



Report to Committee of the Whole

November 18, 2019

Subject: Preferred Option and Recommendations of the Southwest Kitchener Secondary Boundary Study Working Group

Recommendation

That the Waterloo Region District School Board approve the preferred option of the Southwest Kitchener Secondary Boundary Study through the following five recommendations as a package (non-severable) effective September 1, 2020:

- 1. Assign the Glencairn Public School and Country Hills Public School 2019-2020 elementary boundary areas (Affected Area #1) to Cameron Heights Collegiate Institute (from Huron Heights Secondary School);*
- 2. Assign the Williamsburg Public School, W.T. Townshend Public School, and the Laurentian West portion of the Alpine Public School 2019-2020 elementary boundary areas (Affected Area #2) to Forest Heights Collegiate Institute (from Cameron Heights Collegiate Institute);*
- 3. Phase in implementation of the new boundaries starting September 2020 with Grade 9 students, and students in Grades 10 to 12 within Affected Areas #1 and #2 who do not qualify for the exception listed under recommendation 4;*
- 4. Allow an exception for Grade 9-11 students (i.e., Grade 10-12 students in the 2020-2021 school year) registered at Huron Heights Secondary School and Cameron Heights Collegiate Institute, whose address as of the date of ratification of this recommendation (November 25, 2019), falls within Affected Areas #1 and #2, to stay at the secondary school where they started, or are currently attending until they graduate. (This exception does not apply to students whose addresses change after the date of acceptance of this recommendation); and*
- 5. Provide transportation until June 30, 2023 to Huron Heights Secondary School and Cameron Heights Collegiate Institute, in accordance with Board Policy 4009, to students who qualify for the exception listed under recommendation 4.*

Status

This report seeks to obtain Board of Trustee approval on the preferred option and recommendations resulting from the secondary school boundary study undertaken for Southwest Kitchener between November 2018 and November 2019. This report

represents the conclusion of the Southwest Kitchener Secondary Boundary Study (SWKSBS).

The SWKSBS Final Report is attached as Appendix A. The Final Report provides a detailed background on the process that was undertaken over the last year, as well as the rationale behind the recommendations contained in this report.

Background

Information about the SWKSBS was last presented to the Committee of the Whole on November 19, 2018 in an update report that commenced the Working Group and consultation phase of the study. That report is included in its entirety in Appendix B.

Prior to that, trustees were presented with the Annual Accommodation Planning Report 2018-2019, and approved a motion to undertake the Southwest Kitchener Secondary Boundary Study at a May 14, 2018 Committee of the Whole Meeting.

Information about ongoing enrolment pressure at Huron Heights Secondary School was also detailed in Development Area Holding School reports presented to the Committee of the Whole on December 11, 2017 for the Mattamy Wildflowers DA and October 14, 2018 for the Doon South DA.

An interim solution was recommended for Huron Heights Secondary School in the Long-Term Accommodation Plan (March, 2018), where a noticeable enrolment imbalance was projected for Review Area S02: Kitchener Southwest.

Planning staff have long identified the need for one or two additional secondary schools in Kitchener. A new secondary school has yet to receive Ministry of Education (Ministry) funding and was not included in the 2019 Capital Priorities grant submissions due to the lack of an available site to construct the school, making the project undeliverable within five years. The requirements for business cases indicated projects must be ready to open by the 2023-2024 school year.

Planning staff continue to work with the City of Kitchener to identify a preferred site for the next secondary school. Once a site has been secured and a timeline can be established, capital funding will be pursued through Ministry funding opportunities. It could be ten years before a new secondary school is constructed in Kitchener.

Financial implications

It would appear no additional transportation costs are associated with implementing these recommendations given the net increase of students/areas within walking distance of their assigned school. There may be minor transportation cost implications for the first three years of the phase in due to the student exceptions and overlapping bus routes. This cannot be fully quantified at this time as it is dependent on number of students and their eligibility. Student Transportation Services of Waterloo Region will identify opportunities to be efficient with school bus runs and routing.

There may also be cost-savings in temporary accommodation by reducing the enrolment growth at Huron Heights Secondary School. By diverting the enrolment to Forest Heights Collegiate Institute and Cameron Heights Collegiate Institute, a greater number of classes can be accommodated within interior classrooms.

Communications

This report has been shared electronically with the three study area schools and their feeder schools. Throughout the boundary study, social media and websites were used to communicate updates such as completed working group minutes and notifications about the public meeting dates. Several opportunities to provide feedback were made available throughout the study including;

- boundaryfeedback@wrdsb.ca email address
- Providing feedback through Working Group members
- Hard copy feedback forms and interactive post it note display boards at public consultation meetings
- An electronic survey

The Planning Department maintained a [boundary study webpage](#) dedicated to sharing the agendas and minutes of the Boundary Study Working Group as well as information about the public consultation meetings and finally, the preferred option and recommendations.

If a boundary change is approved, letters will be sent home to families in the affected areas notifying them of the new boundaries and implementation plan. Additionally, Planning will collaborate with Communications to ensure web posts and School Day notifications are distributed.

