/a	0		JK-7	595	0	JK-8	715	5
Development Areas		0			0			30			70	
Total		2140	24		2330	32		2480	12		2620	15

The pros and cons of this option are summarized in Table 12.

Table 12: Pros and Cons of Interim Option F

Pro	Con
<ul style="list-style-type: none"> No additional transitions for the majority of students 	<ul style="list-style-type: none"> Development areas are scattered, therefore bus runs will not be efficient
<ul style="list-style-type: none"> Total of 3-4 years at Doon PS = learning benefit 	<ul style="list-style-type: none"> Youth Development Program not guaranteed at Doon PS – some families may lose current child care arrangements
<ul style="list-style-type: none"> Development area assigned to Pioneer Park PS timing is unknown, therefore growth could be slow – school not certain to fill up 	<ul style="list-style-type: none"> No Gr. 5-6 students at J.W. Gerth PS to provide leadership – Gr. 3-4s will have to “fill the void” temporarily (also means no student bus or safety patrol)
<ul style="list-style-type: none"> Bus runs to Doon PS (where required) are short; therefore buses could be used multiple times = minimal additional cost 	<ul style="list-style-type: none"> Doon PS will require some minor retrofits (e.g., coat hooks/lockers) to accommodate increased number of students
<ul style="list-style-type: none"> Doon PS site can accommodate division of play spaces for different age groups (upper and lower fields) 	<ul style="list-style-type: none"> Increases Doon PS to 154-175% occupancy and Pioneer Park PS to 124-150% occupancy
<ul style="list-style-type: none"> Reduces enrolment at J.W. Gerth PS enough until new school opens (120% capacity) 	<ul style="list-style-type: none"> Splits families (e.g. Gr. 4 and Gr. 5 at different schools)
<ul style="list-style-type: none"> Maintains min. 2 classes/grade for Gr. 5-6 at Doon PS 	<ul style="list-style-type: none"> Grade distribution at Doon PS favours the senior elementary (Gr. 7 and 8) students
<ul style="list-style-type: none"> Doesn't split up cohort (all Gr. 5-6s move together) 	

Interim Option J

Interim Option J would see all Grades 1-6 regular track J.W. Gerth Public School students living in the new South Kitchener (Groh Drive) school boundary (as established by Scenario 16), (approximately 170 students in 2014/15) redirected to Pioneer Park Public School, and would establish Development Areas (see Figure 16 and Figure 17) that would be directed to a school outside of the Doon South Study Area until such time as the new South Kitchener (Groh Drive) school opens.

Figure 16: Interim Option J Proposed JK-SK Boundaries

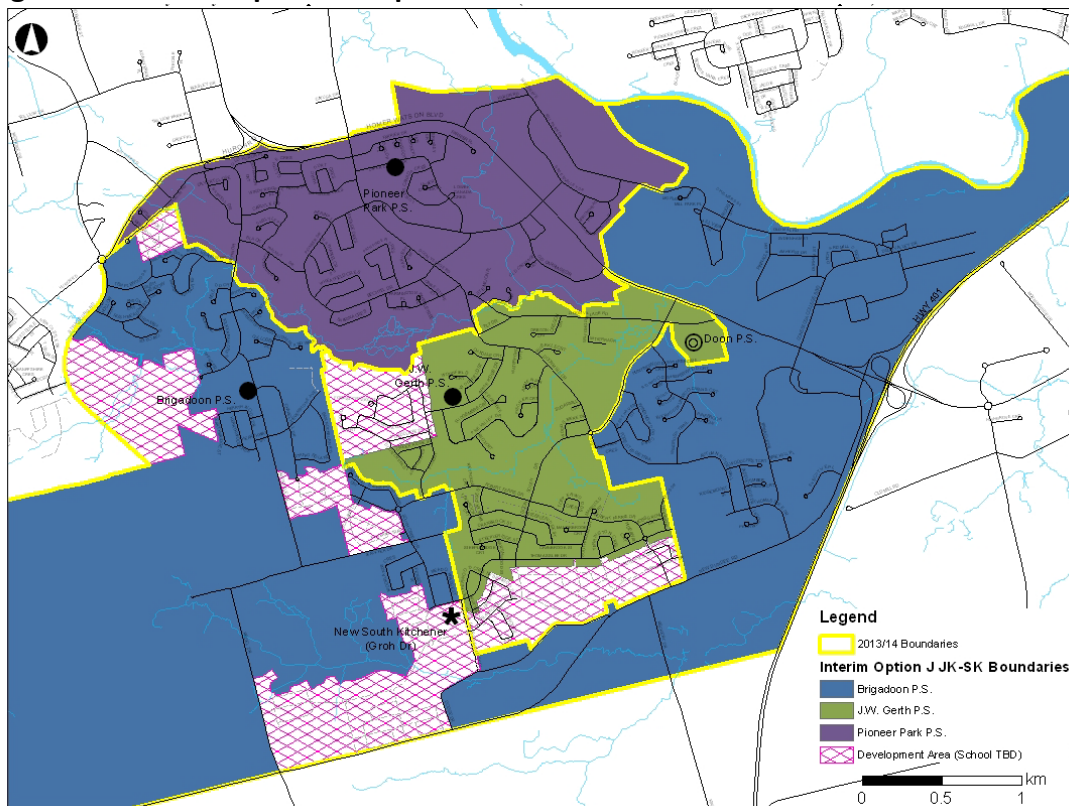
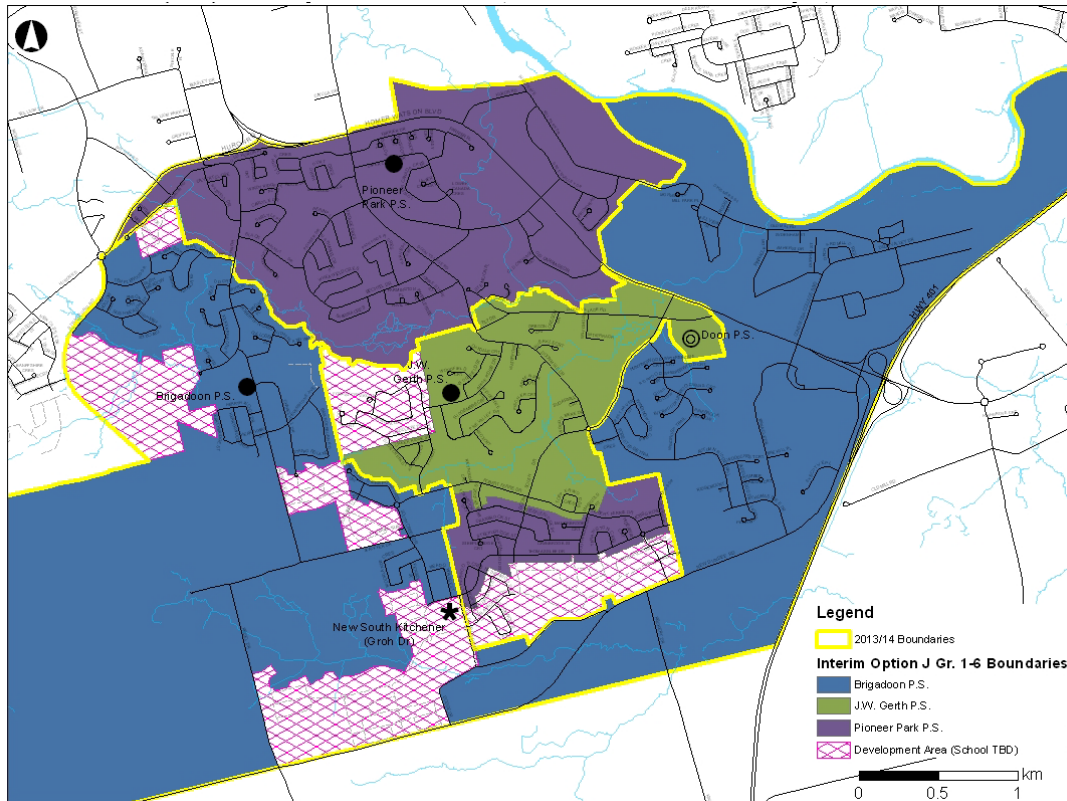


Figure 17: Interim Option J Proposed Grade 1-6 Boundaries



Based on a September 2016 opening date and a JK-8 organization for the new South Kitchener (Groh Drive) school, Interim Option J would be implemented in the following way:

2014/15 School Year

- All regular track Grade 1-6 students in the new South Kitchener school boundary (portion in J.W. Gerth Public School 2013/14 boundary only) attend Pioneer Park Public School
- All French Immersion Grade 2-4 students and siblings in the new South Kitchener school boundary (portion in J.W. Gerth Public School 2013/14 boundary only) remain at J.W. Gerth Public School
- Interim Development Areas established and JK-8 students assigned to a school outside of the Doon South study area

2015/16 School Year

- All regular track Grade 1-6 students in the new South Kitchener school boundary (portion in J.W. Gerth Public School 2013/14 boundary only) attend Pioneer Park Public School
- All French Immersion Grade 3-5 students and siblings in the new South Kitchener school boundary (portion in J.W. Gerth Public School 2013/14 boundary only) remain at J.W. Gerth Public School
- Interim Development Areas established and JK-8 students assigned to a school outside of the Doon South study area

2016/17 School Year

- New South Kitchener school opens JK-7 (Grade 8 students stay at Doon Public School)
- All boundaries modified to implement changes
- All Grade 6 students in affected areas moving from Pioneer Park Public School to Brigadoon Public School or J.W. Gerth Public School grandfathered at Pioneer Park Public School
- Development Areas established - new students assigned to a school that has space to accommodate the projected enrolment until a permanent solution can be established.
- Offer French Immersion at New South Kitchener school (starting with Gr. 1-4 French Immersion in 2016/17 and working up to Gr. 6 by 2018/19)
- Grade 5-8 French Immersion out of area students and siblings grandfathered at 2015/16 school

2017/18 School Year

- New South Kitchener (Groh Drive) school adds Grade 8
- New South Kitchener (Groh Drive) school offers Gr. 1-5 French Immersion
- Grade 6 French Immersion out of area students and siblings grandfathered at 2015/16 school, Grades 7-8 French Immersion students attend Doon Public School

This option would result in a reduction in enrolment at J.W. Gerth Public School from the Status Quo projection of 825 students to 600 students in 2014/15. Also, by removing the development areas from Brigadoon Public School's boundary, enrolment growth at that site would be limited, eliminating the need to reassign existing students. The enrolment projections for Interim Option J, using the implementation as described above, is shown in Table 13.

Table 13: Enrolment Projections for Interim Option J

School	2014/15			2015/16			2016/17			2017/18		
	Grades	Enrolment	# Portables (estimated)	Grades	Enrolment	# Portables (estimated)	Grades	Enrolment	# Portables (estimated)	Grades	Enrolment	# Portables (estimated)
Brigadoon P.S.	JK-6	555	6	JK-6	595	8	JK-6	495	4	JK-6	495	4
Doon P.S.	7-8	380	2	7-8	415	4	7-8	385	2	7-8	380	2
J.W. Gerth P.S.	JK-6	600	3	JK-6	620	4	JK-6	600	3	JK-6	585	3
Pioneer Park P.S.	JK-6	540	10	JK-6	540	10	JK-6	375	3	JK-6	370	3
New School	n/a	0		n/a	0		JK-7	595		JK-8	715	5
Development Areas		70			160			30			70	
Total		2140	22		2325	26		2480	12		2620	16

The pros and cons of this option are summarized in Table 14.

Table 14: Pros and Cons of Interim Option J

Pro	Con
<ul style="list-style-type: none"> Gr. 1-6 students who live closest to J.W. Gerth PS stay there 	<ul style="list-style-type: none"> Additional transitions for majority of students in new South Kit. school boundary
<ul style="list-style-type: none"> Brigadoon PS, J.W. Gerth PS and Pioneer Park PS all remain JK-6 	<ul style="list-style-type: none"> Inequity between regular track and French Immersion students/families (reg. track have to leave and FI can stay)
<ul style="list-style-type: none"> Enrolment at Brigadoon PS, J.W. Gerth PS and Pioneer Park PS all at similar levels (over 500 students); thereby 'spreading the load' to all schools 	<ul style="list-style-type: none"> 2014 Gr. 1 students in new South Kit. school boundary would not be able to register for FI at a Doon South study area school for FI – potentially affecting future FI classes at the new South Kit. school
<ul style="list-style-type: none"> Reduces enrolment at J.W. Gerth PS enough to last until new school opens (115% occupancy) 	<ul style="list-style-type: none"> Increases Pioneer Park PS to 175% occupancy = more pressure on smallest building in study area
<ul style="list-style-type: none"> Enrolment increase at Pioneer Park PS is definite and immediate – may make staffing and resource allocation process easier 	<ul style="list-style-type: none"> Bus runs to Pioneer Park PS are long; therefore buses may not be able to be used multiple times = additional cost
	<ul style="list-style-type: none"> Splits families with young children (e.g., SK and Gr. 1 at different schools)
	<ul style="list-style-type: none"> Development Areas are scattered and will be bused out of the Doon South study area; therefore bus runs will not be efficient
	<ul style="list-style-type: none"> School for development areas undetermined and therefore students may be split between multiple 'holding' schools

Further issues with Interim Option J centre on French Immersion. Since Pioneer Park Public School does not currently have a French Immersion program, any French Immersion student that falls within the affected area (new South Kitchener (Groh Drive) school boundary) would be eligible to stay at J.W. Gerth Public School. This grandfathering provision has been calculated in the projections for Interim Option J; however, what has not been incorporated is the impact this may have on the number of siblings that would also be eligible to stay at J.W. Gerth Public School (those not currently in French Immersion, but have a sibling who is) as well as the future viability of a French Immersion program at the new South Kitchener (Groh Drive) school. The enrolment projections for Scenario 16 include an estimated number of students from within that boundary enrolling in French Immersion in Grade 1 over the next two years. If these students are considered out of boundary for Grade 1 French Immersion registration, there is a significant impact on the number of students in the program and therefore will result in the likelihood that French Immersion would not be offered initially at the new South Kitchener (Groh Drive) school.

Interim Option Recommendations

It is recommended that the Waterloo Region District School Board adopt Interim Option F as the interim accommodation solution for the Doon South Boundary Study area. Although other viable alternatives were explored, ultimately Interim Option F became the preferred alternative as a result of three key factors: (1) the ability of Doon Public School as a facility and site to accommodate growth as compared to all other schools in proximity; (2) the minimization of student transitions and benefit of being in the same school for more than 2 years; and (3) the sufficient reduction in enrolment at J.W. Gerth Public School (by removing two full grades) which will address enrolment pressures at that facility even if there is a further delay in the opening of the new South Kitchener (Groh Drive) school. This solution was confirmed at Working Group meeting #8.

Since Doon Public School does not currently house Grade 5 and 6 students, there are additional learning resources that will be required to cater to that age group/division (e.g., library books). It is not recommended that portions of the library collection be removed from J.W. Gerth Public School because these resources may be relevant to junior division students remaining at the school, and there is a cost to moving and re-cataloging collections. Instead, a few options are being considered by staff that would ensure sufficient library resources are available to the junior division students at Doon Public School. Further, due to the increase in population at Doon Public School, additional computers and other equipment will be required. Staff will develop a plan to allocate these items in a way that is efficient and equitable.

Given the concerns raised about the division of siblings and child care arrangements, it is suggested that the Board work closely with third party child care operators to establish a before and after school child care (Youth Development Program) for those students being directed to Doon Public School if required. Other concerns related to differences in bell times and student transportation (for those within the 1.6 kilometer walking distance) may not be able to be addressed due to budget constraints; however, where possible these can be addressed through transition planning. Finally, it is recommended that a transition committee be set up in order to address additional issues that arise prior to the implementation of these changes.

Although Interim Option F appears to require a greater number of total portables than Interim Option J, that may not be the case. Option F accommodates all students within the Doon South study area in Doon South area schools; whereas Option J requires accommodation of students within the development in schools outside of the study area. Given the lack of surplus capacity at schools within the vicinity of the Doon South Study Area, it is very likely that portable classrooms will be required for student accommodation at other sites.

Since Brigadoon Public School is limited with respect to the number of portables that can be placed on the site, should the enrolment increase substantially from what is projected, there may be a need to re-evaluate the need to further address enrolment at that school. This is

especially true if there is any further delay in the opening of the new South Kitchener (Groh Drive) school beyond the tentative September 2016 opening date.

The recommendations that correspond to Option F involve the following:

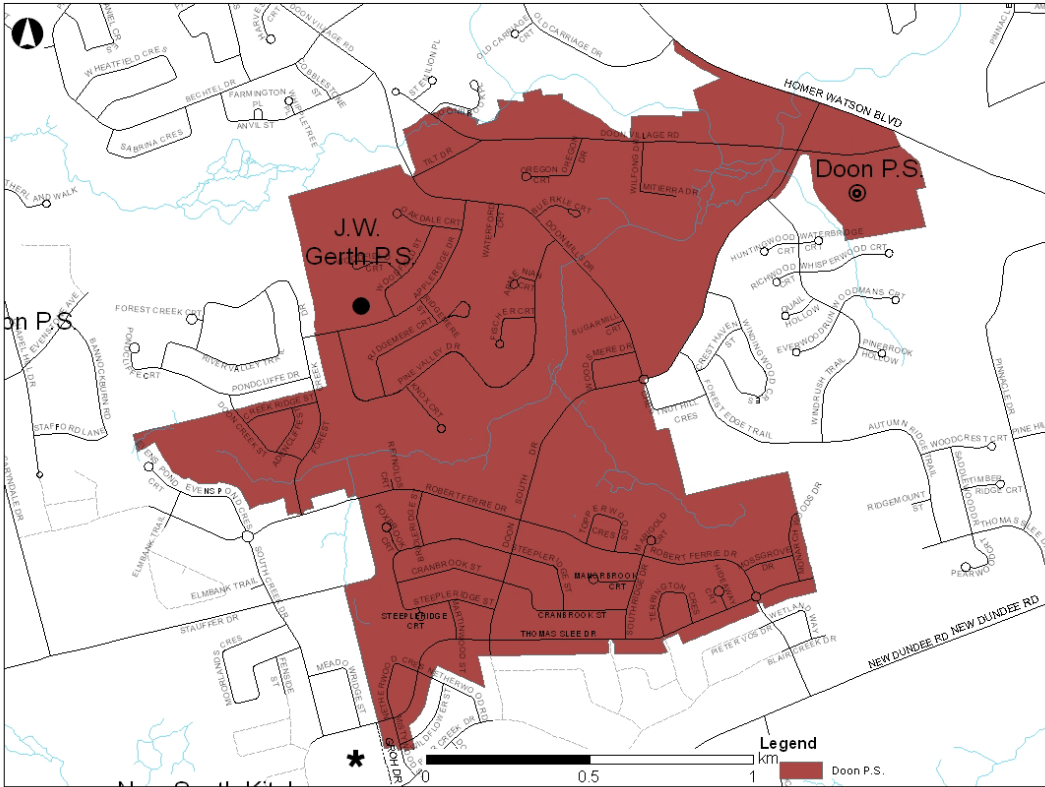
Interim Recommendation #1: J.W. Gerth Public School offers JK-4 only

- That the Waterloo Region District School Board approve the interim grade offerings at J.W. Gerth Public School changing from Junior Kindergarten to Grade 6 to Junior Kindergarten to Grade 4, effective September 2014; and
- That J.W. Gerth Public School re-introduce Grade 5 the year the new South Kitchener (Groh Drive) school opens (tentatively 2016/17); and
- That J.W. Gerth Public School re-introduce Grade 6 in the second year the new South Kitchener (Groh Drive) school is open (tentatively 2017/18)

Interim Recommendation #2: Doon Public School offers Grade 5-8

- That the Waterloo Region District School Board approve the interim grade offerings at Doon Public School changing from Grade 7 to Grade 8 to Grade 5 to Grade 8, effective September 2014; and
- That only those Grade 5 and 6 students within the affected area as illustrated on Figure 18 will attend Doon Public School, effective September 2014 until the new South Kitchener (Groh Drive) school opens (tentatively 2016/17); and
- That only those Grade 6 students within affected area as illustrated on Figure 18 and in the new J.W. Gerth Public School Boundary (established when the new South Kitchener (Groh Drive) school opens) will attend Doon Public School in the second year the new South Kitchener (Groh Drive) school is open (tentatively 2017/18)

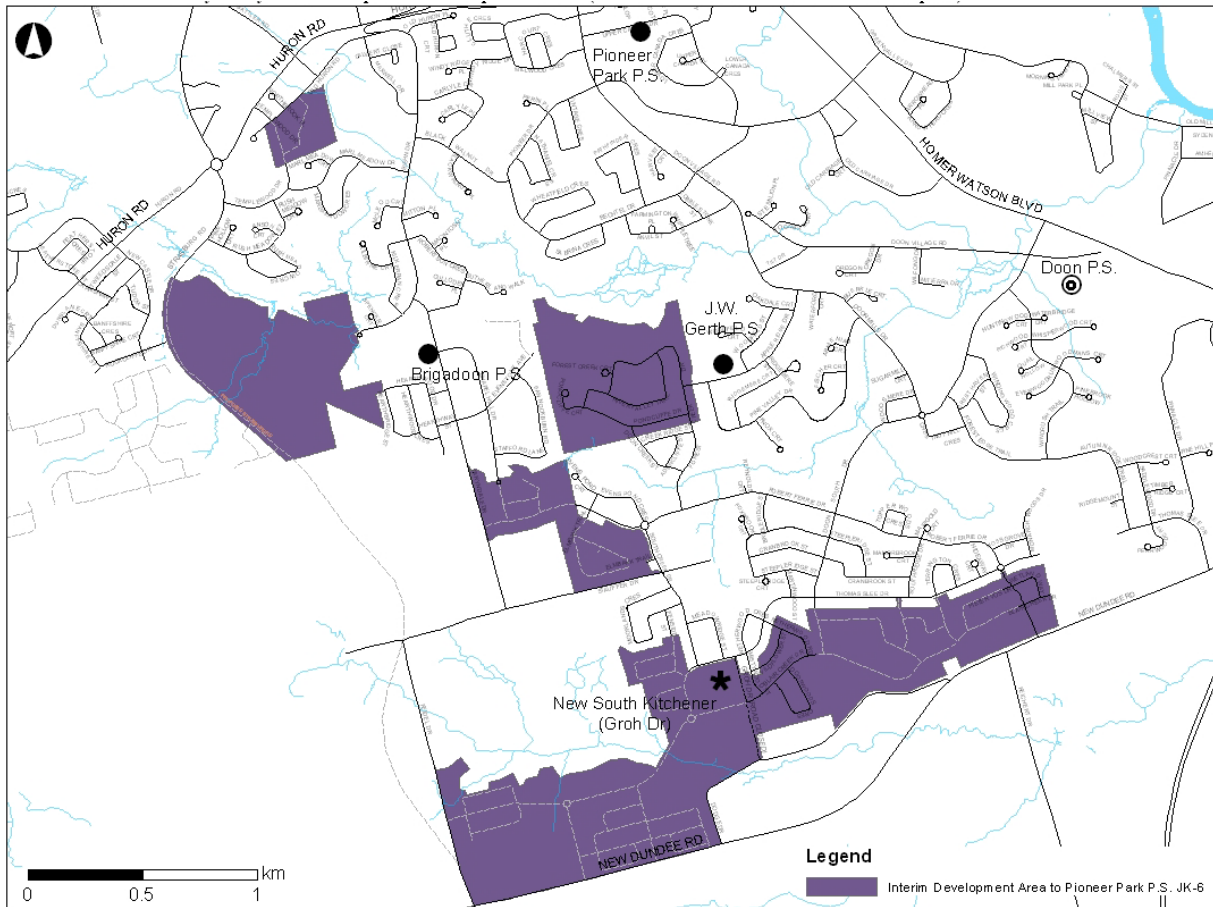
Figure 18: Affected Area to Attend Doon Public School for Grades 5-6 under Option F



Interim Recommendation #3: Interim Development Areas directed to Pioneer Park Public School and Doon Public School

- That the Waterloo Region District School Board approve the interim Development Area boundaries, directing students within the affected areas as shown on Figure 19 to Pioneer Park Public School, effective immediately, until the new South Kitchener (Groh Drive) school opens (tentatively September 2016)

Figure 19: Interim Development Areas to attend Pioneer Park Public School under Option F



Conclusion

After consultation and careful deliberation, staff developed final recommendations that meet the majority of the study objectives. Although the interim measures are not ideal, they will address the enrolment pressures at Brigadoon and J.W. Gerth Public Schools, while reducing the potential for multiple transitions for students.

Due to the projected growth in this area of Kitchener into the next 10 years, it is anticipated that these boundaries will need to be continually monitored and likely will require additional modifications in the future. By establishing development areas, there is greater flexibility in terms of where new development areas will be assigned, reducing the potential for further short-term enrolment modifications.

**Report to Committee of the Whole
November 23, 2015**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Recommendations of the West Waterloo Elementary Schools Boundary Study

ORIGINATOR: This report was prepared by Matthew Gerard, Superintendent, Business Services & Treasurer, Dennis Cuomo, Manager of Planning; and Lauren Agar, Senior Planner, in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

To seek approval of the attendance boundary and grade structure for the new Vista Hills Public School, tentatively scheduled to open in September 2016, and resulting in a modification of the boundaries for Abraham Erb, Edna Staebler, and Laurelwood Public Schools.

This report relates to two of the Waterloo Region District School Board's (Board's) strategic directions, engaging students, families, staff and communities and promoting forward-thinking. A boundary study is a public process that ensures a decision by the Board has the involvement of an informed local community. The recommendations resulting from this study recognize current and future accommodation issues in the West Waterloo study area.

BACKGROUND:

On May 12, 2014, a boundary study for the West Waterloo study area was initiated. The purpose of this study was to establish a boundary for the new Vista Hills Public School, which is scheduled to open for September 2016. The opening of Vista Hills Public School is intended to address the overcrowding at Edna Staebler and Laurelwood Public Schools, and provide a home school for the Vista Hills Development Area currently being held at Cedarbrae and Centennial Public Schools.