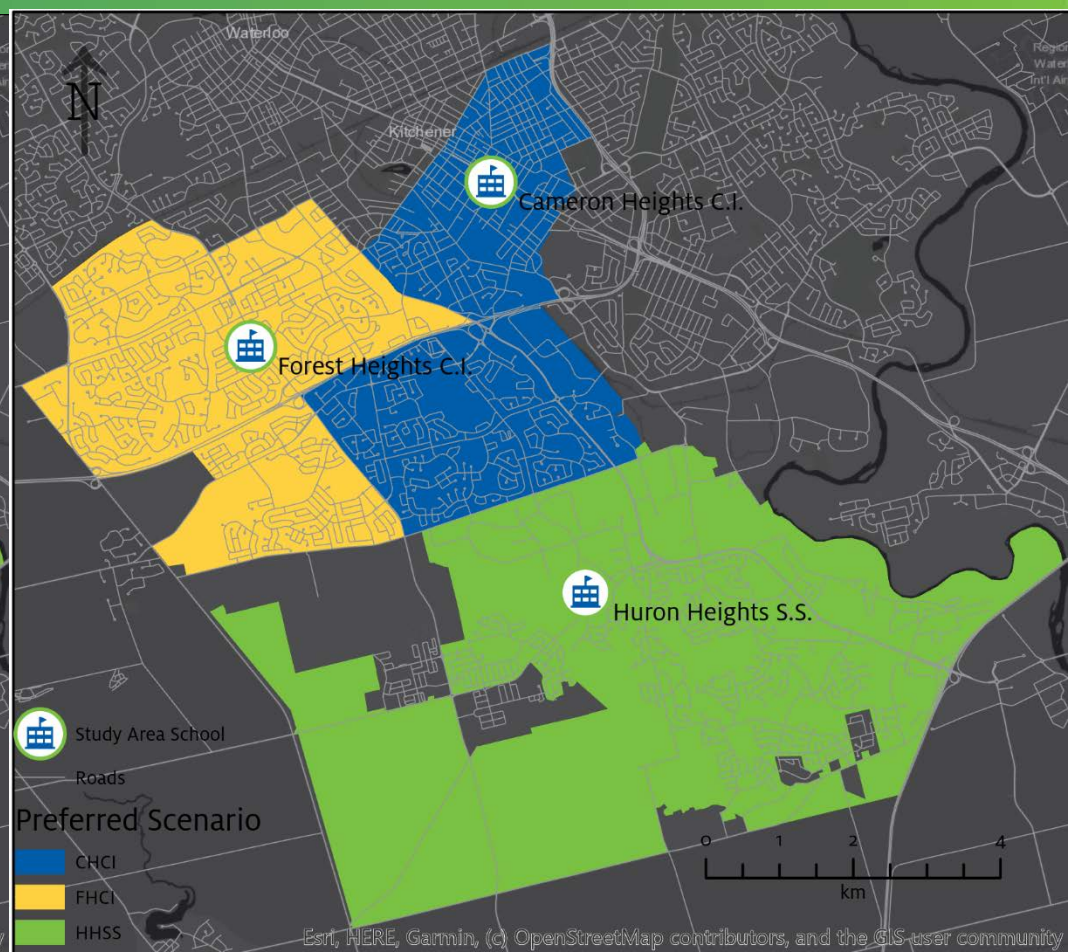
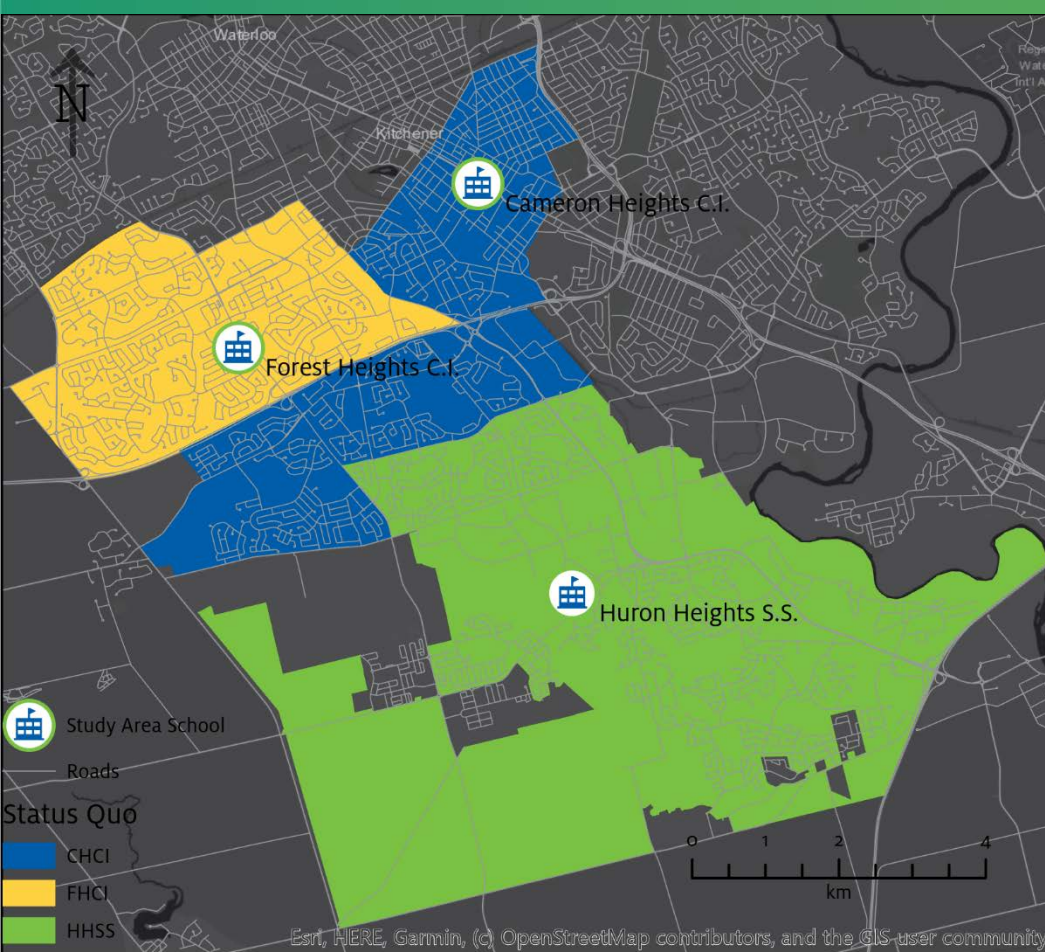
A Transition Committee has been established to identify opportunities to ensure a smooth transition for students in anticipation of the affected by the proposed changes for September 2020.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services
 & Treasurer of the Board
 Lauren Agar, Manager of Planning
 Nathan Hercanuck, Senior Planner
 Sarah Galliher, Senior Planner
 in consultation with Coordinating Council



SOUTHWEST KITCHENER SECONDARY BOUNDARY STUDY – FINAL REPORT

NOVEMBER 18, 2019



EXECUTIVE SUMMARY

This report summarizes the activity of the Southwest Kitchener Secondary Boundary Study (SWKSBS) Working Group in their process of identifying recommended boundary changes for the secondary schools included within the Study Area.

Those schools are:

- Cameron Heights Collegiate Institute (CHCI) - 301 Charles Street, Kitchener
- Forest Heights Collegiate Institute (FHCI) - 255 Fischer Hallman Road, Kitchener
- Huron Heights Secondary School (HHSS) - 1825 Strasburg Road, Kitchener

Over the course of the year-long study, including 9 Working Group meetings and two public information meetings, the Working Group has identified a Preferred Scenario and associated recommendations to be implemented in September 2020 if approved.

The final decision on these recommendations will be made by the elected Board of Trustees. The **Preferred Scenario** recommends a phased implementation of the following boundary changes starting with Grade 9 in September 2020:

- Assign Glencairn PS and Country Hills PS elementary boundary areas to CHCI (from HHSS);
- Assign Williamsburg PS, WT Townshend PS, and the Laurentian West portion of Alpine PS elementary boundary areas to FHCI (from CHCI);
- Phase implementation so that existing Grade 9-11 students (2020-2021 Grade 10-12 students) remain at their current school with transportation until the end of Grade 12.

Further, a 'to-be-determined' status will be given to unregistered plans of subdivision in the Doon South and Huron South Development Areas. Future holding school assignments will be handled outside of the boundary study.

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INTRODUCTION



The purpose of this report is to provide to the Waterloo Region District School Board's (WRDSB) trustees the information and rationale for the final recommendations resulting from the Southwest Kitchener Secondary Boundary Study (SWKSBS).

BACKGROUND

Trustees approved undertaking this boundary study on May 14, 2018 (Accommodation Planning 2018-2019 report) to address ongoing accommodation pressure at Huron Heights Secondary School (HHSS).

The Initial Boundary Study Report (Initial Report) was presented to the Committee of the Whole on November 19, 2018. The Initial Report provided detailed enrolment projections for the Study Area schools under the Status Quo (no change) scenario as well as two proposed alternatives (the complete set of scenarios developed by the Working Group appears in a later section of this report and the complete Initial Report is available as Appendix B).

In addition to the boundary study, staff have been collaborating to continue to address the enrolment pressure at HHSS. The following items have been completed outside of the boundary study:

- placing additional portable classrooms on site in 2018 and in 2019;
- adding a second lunch period to add flexibility to specialty room scheduling (especially Science labs and Physical Education spaces); and
- directing the Doon South Development Area to Forest Heights Collegiate Institute.

After the commencement of the study in November 2018, a Working Group was established and subsequently met nine times. More information about the Working Group membership, process, timelines and next steps follows in later sections of this report.

New Kitchener Secondary School Status

Planning staff have long identified the need for one or two additional secondary schools in Kitchener. A new secondary school has yet to receive Ministry of Education (Ministry) funding and was not included in the WRDSB's 2019 Capital Priorities grant submissions due to the lack of an available site to construct the school, making the project undeliverable within five years. The requirements for business cases indicated projects must be ready to open by the 2023-2024 school year.

Planning staff continue to work with the City of Kitchener (City) to identify a preferred site for the next secondary school. Once a site has been secured and a timeline can be established, capital funding will be pursued through Ministry funding opportunities. It could be ten years before a new secondary school is constructed in Kitchener.

More information about the WRDSB's vacant Fischer-Hallman site and secondary school accommodation processes that were undertaken historically is available in the Initial Report (Appendix B).

STUDY AREA

STUDY AREA – SOUTHWEST KITCHENER SECONDARY BOUNDARY STUDY

The Southwest Kitchener Secondary Boundary Study Area (SWKSBS) is comprised of the boundaries of Huron Heights Secondary School (HHSS), Forest Heights Collegiate Institute (FHCI) and Cameron Heights Collegiate Institute (CHCI). The Study Area shown on Figure 1 includes Development Areas (DAs) currently assigned to FHCI.

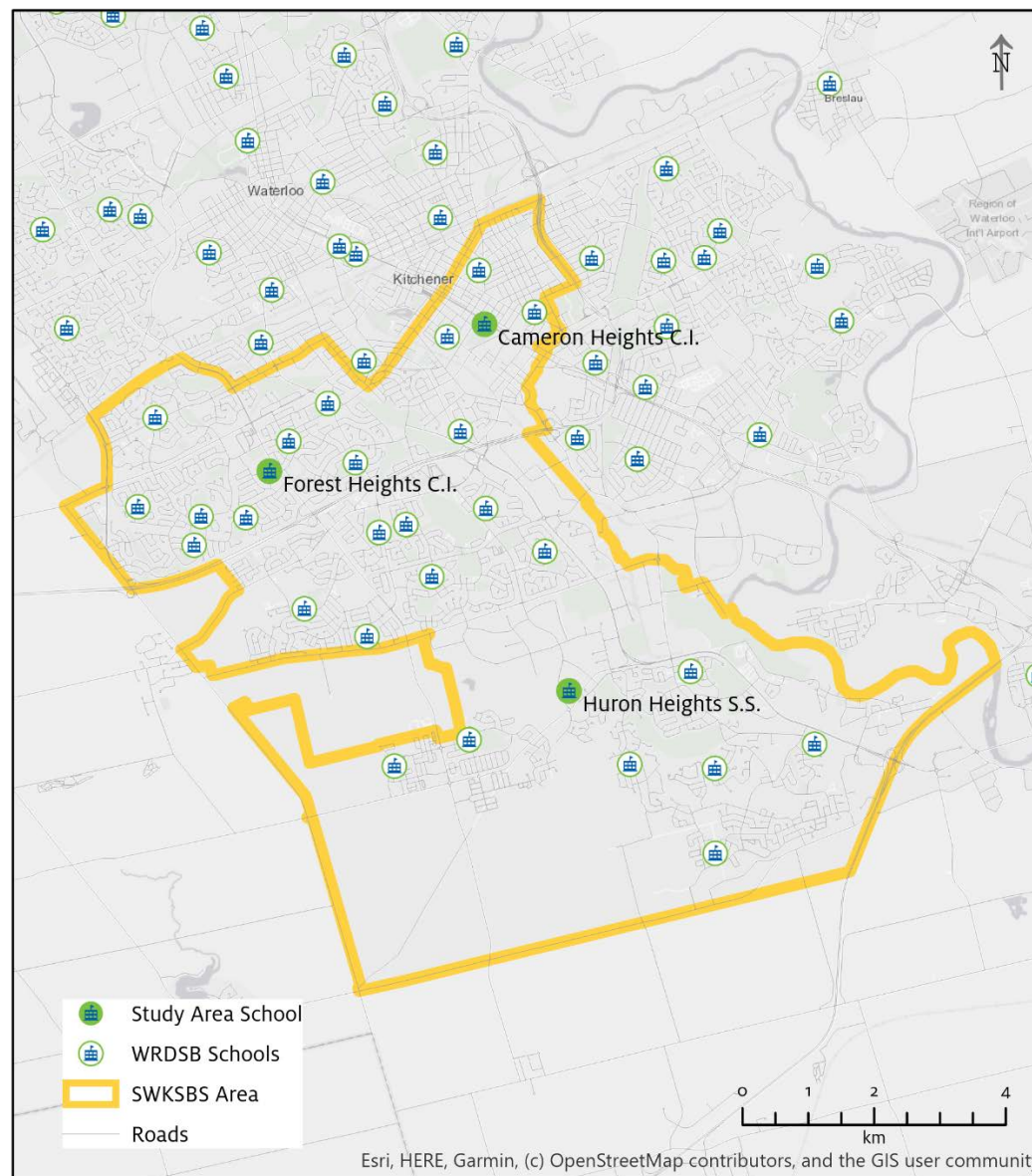
Within the Study Area there are six feeder schools:

- Doon Public School;
- Groh Public School;
- Janet Metcalfe Public School;
- Laurentian Public School;
- Queensmount Public School; and
- Westheights Public School

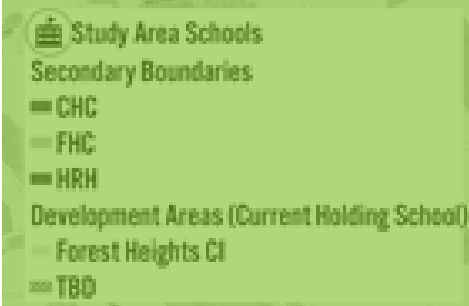
With respect to magnet program offerings, FHCI offers Extended French programming and CHCI delivers the International Baccalaureate (IB) program.

The Study Area covers a wide swath of the City which includes a mix of older established neighbourhoods and new residential developments - many are part of DAs which have been excised out of the HHSS boundary.

FIGURE 1: STUDY AREA MAP



EXISTING CONDITIONS



THE STATUS QUO

The Status Quo scenario shows enrolment projections for the three Study Area schools with the current boundaries (see Figure 2). This is the no change option, showing existing conditions. The Status Quo projections shown in Table 1 indicates the projected over-utilization of HHSS. HHSS would require nearly 7 additional portable classrooms (for a total of 19) to accommodate a projected enrolment of 1814 pupils in 2020. This site has not yet accommodated this volume of portables, and placement of the portables would be subject to the City's site plan approval process. Furthermore, portable classrooms do not add to the school's complement of specialized classrooms (such as Science labs), nor do they alleviate hallway and cafeteria crowding currently being experienced at the school.

Status Quo Implications

As previously noted, the Status Quo enrolment has prompted the need to address the over-utilization of HHSS. To date, interim solutions include adding a sixth period (double lunch), reassigning the Mattamy Wildflowers, Huron South and Doon South DAs to FHCI and adding additional portable classrooms for a new total of 18 portables in 2019.

HHSS specialty classrooms, including the Science labs, are fully utilized with the current Average Daily Enrolment (ADE) of 1522 pupils. Any increase in enrolment will impact student access to specialized teaching spaces. At a minimum, student access to the Science labs will be negatively impacted as enrolment increases. Additionally, common areas like the cafeteria and hallways are also experiencing over-utilization. One measure of space availability at a school is Gross Floor Area (GFA) per pupil place. Using this metric, HHSS is the smallest facility of all the Study Area schools.

FIGURE 2: STATUS QUO BOUNDARY MAP

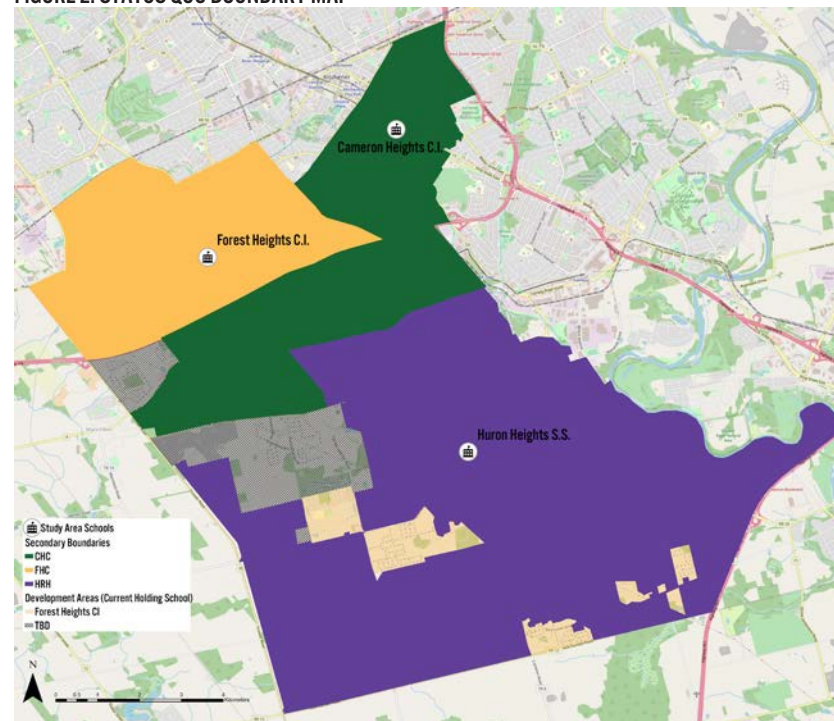


TABLE 1: STATUS QUO (NO CHANGE) ENROLMENT PROJECTIONS

SCHOOL	2018 ON-THE-GROUND CAPACITY	PROJECTED ENROLMENT (AVERAGE DAILY ENROLMENT)*					
		2018	2020	2022	2024	2026	2028
CHCI	1596	1778	1760	1735	1756	1707	1672
FHCI	1272	1046	1115	1221	1348	1362	1355
HHSS	1224	1522	1814	1909	1957	2002	2023
Total	4092	4346	4689	4865	5061	5071	5050

* Projections based on October 31, 2017 actuals

Facility and Site Constraints

Forest Heights Collegiate Institute

FHCI was constructed in 1964 on an almost 33 acre site, making it the largest site in the Study Area. The WRDSB owns 25 acres and the City owns 9 acres which house Fischer Park, a library and pool.

In the past, 10 temporary classes were on the site (for example, in 2009, FHCI housed a 6-classroom portapak, as well as 4 portable classrooms for a total of 10 temporary classrooms. The portapak was demolished in 2015). This site can likely accommodate an even greater number of portables thanks in part to the site size and topography. The addition of 10 portables increases the capacity of the school by 210 pupil places (under the current class loading parameters).