The study area included four schools – Abraham Erb, Edna Staebler, Laurelwood, and Mary Johnston Public Schools (see Figure 1 on Appendix A). Cedarbrae and Centennial Public Schools were also involved because they are holding schools for the Vista Hills Development Area. On February 28, 2014 the Board received Capital Priorities Grant funding to construct a new Junior Kindergarten to Grade 8 (JK-8) elementary facility of approximately 646 pupil places at 314 Sweet Gale Street, Waterloo (now known as Vista Hills Public School). This school was approved for construction by the Board on October 21, 2013; however, no attendance area has been established.

A Working Group (made up of parent representatives from each of the schools, the schools' Principals, Superintendent of Student Achievement and Well-Being, and Board Planning staff) was established to discuss issues and develop the objectives and accommodation options for students in the study area. The first meeting of the working group was held on January 22, 2015 and the group met a total of eight times throughout the study. Feedback from the broader public was solicited at two public meetings held on April 23, 2015 and October 6, 2015.

The objectives for the West Waterloo Boundary Study include:

- To establish a boundary for the new Vista Hills Public School
- To increase the number of classes instructed in permanent classrooms in a cost-effective way
- To provide equitable learning opportunities for students and staff by moving towards the following criteria (from Board Policy 3002 – Elementary School Size and Configuration):
 - A minimum of 2 classes per grade in JK-6 (built capacity between 350 and 525 students)
 - More than 2 classes per grade in Grades 7-8 (>100 students) to support program
 - JK-8 facilities with a built capacity between 500 and 700 students
 - Minimize the number of schools with enrolments over 700 students wherever possible
 - Minimize the transition of elementary students between schools where practical

- To increase the number of students within a safe walking distance (i.e., signalized intersections to cross at, crossing guards present) to their assigned school

STATUS:Facilities and Program

Table 1 below, shows the current West Waterloo study area enrolment and capacity.

TABLE 1: West Waterloo Unofficial Enrolment and Capacity as of October 31, 2015

School	Total Enrolment	Grades	Ministry-Rated Capacity	# Portables on Site	Site Size (acres)	Year Built (original)
Abraham Erb P.S.	426	JK-6	487	0	5.99	2005
Edna Staebler P.S.	907	JK-8	706	10	5.86	2008
Laurelwood P.S.	708	JK-8	352	15*	8.04	1998
Mary Johnston P.S.	437	JK-6	433	2	8.18	1987
Cedarbrae P.S.	244	JK-6	409	0	12.90	1968
Centennial P.S. (W)	457	7-8	294	9*	9.31	1968
Total	3179		2681	36	50.28	

* includes classrooms in portapack

All facilities except Abraham Erb and Centennial Public Schools are accommodating more students than what their buildings can accommodate, resulting in 36 portable classrooms temporarily accommodating students in the area. Laurelwood Public School serves as the senior elementary facility for Abraham Erb Public School students and Mary Johnston Public School students attend Centennial Public School for Grades 7-8.

Recommended Boundaries

The initial purpose of this boundary study was to establish a boundary for Vista Hills Public School. Throughout the study, a total of fourteen (14) boundary scenarios were analysed. The Working Group not only considered boundaries, but also the configuration of each of the study area schools (e.g., converting a school from a JK-6 to a JK-8 organization). Table 7 in Appendix A summarizes the different configurations that were applied to the boundary scenarios.

Based on the overall goals and objectives established for the West Waterloo Boundary Study, the Working Group recommends that the Waterloo Region District School Board adopt Scenario 11 as the boundary solution for the West Waterloo study area. This scenario creates the most logical boundaries and school organizations of the scenarios explored throughout this study. Further details of Scenario 11, including boundary maps and implementation recommendations, are included in Appendix A attached to this report.

Scenario 11 would see Vista Hills Public School open with Junior Kindergarten (Full-Day Kindergarten) to Grade 7 in its first year of operation (2016/17), allowing those entering Grade 8 to finish at Edna Staebler and Laurelwood Public Schools. Table 2 shows the enrolment projections for the West Waterloo Study Area schools under Scenario 11 with the proposed transitions built in.

TABLE 2: West Waterloo Scenario 11 Enrolment Projections (2016-2025)

School	2016/17 Capacity	Projected Total Students by Year									
		2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Abraham Erb P.S.	487	410	395	390	370	355	355	355	360	360	355
Edna Staebler P.S.	706	765	745	710	705	690	675	665	660	655	650
Laurelwood P.S.	352	625	605	620	600	645	690	670	685	660	660
Mary Johnston P.S.	433	435	430	430	440	435	440	440	445	445	445
Vista Hills P.S.	646	340	470	565	665	720	730	795	790	785	775
Total	2624	2575	2645	2715	2785	2850	2890	2925	2940	2905	2885

Scenario 11 also establishes the Beaver Creek Meadows Development Area where planned future residential development will be assigned to a school that has space to accommodate the projected enrolment until a permanent solution can be established. With the uncertainty around timing of capital funding for new school construction or additions, it is important to take a proactive approach in assigning boundaries for these new homes, ensuring that one facility does not become overwhelmed by increasing. Planning staff will continue to monitor the enrolment situation at the West Waterloo study area and surrounding schools, assigning students to facilities that have space to accommodate students until long-term boundaries can be established.

Implications

The number of students enrolled in French Immersion who fall within the proposed Vista Hills Public School boundary suggest it is unlikely that French Immersion classes will be offered at Vista Hills Public School beyond Grade 1 in 2016/17. This determination will be made prior to staffing allocations for the 2016/17 school year. Therefore, a key implication of implementing Scenario 11 is the elimination of transportation for students choosing to remain at Edna Staebler Public School to stay in the French Immersion program, and Abraham Erb Public School students choosing to attend Laurelwood Public School for Grades 7-8 French Immersion.

It is not Board Policy to transport students for choice programs such as French Immersion; however, community members have requested consideration for grandfathering provisions to provide transportation for those affected by the boundary changes. Should grandfathering be provided, there are several items that need to be contemplated:

1. Cost

Two bus runs would be required to transport the French Immersion students within the Vista Hills Public School boundary in the 2016/17 school year (including the Grade 8 Regular Track students) to Edna Staebler Public School. The average cost per run is estimated at \$16,000-38,000 for the year. Extending transportation to the siblings of French Immersion students would not be any extra cost for 2016/17 school year.

Two bus runs would also be required for the 2017/18 and 2018/19 school years; however the cost would increase to an estimated \$38,000 per run each year. From 2019/20 to 2022/23, only one run would be needed to transport the French Immersion students and their siblings to Edna Staebler Public School.

If the Grade 7-8 French Immersion students are provided transportation to Laurelwood Public School from the Abraham Erb PS area, an additional run is needed 2018/19, 2020/21, and 2021/22. The average cost per run is estimated at \$16,000-38,000 for the year.

To offer transportation to these French Immersion students within the operating budget, transportation savings would need to be realised elsewhere.

2. Confusion/Misinformation about transportation qualification

In situations where the Board has provided grandfathering provisions for transportation (i.e., Laurentian West and West Galt), criteria for eligibility were set. Those who did not meet the criteria were often unaware of the criteria which have led to confusion as transportation to the facility becomes misconstrued as the norm. For example, someone moving into the area after a boundary change has occurred would not qualify for transportation; however, their neighbour would. The longer a grandfathering clause is in place, the greater chance for misinformation to develop.

3. Equity

The Board has no set criteria regarding when out of boundary French Immersion students would be provided grandfathered transportation. The result has led to inequity in decision-making regarding these provisions. The Board has two upcoming boundary changes where French Immersion students would not have access to a home school French Immersion program (Sheppard Public School students in the new Chicopee Hills Public School boundary, and Brigadoon/J.W. Gerth students in the new South Kitchener school boundary) and no transportation has been offered to these students.

It is for these reasons staff are not recommending grandfathering transportation for the purposes of French Immersion.

COMMUNICATIONS:

Public meetings were held on April 23, 2015 and October 6, 2015 to inform the broader community about the study, and to present accommodation options. Notices for the public meetings were sent home to each of the students in the study area, as well as published on the Board's main website and the schools' websites. A link was created the Board's and schools' websites to provide access to all relevant materials to the boundary study.

In addition to Working Group and public meetings, staff received comments and suggestions via electronic correspondence (the Board's boundaryfeedback@wrdsb.on.ca address. Families residing on the east side of

Erbsville Road within Edna Staebler Public School's boundary were also invited to a focus group meeting on September 30, 2015 to solicit information on the crossing of Erbsville Road.

Following decisions on the boundaries, a letter with that information, including a map, will be prepared for distribution to the affected students as well as posted on the Board's website.

FINANCIAL IMPLICATIONS:

The implementation of Scenario 11 will reduce the portable classroom needs for the schools in the study area. The approximate cost to remove a portable from a site is \$10,000; however these portables will be freed up to use elsewhere in the system (to purchase a new portable is approximately \$70,000).

The enrolment projections for Scenario 11 (as shown on Table 2) indicate that further construction will be required at Laurelwood Public School. It is proposed that any decisions regarding capital investments at Laurelwood Public School be made after or in conjunction with decisions around Phase 2 of the boundary change implementation. Capital construction requirements will be considered as part of the capital needs priority setting for all areas of the Board for funding opportunities from the Ministry of Education in the annual submission.

RECOMMENDATION:

It is recommended:

That the Waterloo Region District School Board approve the recommendations as outlined in Appendix A of this report titled "Recommendations of the West Waterloo Elementary Schools Boundary Study," dated November 23, 2015.

 **Director of Education**



**Waterloo Region
District School Board**

West Waterloo Elementary Schools Boundary Study Report and Recommendations

Prepared by:
The Waterloo Region District School Board Planning Department

November 23, 2015

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Executive Summary

This report is intended to advise and inform the Waterloo Region District School Board (WRDSB) Board of Trustees of the information gathered and consultation conducted by the West Waterloo Boundary Study Working Group. This information has been used to develop the final recommendations provided in this report.

The Working Group agreed on Scenario 11 as the recommended strategy for pupil accommodation in the West Waterloo study area. The final decision on outcome of the boundary study is to be made by the elected Board of Trustees.

The following is a brief outline of the recommendations provided in this report.

Implementation of **Scenario 11** consists of the following recommendations:

1. *Establish a boundary for the new Vista Hills Public School*
2. *Realign Edna Staebler Public School's Boundary*
3. *Realign Laurelwood Public School's Boundary*
4. *Establish Beaver Creek Meadows Development Area*

Introduction

The purpose of this report is to provide to the Waterloo Region District School Board's (WRDSB) Board of Trustees the information and rationale for the recommendations resulting from the West Waterloo Elementary Schools Boundary Study.

Background

A boundary study ensures that where a decision is taken by a school board regarding the realignment of school attendance boundaries has the full involvement of an informed local community and it is based on a broad range of criteria.

On May 12, 2014, a boundary study for the West Waterloo area within the City of Waterloo was initiated. The purpose of this study was to establish a boundary for the new Vista Hills Public School (elementary), which is tentatively scheduled to open for September 2016. The opening of Vista Hills Public School is intended to address the overcrowding at Edna Staebler and Laurelwood Public Schools.

West Waterloo Boundary Study Area

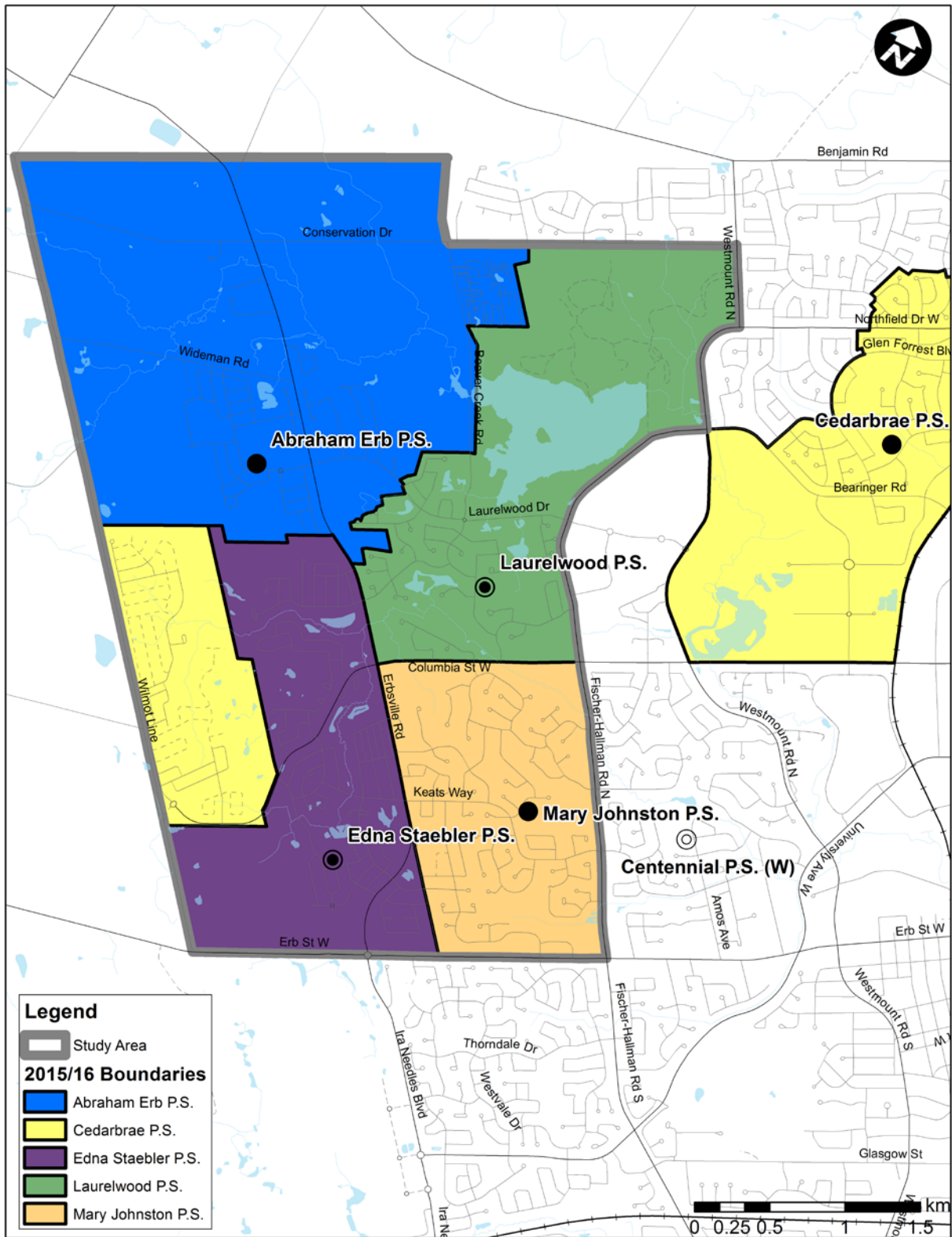
The West Waterloo study area is made up of 4 schools (see Figure 1), that serve the student populations in the western portion of Waterloo. The study area contains a mix of older established neighbourhoods and new or planned residential developments, placing pressure on the existing facilities.