Cameron Heights Collegiate Institute

CHCI was constructed in 1969 on a 24 acre parcel, 16.5 acres of which belongs to the City of Kitchener's Kaufman Park. This facility houses the only WRDSB-owned swimming pool. The majority of the parking and outdoor facilities are City-owned. As a result, there is a limited ability to place portable classrooms on the site.

Huron Heights Secondary School

HHSS was constructed in 2006 on a parcel just under 20 acres in size. This site does not benefit from a shared City park property the way the other Study Area schools do. The site is also restricted by wetland environmental area to the north. Portable classrooms are already consuming the available area including a section of the property which had been identified for a future addition. At this time there is no capital available to construct an addition at HHSS and it would likely not become a capital priority until there is a clear direction on the proposed new secondary school in Kitchener.

 WELCOME TROJANS

CONSULTATION



WRDSB.CA



AG

STAFF WORKING GROUP (SENIOR TEAM)

Work to address enrolment imbalances and planning for future secondary schools has been underway for many years. Back in 2016, the Senior Strategy Team appointed members to the Secondary Boundary Staff Working Group. The mandate of the group was to address the recommendations put forward in the report, Secondary Boundaries Updated Review, prepared by Watson & Associates Economists Ltd. in March 2015, with an initial focus on the following:

- Proposed new South-West Kitchener Secondary School boundary;
- Programming and boundaries for downtown core schools (CHCI, Eastwood Collegiate Institute, Kitchener-Waterloo Collegiate Institute); and
- Revisions to policies and procedures relating to grade configurations and programming at secondary schools.

This staff-level Working Group was tasked with collaborating with stakeholder groups including but not limited to:

- Secondary School Principals Association (SSPA);
- Secondary School Vice-Principals Association (SSVPA);
- Waterloo Region Elementary Administrators (WREA); and
- Secondary Bargaining Unit Advisory Committees (BUAC).

This Secondary Boundary Staff Working Group (Senior Team) membership included:

1. Co-ordinating Superintendent, Business Services – Chair (1)
2. Co-ordinating Superintendent, Student Achievement and Well-Being (2)
3. Superintendent, Student Achievement and Well-Being (5)
 - a. Ron DeBoer
 - b. Bill Lemon
 - c. Scott Miller
 - d. Peter Rubenschuh
 - e. Graham Shantz
4. Controller, Facility Services (1)
5. Controller, Financial Services (1)
6. Manager, Planning (1)
7. Manager, Business Services (1)
8. Other departmental staff as required

The Staff Working Group has met on a regular basis since 2016 and was consulted throughout the SWKSBS process. The Staff Working Group was instrumental in developing the two scenarios presented in the Initial Report, and in providing insights into the pros and cons of the additional scenarios developed by the Boundary Study Working Group. The Staff Working Group is supportive of the Boundary Study Working Group's Preferred Scenario presented in this report.

BOUNDARY STUDY WORKING GROUP (PARENT AND STUDENT REPRESENTATIVES)

Boundary studies rely on the dedicated input of the staff, students, parents, and caregivers who form the Boundary Study Working Group (Working Group). This group met to review and discuss scenarios nine times over the course of the study.

The Working Group planned for public consultation and developed scenarios for consideration. They received and reflected on feedback about the study and the scenarios. Scenarios have been laid out in detail in a later section of this report.

Student and parent/caregiver representatives on the Working Group often acted as a conduit between the WRDSB staff and school communities, receiving and sharing feedback about the scenarios and their implications.

Working Group Composition

The Working Group meetings were chaired and facilitated by staff in the Planning Department (Sarah Galliher, Nathan Hercanuck, Emily Bumbaco, Carrie Hamilton, and Lauren Agar). It was made up of staff, parent/caregiver, and student representatives from the three Study Area schools as depicted in Table 2 below.

TABLE 2: WORKING GROUP REPRESENTATION

ROLE	CAMERON HEIGHTS CI	FOREST HEIGHTS CI	HURON HEIGHTS SS*
Superintendent	Ron DeBoer	Bill Lemon	Graham Shantz
Principal	Ray Teed	Tina Rowe	Jeff Klinck
Parent/Caregiver Representative	Judith Coutts	Hadbaa Al Ghazy	Amanda Young
Parent/Caregiver Representative	(Vacant)	(Vacant)	Amberlee O'Connor
Parent/Caregiver Representative	(Vacant)	(Vacant)	Debra Zanon-Barclay
Parent/Caregiver Representative	N/A	N/A	Nicole Huskins
Parent/Caregiver Representative	N/A	N/A	Melanie Bender
Student Representative	(Vacant)	Liya Ghannaiaman	Shaelie Mendes
Student Representative	(Vacant)	(Vacant)	TJay Jandles
Student Representative	N/A	N/A	Livia Krajcar

**The Working Group initially sought 3 parent and 2 student representatives from each of the secondary schools in the Study Area. Where a greater number is shown, members alternated meetings ensuring 3 parents or 2 students were present at any given meeting.*

WORKING GROUP MEETINGS

The Working Group met a total of nine times between November 2018 and October 2019. Additionally two public consultation meetings were held.

The Working Group began by learning about the boundary study process and reviewing the two options contained in the Initial Report (November 19, 2018). In later meetings, the Working Group developed new options for consideration as well as received and reviewed feedback from the public on those options.

Meetings took place on:

1. November 27, 2018 at FHCI
2. December 11, 2018 at HHSS
3. January 8, 2019 at FHCI
4. January 22, 2019 at HHSS
5. February 19, 2019 at CHCI
6. March 19, 2019 at FHCI
7. April 2, 2019 at FHCI
8. August 27, 2019 at HHSS
9. October 1, 2019 at HHSS

The period between April and August was identified as a 'pause' in the study. This was the result of the Ministry announcing changes to secondary school delivery that were anticipated to have an impact on school utilization in the Study Area, namely changes to class sizes and the implementation of mandated e-learning courses.

As more information became available it was determined that any changes for 2020-2021 (proposed year of study implementation) would not have a significant impact on the imbalance of utilizations within the Study Area and that HHSS would continue to face pressures that required an alternate solution. As a result, the Boundary Study Working Group reconvened in August 2019 to finalize the study and select a preferred option and recommendations.

PUBLIC CONSULTATION MEETINGS

Public consultation meetings took place on February 7, 2019 at HHSS, and September 18, 2019 at FHCI.