West Waterloo Study Area Schools

The schools in the study area include:

1. Abraham Erb Public School (JK-6)
2. Edna Staebler Public School (JK-8)
3. Laurelwood Public School (JK-8)
4. Mary Johnston Public School (JK-6)

Figure 1: West Waterloo Study Area



West Waterloo Working Group

Once a boundary study is approved by the Board, a Working Group is established. The role of the Working Group is to:

- Review and supply background information
- Confirm the issues to be addressed by the boundary study
- Develop goals and objectives
- Develop and review scenarios
- Review public feedback
- Confirm recommendations

Membership

The Working Group was composed of both community members and Board staff.

Abraham Erb Public School

Principal: T. Stroud (2014/15), H. Schumann (2015/16)
 Vice-Principal: B. Hughes (2014/15)
 Parent(s): D. Bergey, G. Sikiladha/R. Sikiladha

Cedarbrae Public School

Principal: M. McMath
 Parent(s): M. Naveed

Centennial Public School

Principal: B. Adams
 Vice-Principal: B. Hughes (2014/15), B. Weigel (2015/16)
 Parent(s): T. Nairn, Vivian F.

Edna Staebler Public School

Principal: J. Parliament (2014/15), P. Fracas (2015/16)
 Vice-Principal: J. Hansen
 Parent(s): S. Reed, M. St. Pierre

Laurelwood Public School

Principal: L. Arbuckle
 Vice-Principal: H. Corman
 Parent(s): R. Barnett-Cowan, C. Lovegrove

Mary Johnston Public School

Principal: H. Tinnes

Vista Hills Public School

Assigned Principal: D. Oberle

Area Superintendent

Area Superintendent of Education: E. Ranney (2014/15)

Area Superintendent of Achievement
and Well-Being:E. Ranney (2015/16), P. Rubenschuh (2015/16 Centennial Public
School only)**Business Services Staff (Planning)**

Manager of Planning: D. Cuomo

Senior Planner: L. Agar

Recording Secretary: A. Kean

Timelines and Activities

Throughout the study, a total of three public meetings were held to provide opportunity for a wide range of school and community groups to participate in the consultation. Public meetings were on the Board's main website and twitter (@wrdsb) and school websites, in school newsletters/emails and flyers posted in schools and in notices sent home with each student in the study area (either via email or hard copy).

The following is a summary of the activities of the Working Group prior to submission of this report.

ACTIVITY	DATE	LOCATION
Board approval to commence study	May 12, 2014	Education Centre
WG Meeting #1	January 22, 2015	Abraham Erb PS
WG Meeting #2	February 19, 2015	Mary Johnston PS
WG Meeting #3	March 24, 2015	Laurelwood PS
WG Meeting #4	April 9, 2015	Edna Staebler PS
Public Meeting #1	April 23, 2015	Abraham Erb PS
WG Meeting #5	May 14, 2015	Abraham Erb PS
WG Meeting #6	June 4, 2015	Laurelwood PS
WG Meeting #7	September 22, 2015	Edna Staebler PS
WG Meeting #8	September 30, 2015	Edna Staebler PS
Public Meeting #2	October 6, 2015	Abraham Erb PS

Rationale for a Boundary Study

There were several key reasons the Board initiated a boundary study for the West Waterloo area. These reasons included:

- ***Establishing a boundary for the new Vista Hills Public School***
As a result of residential growth in this area of Waterloo, the Board was able to secure funding from the Ministry of Education to build a new elementary school on at 314 Ladyslipper Drive, Waterloo. The targeted opening date for this new school is September 2016.
- ***Address overcrowding at Edna Staebler and Laurelwood Public Schools***
Table 1 outlines the size and configuration of each of the facilities.

Table 1: West Waterloo School Capacity and Unofficial Enrolment as of October 31, 2015

School	On-the Ground Capacity (2015/16)	Capacity with portapack (2015/16)	Oct. 31, 2015 Unofficial Enrolment (Total)	JK-6	JK-8	# portables* in use on site (2015/16)
Abraham Erb P.S.	473	473	426	●		0
Edna Staebler P.S.	706	706	907		●	10
Laurelwood P.S.	352	490	708		●	9
Mary Johnston P.S.	433	433	437	●		2
Total	1964	2102	2478	2	2	21

* includes classrooms in portapack

As of October 31, 2015, a shortage of almost 514 permanent pupil places exists within the study area. Three of the schools (Edna Staebler, Laurelwood and Mary Johnston) are accommodating more classes than what their buildings can facilitate, resulting in 21 portable classrooms and six portapack classrooms temporarily accommodating students in the area. Currently Laurelwood Public School offers the senior elementary (Grades 7-8) program for Abraham Erb Public School students and Mary Johnston Public School students attend Centennial Public School for Grades 7-8.

- **Facility and site issues**

Table 2 summarizes the original year of construction of the facility as well as any subsequent additions. The school sites size and building gross floor areas are also summarized in Table 2.

Table 2: West Waterloo Facility and Site Information (2015/16)

School	Original Year of Construction	Additions	Site Size (acres)	Gross Floor Area (m ²)	# Classrooms (Reg.)	# Classrooms (FDK)	# Classrooms (Spec. Ed)
Abraham Erb P.S.	2005	N/A	5.99	4,487	14	5	1
Edna Staebler P.S.	2008	2014	5.87	6,801	22	7	2
Laurelwood P.S.	1998	1999	8.04	4,700	11	3	1
Mary Johnston P.S.	1987	2008	8.18	3,826	13	4	2

Note: FDK refers to Full Day Kindergarten sized rooms (loaded at 26 students per room); Reg. refers to regular-sized classroom (loaded at 23 students per room); Spec. Ed refers to classrooms designated for the purposes of Special Education (loaded at 9 students per room)

Facility and site constraints identified as part of this study include:

- Mary Johnston Public School
 - Single gymnasium would make it difficult to accommodate an increase in enrolment (typically a double gymnasium is warranted when enrolment exceeds 400-450 students)
 - Number of parking spaces in parking lot is less than the number of employees at the school (parking shortage if all employees are present). See Table 3 for details.
- Edna Staebler Public School
 - Difficulty scheduling classes in the gymnasium due to the number of classes in the school and the number of periods in a day (enrolment exceeds scheduling capacity)
 - Washroom facilities can become overtaxed at certain times of the day

- Limited storage space (e.g., equipment in the gym area)
- Limited space in the staff room which then encourages staff to find other locations for breaks and limits staff cohesion
- Lack of outdoor play space (especially during nutrition break times and for track and field - students need to be bused to another facility) issue increases as more portables added; and the parkland, which had been part of the original plan for the school, is still undeveloped and unusable
- Laurelwood Public School
 - Six classroom portapack (temporary classroom structure) constructed in 1998 if needed for the long-term should be replaced with a permanent structure
 - Number of parking spaces in parking lot is less than the number of employees at the school (parking shortage if all employees are present). See Table 3 for details.
 - Washroom facilities can become overtaxed at certain times of the day
- Abraham Erb Public School
 - Traffic congestion is a concern (particularly in cold weather) and the school is working with its parent community to address. The entry and exit off of Laurelwood Drive is a challenge due to it being divided by a median, with some sightlines (which are not addressable) are concerning when coming and going.

Table 3: School Parking Lot Information (2015/16)

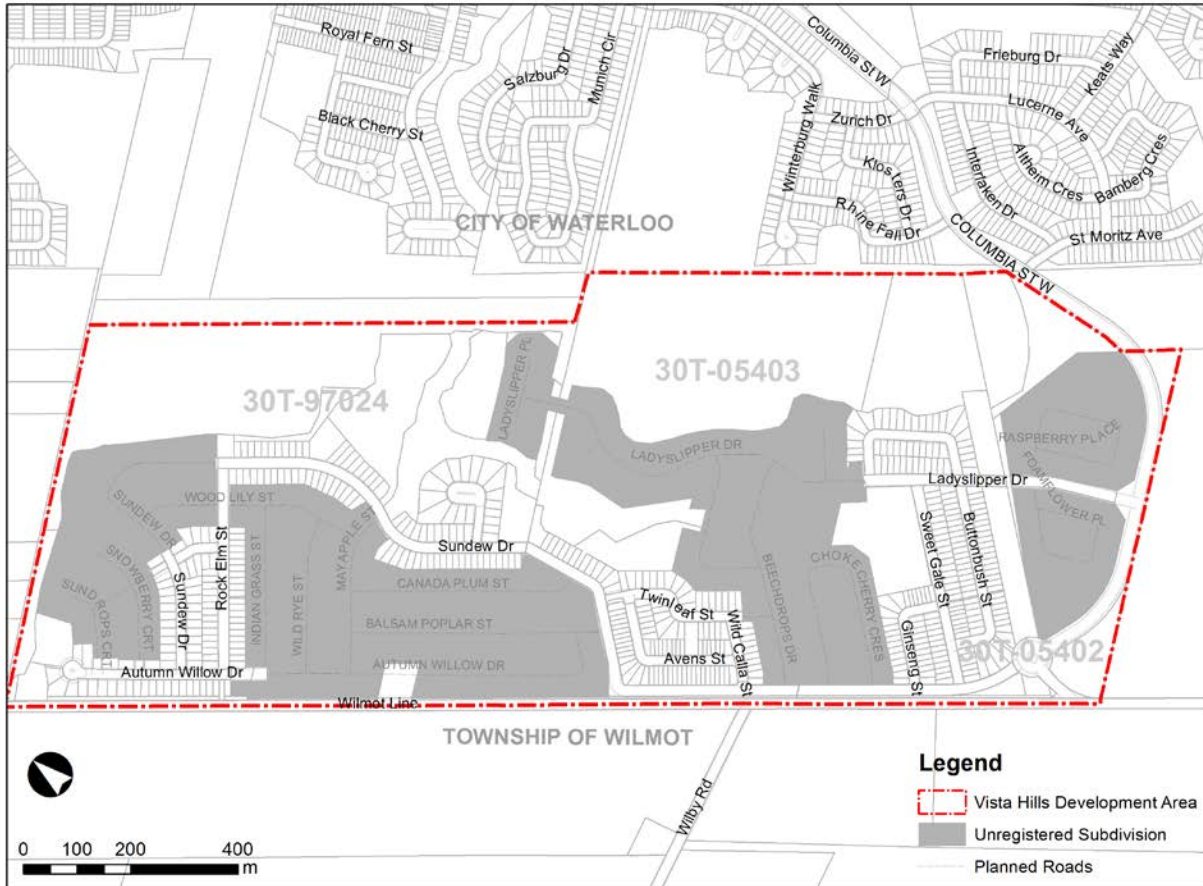
School	Total Employees (school & child care)	Total Parking Spaces	Barrier Free Parking Spaces	Child Care Parking Spaces	Rented Spaces Adjacent to School
Abraham Erb P.S.	40	54	3	0	10
Edna Staebler P.S.	72	88	4	6	0
Laurelwood P.S.	60	44	2	0	0
Mary Johnston P.S.	45	44	1	0	0

- ***Growth as a result of residential development***

The north-western portion of the City of Waterloo is the only remaining location in the City where greenfield residential development can occur potential over the next several years. Within the study area alone, there are proposals to add upwards of 3600 units in the next 10 years and beyond. There are two main development areas identified by the City of Waterloo that will have an impact on the West Waterloo study area of the City – Vista Hills and Beaver Creek Meadows.