The first meeting in February 2019 was to introduce the community to the boundary study process, explain how to provide feedback and also to solicit feedback directly through [interactive display boards](#). At this meeting only Scenario options 1 through 4 were shared; however, additional scenarios were described in the Working Group #4 meeting minutes online.

The meeting was well attended with upwards of 50 attendees who listened to a staff presentation and then engaged with staff at the display boards. The post-it note responses indicated that Scenario 2 was the most favoured and Scenario 3 was the most opposed (see summary in Table 3 – also available as part of the Working Group [meeting six slide deck](#)).

TABLE 3: SUMMARY THEMES OF PUBLIC CONSULTATION MEETING #1 POST-IT NOTES

IN FAVOUR	WALKABILITY/ TRANSPORTATION	SPLIT FEED	NEIGHBOURHOOD	PROGRAM	PROXIMITY	TOTAL IN FAVOUR
Scenario 1	2	0	0	0	1	3
Scenario 2	13	5	0	3	3	24
Scenario 3	1	1	0	0	1	3
Scenario 4	2	0	2	1	1	6
Total	18	6	2	4	6	36
OPPOSED	WALKABILITY/ TRANSPORTATION	SPLIT FEED	NEIGHBOURHOOD	PROGRAM	PROXIMITY	TOTAL OPPOSED
Scenario 1	2	1	3	0	1	7
Scenario 2	11	0	2	0	0	13
Scenario 3	14	7	0	1	0	22
Scenario 4	4	0	0	0	0	4
Total	31	8	5	1	1	46
TOTAL COMMENTS	49	14	7	5	7	82

Note: Grandparenting comments not included because general comments not in favour or opposed

The second public consultation meeting was also well attended. It was held after the Preferred Scenario had been identified. The meeting was an open house format and provided an opportunity for attendees to review the display boards and have their questions answered by staff directly. Feedback was collected directly from attendees by:

- Offering comments to staff in conversation;
- Providing responses on sticky notes; and
- Completing comment sheets.

Feedback about the meeting format was generally positive. Anecdotally, the in person conversations with staff seemed to yield feedback about the Preferred Scenario that was consistent with what had been heard throughout the study. There was an understanding that a boundary change is needed and that it will be uncomfortable for affected families.

After the meeting, feedback continued to be received through the boundaryfeedback@wrdsb.ca email address and through a survey developed in partnership with the Research Department.

Figure 3 shows prevalent themes in the feedback received.

SCENARIO DEVELOPMENT DISCUSSION

- not wanting to flip the problem to FHCI
- should reducing Grade 7/8 split feeds even be an objective or is it more important to ensure that JK-6 boundaries are not split (e.g. Brigadoon's impact in proposed Scenario 3)?
- should eliminating double lunches be a consideration of scenarios? Does eliminating the double lunch at HHSS require adding it at FHCI?

*Excerpt from Working Group
Meeting #4 Minutes, Review of
Scenarios 1 through 4*

FIGURE 3: PREVALENT THEMES IN PUBLIC CONSULTATION MEETING #2 FEEDBACK

Transition concerns (moving students in their active secondary career)	Distance concerns (attending school too far to walk home or participate in co-curriculars)	Losing transportation concerns (fears about pedestrian safety)	Losing walkability concerns
Creating a split feed or not eliminating a split feed from Grade 8	Concerns about school reputation and/or location	Concerns for the future of Development Area holding school assignment	Concerns about the exclusion of Cambridge Secondary Schools from the Study Area
Concerns about creating visually displeasing and non-contiguous boundaries	Concerns about siblings attending multiple schools	Desire for grandparenting to be provided	Concern that there isn't a significant enough reduction at HHSS
Concerns about program access, program reputations	Peer relationships/ student well-being	Concern that there is no capital solution available yet (new school/addition)	Concern that the solution won't be long term and that students may face additional transitions

Survey Responses on the Preferred Scenario

The online survey was made available for two weeks following the public consultation meeting. Of the 472 responses that were received the following can be summarized:

- 274 respondents, or 58%, were either in favour of or very much in favour of the preferred option;
- 82 respondents, or 17%, were neither in favour or opposed to the preferred option; and
- 116 respondents, or 25%, were either against or very much against the preferred option.

Figure 4 provides a visual representation of this information, and Figure 5 shows the geographical distribution of the respondents.

FIGURE 4: PREFERRED OPTION SURVEY RESPONSES

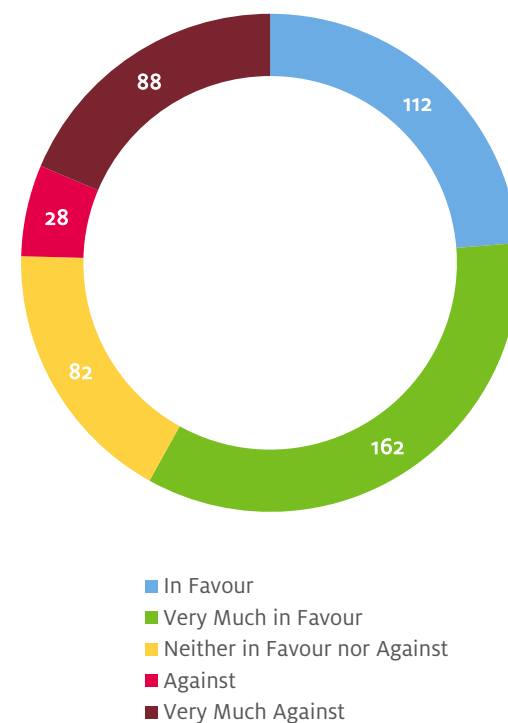
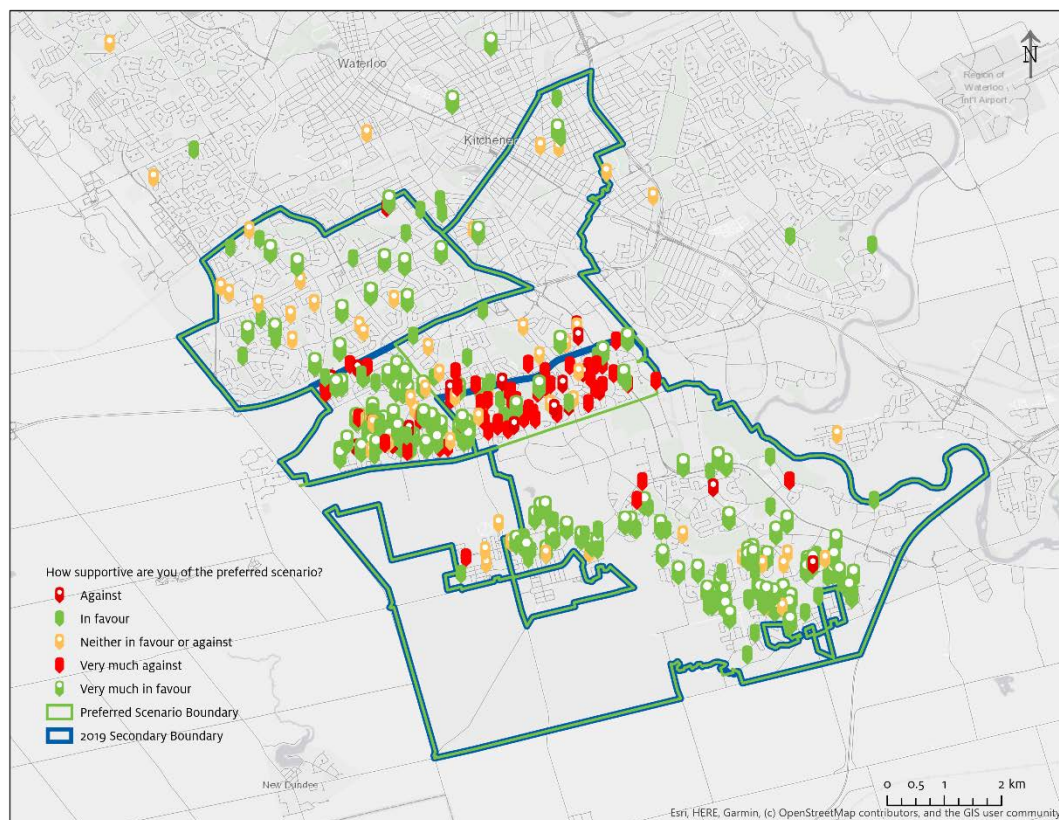