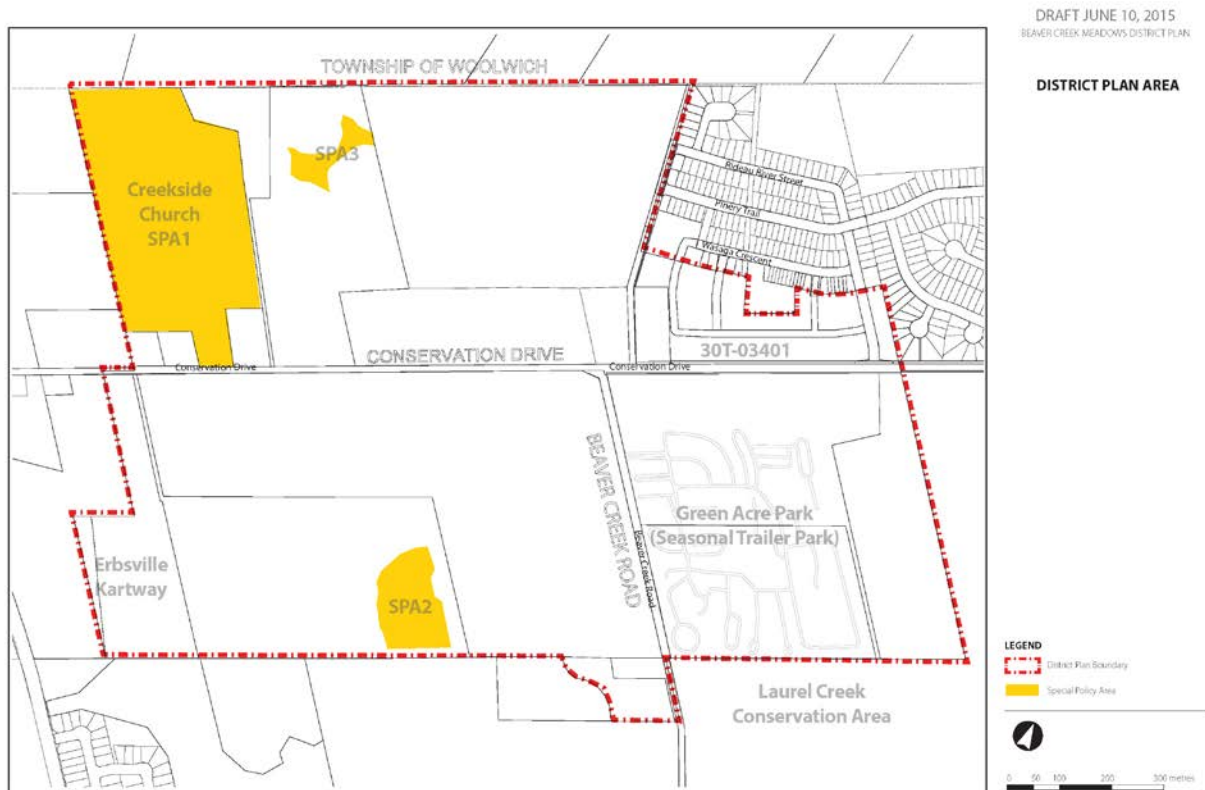
Vista Hills Public School falls within the Vista Hills development plan area (see Figure 2). This area has the greatest growth potential, with plans for approximately 1200 units currently draft approved and approximately 325 unbuilt units in registered plans. At this time, the only additional elementary school the Board has planned in this community is the new Vista Hills Public School.

Figure 2: Vista Hills Development Plan Area



The Beaver Creek Meadows district (see Figure 3) is currently in the District Planning phase; therefore, additional development approvals in this area are not imminent. The Board has planned for an elementary school site within in this District Plan.

Figure 3: Beaver Creek Meadows District Plan Area



Source: http://www.waterloo.ca/en/contentresources/resources/government/BCM_dp_map_1.pdf

- Enrolment changes/shifts**

One of the major challenges the board faces is accommodating a mobile population in stationary facilities built at the time for the programs and enrolment of the day. Table 4 and Table 5 illustrate the historic and projected enrolment (with status quo boundaries) at each of the facilities in the study area.

Table 4: West Waterloo Historic Enrolment (2009-2014)

School	Total Students by Year						% change
	2009	2010	2011	2012	2013	2014	
Abraham Erb P.S.	411	413	406	417	454	420	2
Edna Staebler P.S.	647	714	778	802	845	879	26
Laurelwood P.S.	766	717	701	700	696	714	-7
Mary Johnston P.S.	476	470	446	425	449	435	-9
Total	2300	2314	2331	2344	2444	2448	6

Table 5: West Waterloo Projected Enrolment with Status Quo Boundaries (2015-2020)

School	Projected Total Students by Year						Change
	2015	2016	2017	2018	2019	2020	
Abraham Erb P.S.	425	410	395	390	370	355	-20%
Edna Staebler P.S.	910	940	950	925	925	915	1%
Laurelwood P.S.	710	670	685	695	675	690	-3%
Mary Johnston P.S.	440	435	430	430	440	435	-1%
Total	2485	2455	2460	2440	2410	2395	-4%

Prior to Edna Staebler Public School opening in 2008, a boundary study took place. Table 6 shows the anticipated enrolment at the facilities in the area based on the boundaries that exist today. Based on these projections, it is clear that the overall student yield in the area has been approximately 12-14% higher than what was anticipated at the time. This could be a result of a higher than average market-share (approximately 85% market-share in West Waterloo versus the board-wide average of 75%). The projections going forward as shown in Table 5 have taken into account the higher than average student yields in this community.

Table 6: West Waterloo Projected Enrolment from 2007 Boundary Study

School	Projected Total Students by Year (from 2007)				
	2008	2009	2010	2011	2012
Abraham Erb P.S.	250*	303	338	363	376
Edna Staebler P.S.	509	552	594	615	670
Laurelwood P.S.	678	646	629	618	605
Mary Johnston P.S.	434	432	433	409	417
Total	1871	1933	1994	2005	2068

* Enrolment projection did not take into account grandfathering clause that was in the approved motion by Board on January 28, 2008 allowing students to remain at Abraham Erb Public School instead of switching to Edna Staebler Public School.

West Waterloo Working Group Goals and Objectives

Goals

The goals established by the Working Group explain what the Working Group intends to achieve through the boundary study process. The four goals are:

- To establish grade configurations that provide the best learning opportunities for students and staff while giving consideration to:
 - existing facilities, community connections and distance;
 - student learning opportunities;
 - community growth patterns; and
 - capital funding, including partnership opportunities
- To consider facilities and infrastructure (including sites, offices, gyms, specialized classrooms, etc.) necessary to deliver curriculum and support student achievement where changes are proposed
- To establish boundaries that consider:
 - efficiency of transportation (students within walking distance, bus routes, etc.);
 - permanent capacity of schools and/or future construction requirements (e.g., site, program spaces, safety);
 - current and future population density and demographics;

- impact on feeder and surrounding schools (i.e., consistent boundaries for Gr. 6 students moving to Gr. 7, and Gr. 8 students moving to secondary school); and
- the distribution and accessibility of Special Education and French Immersion programs.
- To consider the impact on students and families where changes are proposed by giving consideration for:
 - grandfathering;
 - phasing;
 - access to child care; and
 - transportation provisions.

Objectives

Prior to developing accommodation options (i.e., scenarios), the Working Group set the following study objectives which aim to address the issues identified by the Board, the Working Group and members of the public. These objectives are more specific and measurable statements of the goals. They also provide the criteria to evaluate the accommodation options.

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

Boundary Scenarios

The main purpose of this boundary study was to establish a boundary for the new Vista Hills Public School. Throughout the study, a total of fourteen (14) boundary scenarios were considered. The Working Group not only considered boundaries, but also the configuration of each of the study area schools (e.g., converting a school from a JK-6 to a JK-8 organization). Table 7 summarizes the different configurations that were applied to the boundary scenarios.

Table 7: Summary of West Waterloo School Configurations Considered by Scenario

School Configuration	Scenario																				
	1	2	3	4	5	6	7	8.1	8.2	9.1	9.2	10	11.1	11.2	12.1	12.2	13.1	13.2	14.1	14.2	
ABE JK-6	x			x	x	x		x		x	x	x	x	x	x	x	x	x	x	x	x
ABE JK-8		x	x				x		x												
EST JK-6			x																		
EST JK-8	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
LRW JK-6			x												x		x				
LRW JK-8	x	x		x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x
MJP JK-6	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
MJP JK-8																					
VIS JK-6																					
VIS JK-8	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

ABE= Abraham Erb Public School, EST = Edna Staebler Public School, LRW = Laurelwood Public School, MJP = Mary Johnston Public School, VIS = Vista Hills Public School

At the first public meeting, a total of three (3) scenarios were presented – Scenarios 6, 7 and 8.

Scenario 6 involved the following:

- Vista Hills Public School JK-8 boundary includes the West Waterloo Development Area (temporarily assigned to Cedarbrae and Centennial Public Schools), and portions of the Edna Staebler and Laurelwood (7-8) Public School boundaries
- “Columbia Forest” (projection area F) redirected to Abraham Erb Public School from Edna Staebler Public School for JK-6 and to Vista Hills Public School for Grades 7 and 8
- Area east of Erbsville Road and north of Laurelwood Drive (projection area D) redirected to Laurelwood Public School from Abraham Erb Public School
- New Development Area boundary established (Beaver Creek Meadows District Plan Area – projection area B) where the school attendance area (temporary and/or long-term) will be determined at a future date

Scenario 7 involved the following:

- Vista Hills Public School JK-8 boundary includes the West Waterloo Development Area (temporarily assigned to Cedarbrae and Centennial Public Schools), and a portion of the Edna Staebler Public School boundary
- Abraham Erb Public School adds Grade 7-8 to become a JK-8 school
- “Columbia Forest” (projection area F) redirected to Abraham Erb Public School from Edna Staebler Public School

- New Development Area boundary established (Beaver Creek Meadows District Plan Area – projection area B) where the school attendance area (temporary and/or long-term) will be determined at a future date

Scenario 8 involved the following:

Phase 1

- Vista Hills Public School JK-8 boundary includes the West Waterloo Development Area (temporarily assigned to Cedarbrae and Centennial Public Schools), and a portion of the Edna Staebler Public School boundary
- Abraham Erb Public School feeds Vista Hills Public School for Grades 7-8 instead of Laurelwood Public School
- New Development Area boundary established (Beaver Creek Meadows District Plan Area – projection area B) where the school attendance area (temporary and/or long-term) will be determined at a future date

Phase 2

- Abraham Erb Public School adds Grade 7-8 to become a JK-8 school
- “Columbia Forest” (projection area F) redirected to Abraham Erb Public School from Vista Hills Public School

All three scenarios presented at the first public meeting showed the new Vista Hills Public School as a JK-8 organization, and two scenarios (Scenarios 7 and 8 – phase 2) had Abraham Erb Public School being converted to a JK-8 facility. Based on the feedback received at that first public meeting, several more scenarios were prepared in order to address the concerns brought forward and to find a scenario that better met the objectives of the study.

In summary, the comments received with the scenarios presented included:

- “Any scenario that moves Abraham Erb PS to JK-8 sooner would be best”
- Preference to send Abraham Erb PS FI students to Laurelwood PS for Grades 7 & 8 (x 2)
- Preference to grandfather Grade 8 students to limit number of times they change schools (x3)
- Grandfather FI students at current school if Vista Hills PS does not offer program
- “A priority for my family is for grade 7-8 to continue at Laurelwood. Preferably with FI instruction”
- Columbia Forest resident: “Preference is if we can’t stay at Edna Staebler PS that we are sent to Vista Hills PS...not Abraham Erb PS”
- Vista Hills needs Grade 1 FI in 2016
- Columbia Forest resident: “We do not like scenario 8 because it appears to involve two school changes for our children before high school”
- Top priority is keeping siblings together (x2) and in FI
- “I would like to see scenarios in which French Immersion is clearly planned for and scenarios which do not rely on unconfirmed funding to expand Abraham Erb to grade 7/8”
- Vista Hills requires a lot of bussing
- Resident on the north side of Columbia St: Concerned about transportation if remaining at Edna Staebler PS for FI (x2)
- Accepting Grades 7 & 8 at Abraham Erb without an expansion “would put those kids at a disadvantage compared to those attending Vista Hills, Laurelwood and Edna Staebler”

Based on the Public Meeting feedback and further discussion by the Working Group regarding the study objectives, adding Grades 7 and 8 to Abraham Erb Public School was not considered any further. To offer

an equitable program for these students, Abraham Erb Public School would require an addition – specifically to provide the specialized spaces typically available in schools with a senior elementary program (e.g., Science and Technology, Music and Art). Building an addition onto Abraham Erb Public School when these spaces exist at other schools in the area did not meet the second objective of the study - to increase the number of classes instructed in permanent classrooms in a cost-effective way.

Of the additional scenarios developed after the first Public Meeting, two best met the objectives established for this study. The Working Group also agreed that a multi-phased approach was necessary to balance the current accommodation needs with those of the future as peak enrolments at the various schools shift geography. The two final scenarios are described in greater detail in the following sections.