FIGURE 5: PREFERRED OPTION SURVEY RESPONSES BY RESPONDENT LOCATION



Survey respondents were given an opportunity to complete open text responses to three questions. A sample of responses has been provided here to demonstrate the types of responses that were received.

To refine this input, it has been grouped by secondary school and their feeder schools. It is acknowledged that these comments may not reflect the opinions of the school communities as a whole.

Question 1: Based on what you understand of the preferred scenario, what do you see as the greatest benefit?

Huron Heights SS and Feeder Schools

- "1) This will more evenly distribute student population while relieving pressure on current Huron Heights enrolment.*
- 2) Boundaries are more in line to where student population is attending the school to which they are closest.*
- 3) This scenario seems to affect least number of students, while keeping feeder schools together (with exception of Alpine?).*
- 4) Grandparenting scenario is good."*

Forest Heights CI and Feeder Schools

"Reduced busing costs. Ease of access to FHCI including boosting FHCI enrollment. Streamlined enrollment for feeder schools.

Cameron Heights CI and Feeder Schools

"This alternative will allow for students from our area to not be bussed the furthest distance to attend Cameron Heights. It seems to balance the schools better and more evenly distribute the students."

Question 2: Based on what you understand of the preferred scenario, what do you see as the greatest challenge?

Huron Heights SS and Feeder Schools

"Huron Heights will still be overpopulated. The continued residential development of the southern purple region will only exacerbate this until a new high school is built."

Forest Heights CI and Feeder Schools

"I believe there will be much resistance to switch home school from Cameron to Forest Heights because there are not programs / courses being offered and hence schedules become more difficult. If the numbers of students are not there then it puts everyone at a disadvantage."

Cameron Heights CI and Feeder Schools

"The greatest challenge would be students within the Activa neighbourhood not being eligible for transportation, and cause more pedestrian traffic in and around the Ottawa/ Fischer Hallman intersection and the McGarry/Fischer Hallman intersection."

"Some parents may not want their children going to Cameron as it's viewed as a rougher inner-city school. Some education around the achievements of this highschool may help with perceptions."

Question 3: Do you have any other suggestions for improvement or any other comments regarding the Southwest Kitchener Secondary Boundary Study?

Huron Heights SS and Feeder Schools

"Priority should always be given to students that are within the WRDSB guidelines for "walking distance" for those students to go to the school that is within walking distance. This would save a lot on transportation costs.

While this change will not affect us as we will be able to finish out school in the current zone and don't have any younger children, I still care a lot about this community. It was a huge disappointment to hear that the long promised new secondary school has been pushed to the back burner. The amount of new housing that attracts young families in this area will support a new high school in the Doon South / Deer ridge end of town. People that live with a Kitchener civic address don't want or expect their children to attend a Cambridge highschool."

Forest Heights CI and Feeder Schools

"While I am in favour of the preferred solution, there needs to be a higher priority placed on building a new secondary school in the Southwest end of Kitchener. New subdivisions at Huron/Fischer-Hallman, Bleams/Fischer-Hallman, and Ottawa/Trussler are being built NOW, with no plans for these students!!! The board is going to be in the same position in 1-2 years time with Huron Heights and Forest Heights being over capacity.

Busing students well out of district is not the solution. It does not meet the City or Regions goals of walking, biking, public transit instead of vehicles. Bus companies are struggling to hire and keep drivers. With 2 kids now on school buses, I've witnessed countless delays, resorting to driving them in order to have the least impact on their education. Not all parents are in this position. Kids need to be able to walk to schools! The board needs to do a better job of planning."

Cameron Heights CI and Feeder Schools

"Probably expensive to implement, but a pedestrian walkway connecting the two sides of the highway so students and the community are not forced to contend with traffic. This would also help for cyclists in the area as well since crossing the highway is also a bit difficult for them."

All agendas, minutes and presentations from the Working Group meetings and public consultation meetings were made available online and can be accessed by visiting <https://www.wrdsb.ca/planning/southwest-kitchener-secondary-boundary-study/>

A photograph of four young women sitting on the floor in a locker room, looking at a book together. The image is overlaid with a green tint. The text 'SCENARIOS & RECOMMENDATIONS' is written in large, white, bold, sans-serif capital letters across the center of the image.

SCENARIOS & RECOMMENDATIONS

Boundary scenarios are developed and reviewed to find a solution that best addresses the objectives of the boundary study. These scenarios are options that differ from the Status Quo.