Scenario 11

Scenario 11 is a two phase approach. The first phase is the same as Scenario 8 that was presented at the first public meeting:

Scenario 11, Phase 1

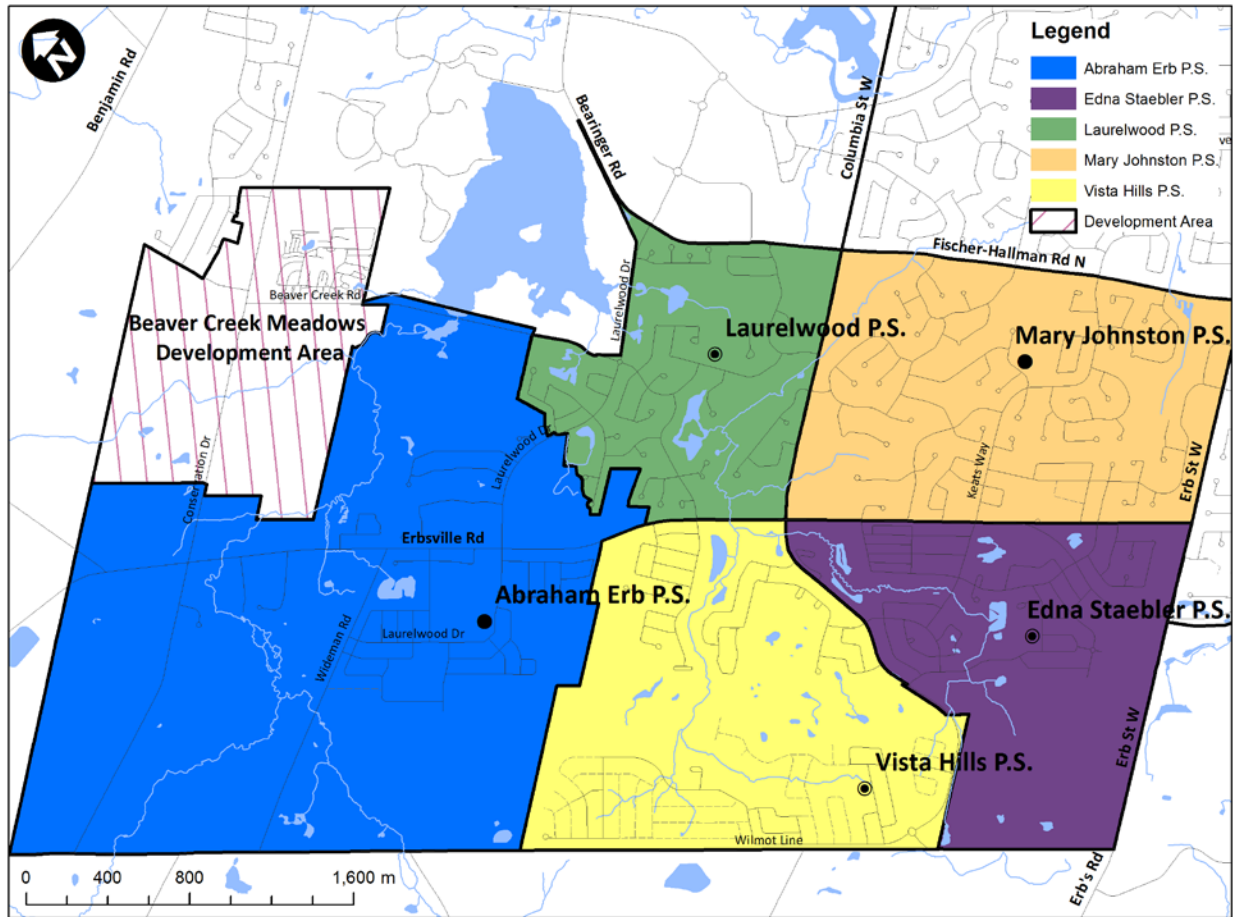
- Vista Hills Public School JK-8 boundary includes the West Waterloo Development Area (temporarily assigned to Cedarbrae and Centennial Public Schools), and a portion of the Edna Staebler Public School boundary
- Abraham Erb Public School feeds Vista Hills Public School for Grades 7-8 instead of Laurelwood Public School
- New Development Area boundary established (Beaver Creek Meadows District Plan Area – projection area B) where the school attendance area (temporary and/or long-term) will be determined at a future date

Figure 4 shows the Junior Kindergarten to Grade 6 boundaries for all of the schools under Scenario 11, phase 1. Figure 5 shows the Grade 7 to 8 boundaries for Scenario 11, Phase 1.

Scenario 11, Phase 2

The second phase varies to address the concerns expressed by the community surrounding multiple moves for the Columbia Forrest neighbourhood (otherwise known as Projection Area F). The Junior Kindergarten to Grade 6 boundaries remain the same as in Phase 1 (see Figure 4). The Grades 7 and 8 boundaries change for students in the Abraham Erb Public School JK-6 boundary. This area would move from Vista Hills Public School to Laurelwood Public School. This change can be seen in Figure 6.

Figure 4: Scenario 11, Phase 1 and Phase 2 Junior Kindergarten to Grade 6 Boundaries



To implement Scenario 11, specifically Phase 2, the portapack classroom wing at Laurelwood Public School would need to be addressed. This could be in the form of a replacement portapack, or preferably if funding permits, a permanent addition. The implementation of this second phase would need to be reconfirmed once Vista Hills Public School has been in operation for a few years, and the residential development in the area has progressed further (between December 2018 and December 2020). Further public consultation would be required at that time. It is recommended that any commitment to a major capital project in the area, including an addition at Laurelwood Public School, be postponed until a final decision around Phase 2 is made.

The enrolment projections for Scenario 11 are shown in Table 8.

Figure 5: Scenario 11, Phase 1 Grade 7 to 8 Boundaries

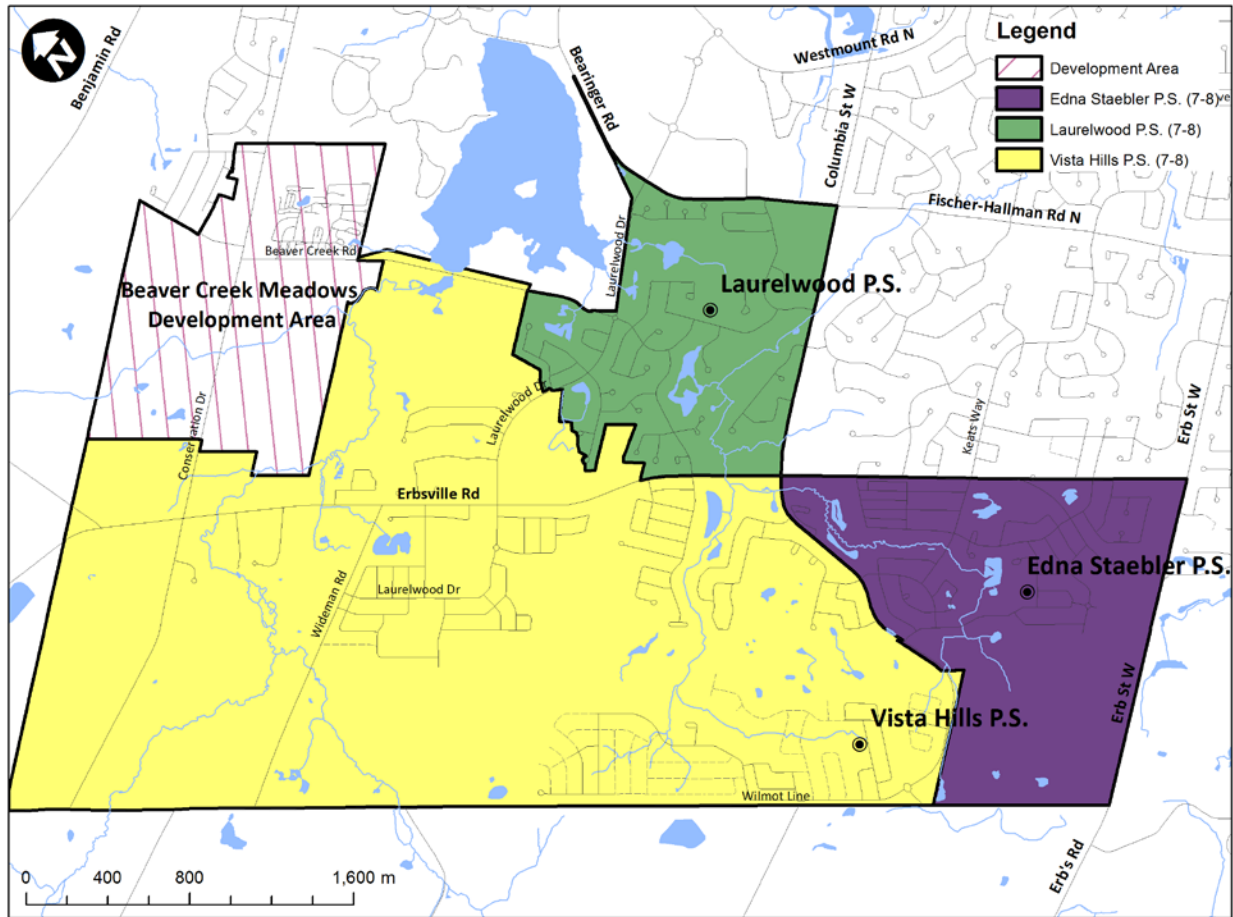


Figure 6: Scenario 11, Phase 2 Grade 7 to 8 Boundaries

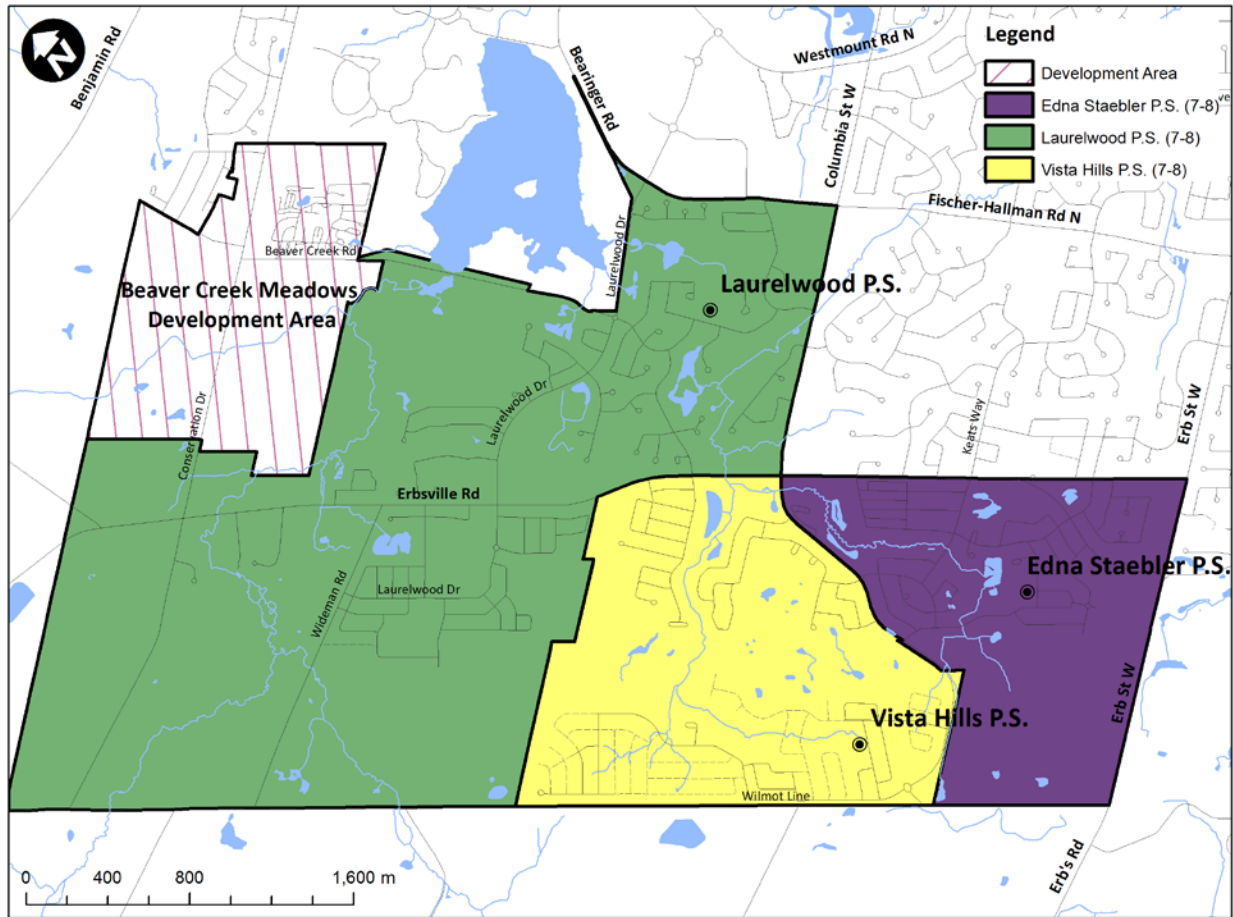


Table 8: Scenario 11 Enrolment Projections (Total Enrolment by Year)

School	Capacity	Grades	Phase 1		Phase 2		
			2016	2018	2020	2022	2024
Abraham Erb PS	473	JK-6	410	390	335	355	360
Edna Staebler PS	706	JK-8	765	710	690	665	655
Laurelwood PS	352	JK-8	625	620	645	670	660
Mary Johnston PS	433	JK-6	435	430	435	440	445
Vista Hills PS	647	JK-8	340	565	720	795	785
Total	2611		2575	2715	2845	2925	2905

Scenario 14

Scenario 14 is also a two phase approach. This scenario addresses the concerns expressed by Working Group members regarding students crossing Erbsville Road to attend Edna Staebler Public School.

Scenario 14, Phase 1:

- Vista Hills Public School JK-8 boundary includes the West Waterloo Development Area (temporarily assigned to Cedarbrae and Centennial Public Schools), and a portion of the Edna Staebler Public School boundary

- Abraham Erb Public School feeds Vista Hills Public School for Grades 7-8 instead of Laurelwood Public School
- Mary Johnston Public School boundary includes a portion of the Edna Staebler Public School boundary (the “Erbsville Triangle”)
- Centennial Public School boundary includes a portion of the Edna Staebler Public School boundary (the “Erbsville Triangle”)
- New Development Area boundary established (Beaver Creek Meadows District Plan Area – projection area B) where the school attendance area (temporary and/or long-term) will be determined at a future date

Figure 7 shows the Junior Kindergarten to Grade 6 boundaries for all of the schools under Scenario 14, Phase 1. Figure 8 shows the Grade 7 to 8 boundaries for Scenario 14, Phase 1.

Figure 7: Scenario 14 Junior Kindergarten to Grade 6 Boundaries

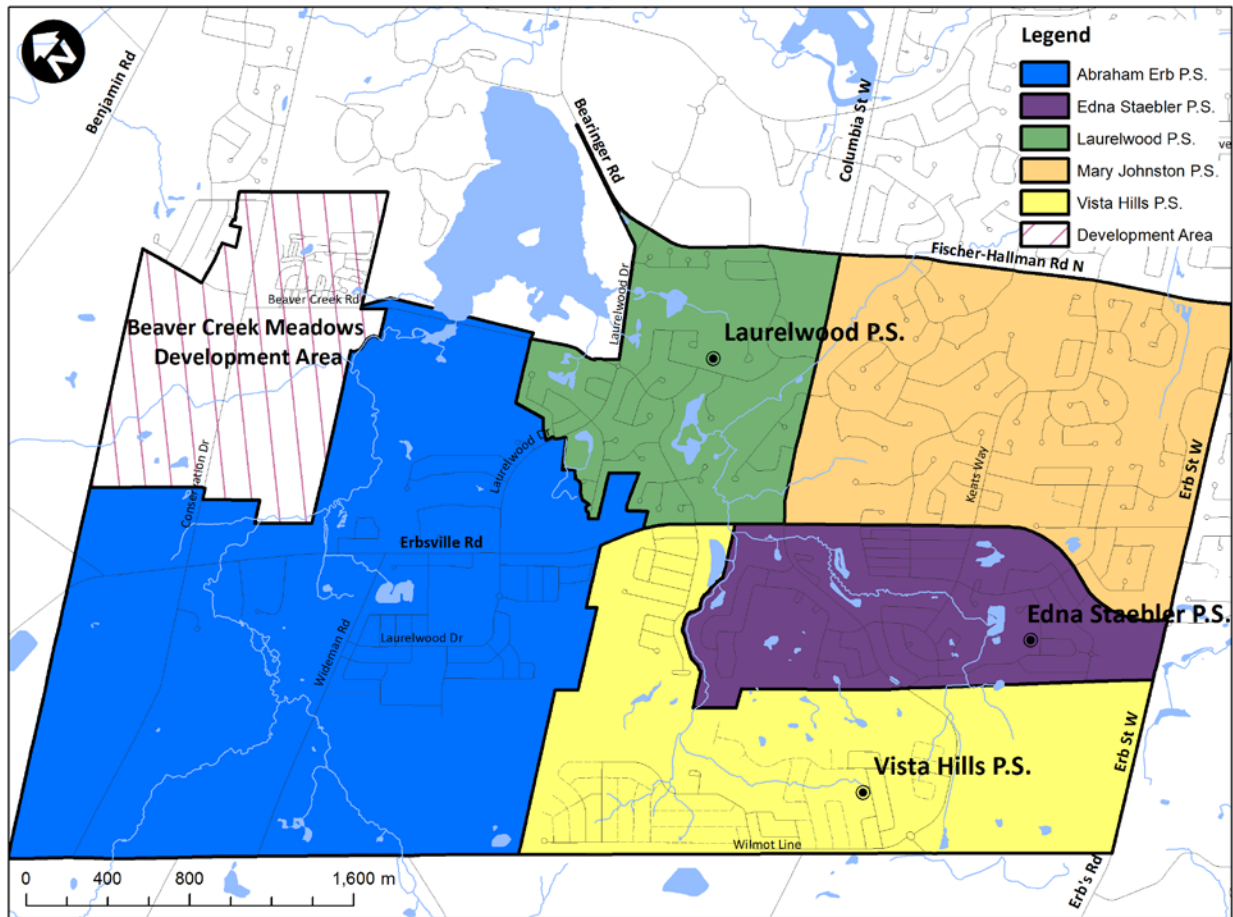
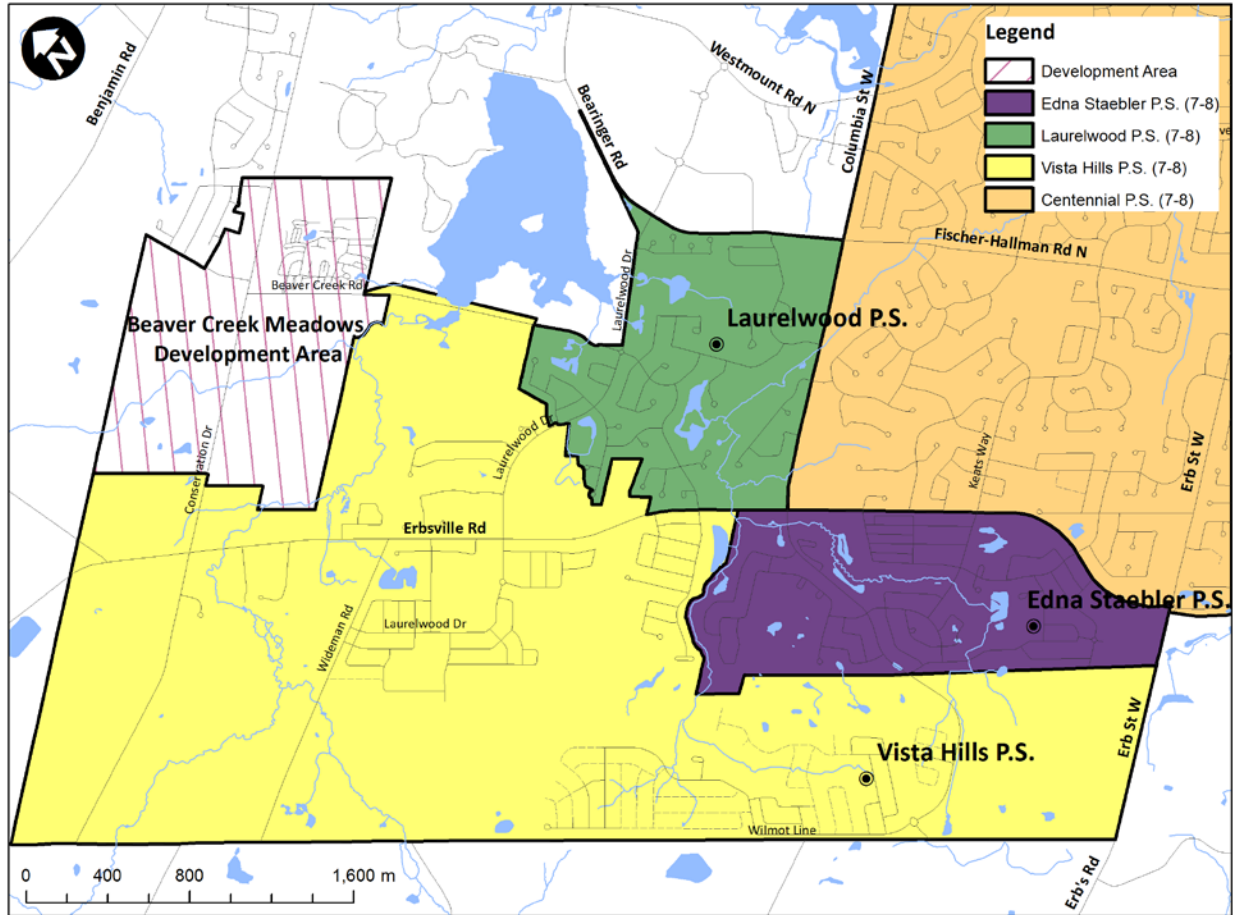


Figure 8: Scenario 14, Phase 1 Grade 7 to 8 Boundaries



Scenario 14, Phase 2

The second phase of Scenario 14 sees the Junior Kindergarten to Grade 6 boundaries remain the same as in Phase 1 (see Figure 7). The Grades 7 and 8 boundaries change for students in the Abraham Erb Public School JK-6 boundary (similar to Scenario 11, Phase 2). This area would move from Vista Hills Public School to Laurelwood Public School. This change can be seen in Figure 9.

Table 9: Scenario 14 Enrolment Projections (Total Enrolment by Year)

School	Capacity	Grades	Phase 1		Phase 2		
			2016	2018	2020	2022	2024
Abraham Erb PS	473	JK-6	410	390	355	355	360
Edna Staebler PS	706	JK-8	705	650	650	645	635
Laurelwood PS	352	JK-8	625	585	630	675	665
Mary Johnston PS	433	JK-6	540	525	510	505	505
Vista Hills PS	647	JK-8	280	535	665	725	730
Total	2611		2560	2685	2810	2905	2895

Achieving the Study Objectives

As Table 10 shows, Scenario 11 meets the majority of the study objectives, with a few exceptions.

Table 10: Scenario 11 versus the study objectives

Objective	Phase 1	Phase 2
To establish a boundary for the new Vista Hills Public School	✓	✓
To increase the number of classes instructed in permanent classrooms in a cost-effective way	✓	✓
To provide equitable learning opportunities for students and staff by moving towards the following criteria:		
A minimum of 2 classes per grade in JK-6 (built capacity between 350 and 525 students)	✓	✓
More than 2 classes per grade in Grades 7-8 (>100 students) to support program	✓	✓
JK-8 facilities with a built capacity between 500 and 700 students	✓	✓
Minimize the number of schools with enrolments over 700 students wherever possible	✓	✗
Minimize the transition of elementary students between schools where practical	✓	✓
To increase the number of students within a safe walking distance (e.g., signalized intersections to cross at, crossing guards present) to their assigned school (<1.6km)	✓	✓

As Table 11 shows, Scenario 14 also meets the majority of the study objectives with a few exceptions.

Table 11: Scenario 14 versus the study objectives

Objective	Phase 1	Phase 2
To establish a boundary for the new Vista Hills Public School	✓	✓
To increase the number of classes instructed in permanent classrooms in a cost-effective way	✗	✗
To provide equitable learning opportunities for students and staff by moving towards the following criteria:		
A minimum of 2 classes per grade in JK-6 (built capacity between 350 and 525 students)	✓	✓
More than 2 classes per grade in Grades 7-8 (>100 students) to support program	✓	✓
JK-8 facilities with a built capacity between 500 and 700 students	✓	✓
Minimize the number of schools with enrolments over 700 students wherever possible	✓	✓
Minimize the transition of elementary students between schools where practical	✓	✓
To increase the number of students within a safe walking distance (e.g., signalized intersections to cross at, crossing guards present) to their assigned school (<1.6km)	✗	✗

Boundary Recommendations

In order to achieve the overall goals and objectives established for the West Waterloo Boundary Study, it is recommended that the Waterloo Region District School Board adopt Scenario 11 as the boundary solution for the West Waterloo Boundary Study area.

The recommendations that coincide with Scenario 11 involve the following:

Recommendation #1: Establish a boundary for Vista Hills Public School

- That the Waterloo Region District School Board approve the boundary for Vista Hills Public School for Junior Kindergarten to Grade 8 students, as illustrated on Figure 10 and Figure 11 modifying the boundaries for Edna Staebler and Laurelwood Public Schools, and the West Waterloo Development Area, effective September 2016; and
- That Grade 8 students in the Vista Hills Public School boundary remain at their 2015/16 assigned school for the 2016/17 school year; and
- That transportation for those who qualify based on *Board Policy 4009: Student Transportation* and *Administrative Procedure 4260: Student Transportation* be extended to those Grade 8 students attending their 2015/16 assigned school for the 2016/17 school year; and
- That Learning Services and Planning staff determine the viability of offering French Immersion classes at Vista Hills Public School by no later than March 2016; and
- That students and their siblings within the Vista Hills Public School boundary, as illustrated on Figure 10, enrolled in French Immersion who must attend a school out of boundary because that grade level is not offered at Vista Hills Public School, have the option to stay at their school as of June 29, 2016 to remain enrolled in a French Immersion program; however, Student Transportation is governed by *Board Policy 4009: Student Transportation* and *Administrative Procedure 4260: Student Transportation* – if a student is not eligible for transportation under the

terms outlined therein, transportation to and from school will be the sole responsibility of the parent/guardian

Figure 10: Recommended Vista Hills Public School Junior Kindergarten to Grade 6 Boundary

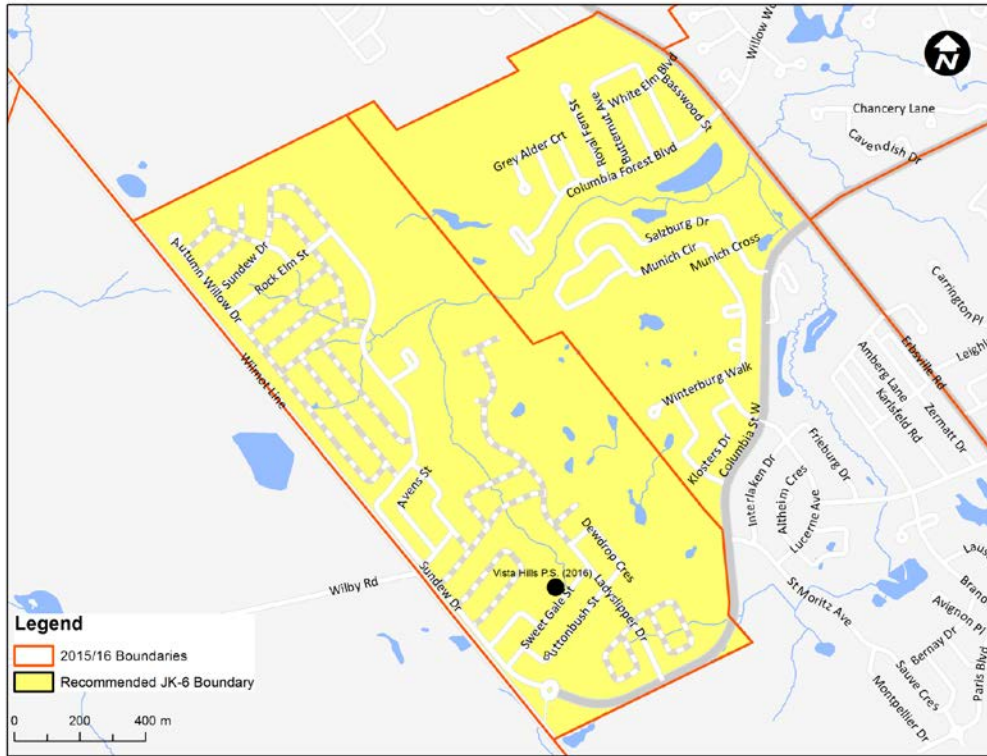


Figure 11: Recommended Vista Hills Public School Grade 7 to Grade 8 Boundary

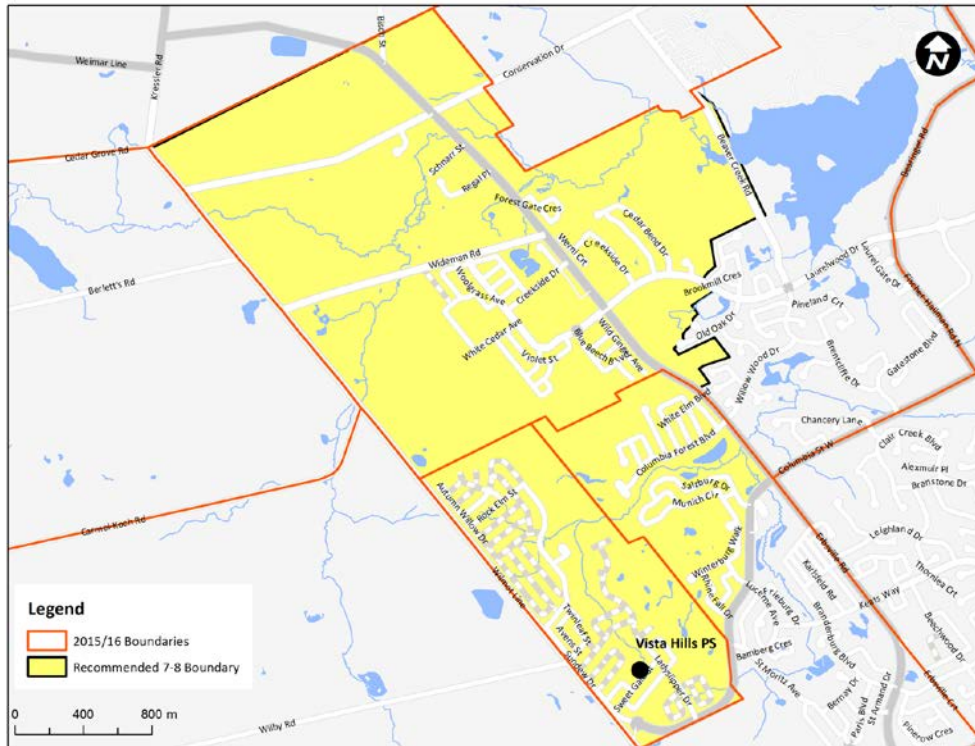
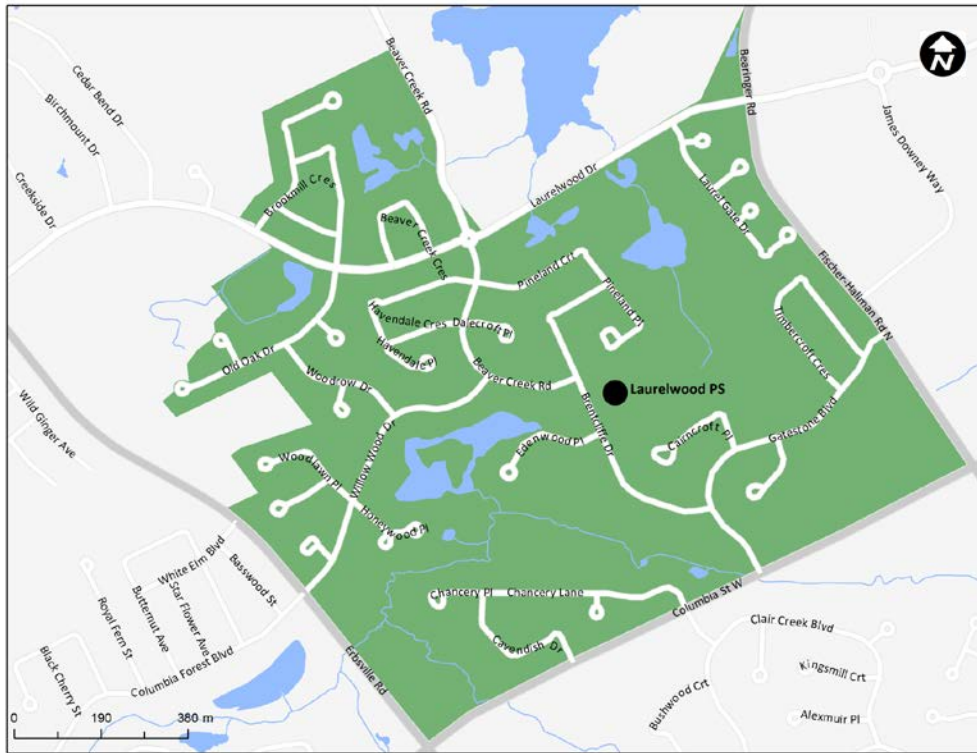


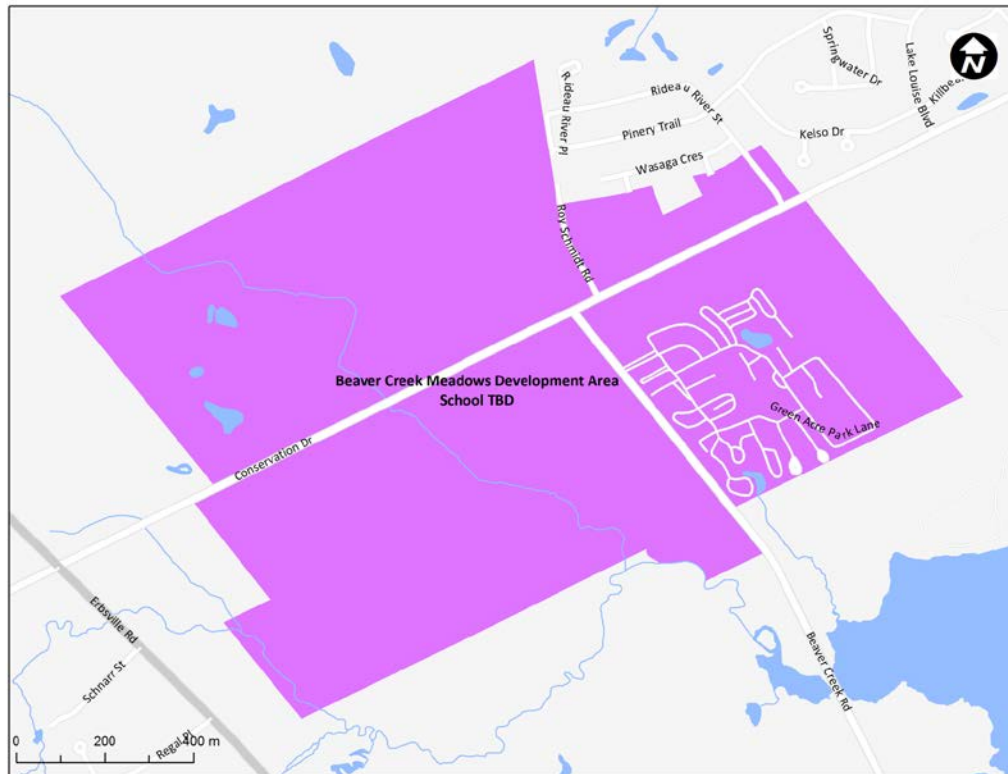
Figure 13: Recommended Laurelwood Public School Grade 7 to Grade 8 Boundary



Recommendation #4: Establish Beaver Creek Meadows Development Area

- That the Waterloo Region District School Board approve the boundary for the Beaver Creek Meadows Development Area, illustrated on Figure 14 of this report, effective immediately.

Figure 14: Recommended Beaver Creek Meadows Development Area



Conclusion

After consultation and careful deliberation, staff developed final recommendations that meet the majority of the study's objectives.

In all boundary scenarios there remains some concern over the enrolment projected at Vista Hills Public School in the first few years of operation. When the funding was approved for the construction of the school, it was assumed that development activity in the area would have progressed much faster than it has. A two phased approach that recognizes the available capacity at a new facility to alleviate the enrolment pressures at Edna Staebler and Laurelwood Public Schools over the short to medium-term was endorsed by the Working Group.

Due to the projected growth in this area of Waterloo into the next 10 years, it is anticipated that these boundaries will need to be continually monitored and likely will require additional modifications in the future. By establishing the Beaver Creek Meadows Development Area, there is greater flexibility in terms of where new development will be assigned, reducing the potential for further short-term boundary modifications.

**Report to Committee of the Whole
November 23, 2015**



**Waterloo Region
District School Board**

Inspired Learners – Tomorrow's Leaders

SUBJECT: Motion - Trustee C. Watson re Internet Content Filtering

ORIGINATOR: This report was prepared by Jayne Herring, Manager of Corporate Services, on behalf of Trustee C. Watson and in consultation with Coordinating Council.

PURPOSE/STRATEGIC PLAN:

The purpose of the report is to provide the wording of a motion that Trustee C. Watson intends to introduce at the November 23, 2015, Committee of the Whole Meeting.

This motion, if approved by the Board, would relate specifically to the Waterloo Region District School Board's strategic directions, particularly in the areas of engaging students, families, staff and communities, promoting forward-thinking and championing quality public education.

BACKGROUND:

At the Committee of the Whole Meeting of September 14, 2015, Trustee C. Watson presented a motion, supported by Trustees C. Harrington and N. Waddell, recommending an amendment to Board Policy 1012, and that staff explore Enterprise level firewall appliances and to provide a written report of the findings to trustees.

STATUS:

Members of the Agenda Development Committee determined the motion would be scheduled for consideration at the November 23, 2015, Committee of the Whole Meeting.

COMMUNICATIONS:

If the motion was approved, a communication plan would be developed for implementation.

FINANCIAL IMPLICATIONS:

Financial implications have not been identified at this time, but would need to be considered.

RECOMMENDATION:

It is recommended:

Whereas technology is an integral part of a student's educational experience; and

Whereas elementary and secondary students have intentionally or unintentionally accessed racist material and pornographic images online at Waterloo Region District Schools because there is no filtering at the school level; and

Whereas many parents are unaware of the changes that were made to internet access; and

Whereas many parents and community members are concerned about the risks associated with online use and are circulating a petition; and

Whereas it is difficult to monitor every ipad or computer in a classroom; and

Whereas Policy 2012 Access to Digital Resources and Technology, WRDSB Digital Code of Conduct, WRDSB Digital Citizenship and WRDSB Character framework are being violated,

Therefore, Be it Resolved:

That the Waterloo Region District School Board amend Board Policy 1012 - Faith and Religious Accommodations under Section 1.6 to include “Digital Resources and Technology”; and

That staff explore Enterprise level firewall appliances that are user friendly, and affordable that filter content at the internet gateway for each school; and

That a written report be presented to trustees by the end of November 2015.

 **Director of Education**