PREFERRED SCENARIO

In the pursuit of identifying a Preferred Scenario, the Working Group carefully scrutinized each of the options and attempted to identify the challenges and opportunities that came with each one.

For many scenarios, the community proposed to be affected was strongly in opposition of a change, while acknowledging that HHSS is in need of an enrolment reduction. The Working Group recognizes and appreciates that no scenario will be a perfect solution for all, and that the impacts of these changes present a real challenge to families.

Efforts were made to reduce impacts as much as possible, particularly with regard to the proposed phased in implementation which would mean no secondary school changes for students already enrolled. The implications are elaborated on in following sections of the report. Furthermore, if the changes are approved, a Transition Committee will collaborate to identify opportunities to ensure a smooth transition for all affected students and families.

Scenario Assessment Criteria

Throughout the course of this study, a total of nine options were developed and evaluated against the scenario objectives. The Preferred Scenario and recommendations were selected in accordance with the ability to:

- ✓ Maximize efficient transportation (students within walking distance, access to transit routes)
- ✓ Best utilize the available permanent capacity of the Study Area schools and give consideration to future construction requirements (e.g., a new secondary school in Southwest Kitchener, site suitability for addition, availability of program spaces, physical safety, etc.)
- ✓ Reduce the impact on feeder schools by analyzing the impact on Grade 8 split feeds
- ✓ Minimize the impact on students where changes are proposed (recommendation includes grandparenting exceptions and the use of a phased implementation)

PREFERRED SCENARIO RECOMMENDATIONS

The Preferred Scenario proposes the following to be implemented in September 2020 and is shown visually in Figure 6:

1. Assign the Glencairn Public School and Country Hills Public School 2019-2020 elementary boundary areas (Affected Area #1, see Figure 7) to Cameron Heights Collegiate Institute (from Huron Heights Secondary School);
2. Assign the Williamsburg Public School, W.T. Townshend Public School, and the Laurentian West portion of the Alpine Public School 2019-2020 elementary boundary areas (Affected Area #2, see Figure 8) to Forest Heights Collegiate Institute (from Cameron Heights Collegiate Institute);
3. Phase in implementation of the new boundaries starting September 2020 with Grade 9 students, and students in Grades 10 to 12 within Affected Areas #1 and #2 (see Figure 7 and Figure 8) who do not qualify for the exception listed under recommendation 4;
4. Allow an exception for Grade 9-11 students (i.e., Grade 10-12 students in the 2020-2021 school year) registered at Huron Heights Secondary School and Cameron Heights Collegiate Institute, whose address as of the date of ratification of this recommendation (November 25, 2019), falls within Affected Areas

- #1 and #2, to stay at the secondary school where they started, or are currently attending until they graduate. (This exception does not apply to students whose addresses change after the date of ratification of this recommendation); and
5. Provide transportation until June 30, 2023 to Huron Heights Secondary School and Cameron Heights Collegiate Institute, in accordance with Board Policy 4009, to students who qualify for the exception listed under recommendation 4

Note for clarity on implementation of the recommendations: Students who are eligible for the exception listed under recommendation 4 may be allowed to attend the same school as their younger sibling(s). This will be considered by the Transition Committee to avoid the need for out of boundary requests. All others will be required to attend based on the new boundaries. For example, a student in Affected Area #1 entering Grade 9 in September 2020 has a sibling entering Grade 11 at HHSS. The family wants to keep the siblings together. Therefore, the Grade 11 sibling may choose to attend CHCI instead of remaining at HHSS. The Grade 9 student will not have the option to attend HHSS.

PREFERRED SCENARIO MAP

Throughout the study much of the feedback related to whether a boundary ‘looked good’ meaning, ‘did appear to be contiguous and logical?’ It is acknowledged that there are many school boundaries that are not contiguous but we try not to replicate this practice without good reason. Apart from the donut holes created by the Development Areas, the boundaries of the Preferred Scenario appear contiguous and based on feedback, make better logical sense that in the Status Quo where the CHCI boundary reaches so far west. Figure 6 shows the Preferred Scenario boundaries. Figure 7 and Figure 8 show the affected areas in more detail.

FIGURE 6: PREFERRED SCENARIO MAP

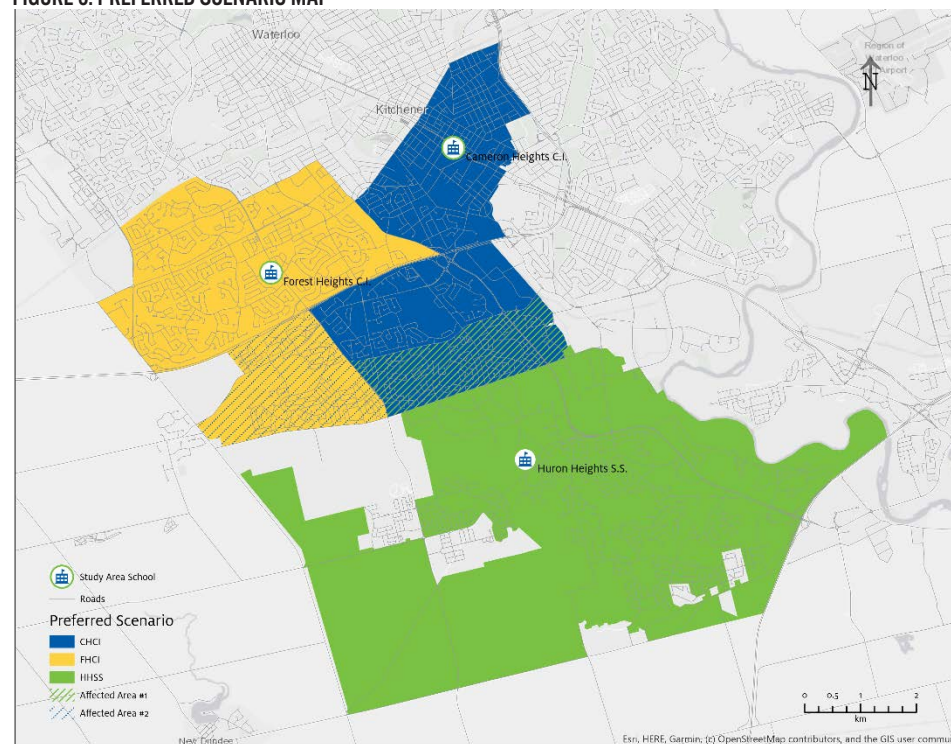


FIGURE 7: SWKSBS AFFECTED AREA #1

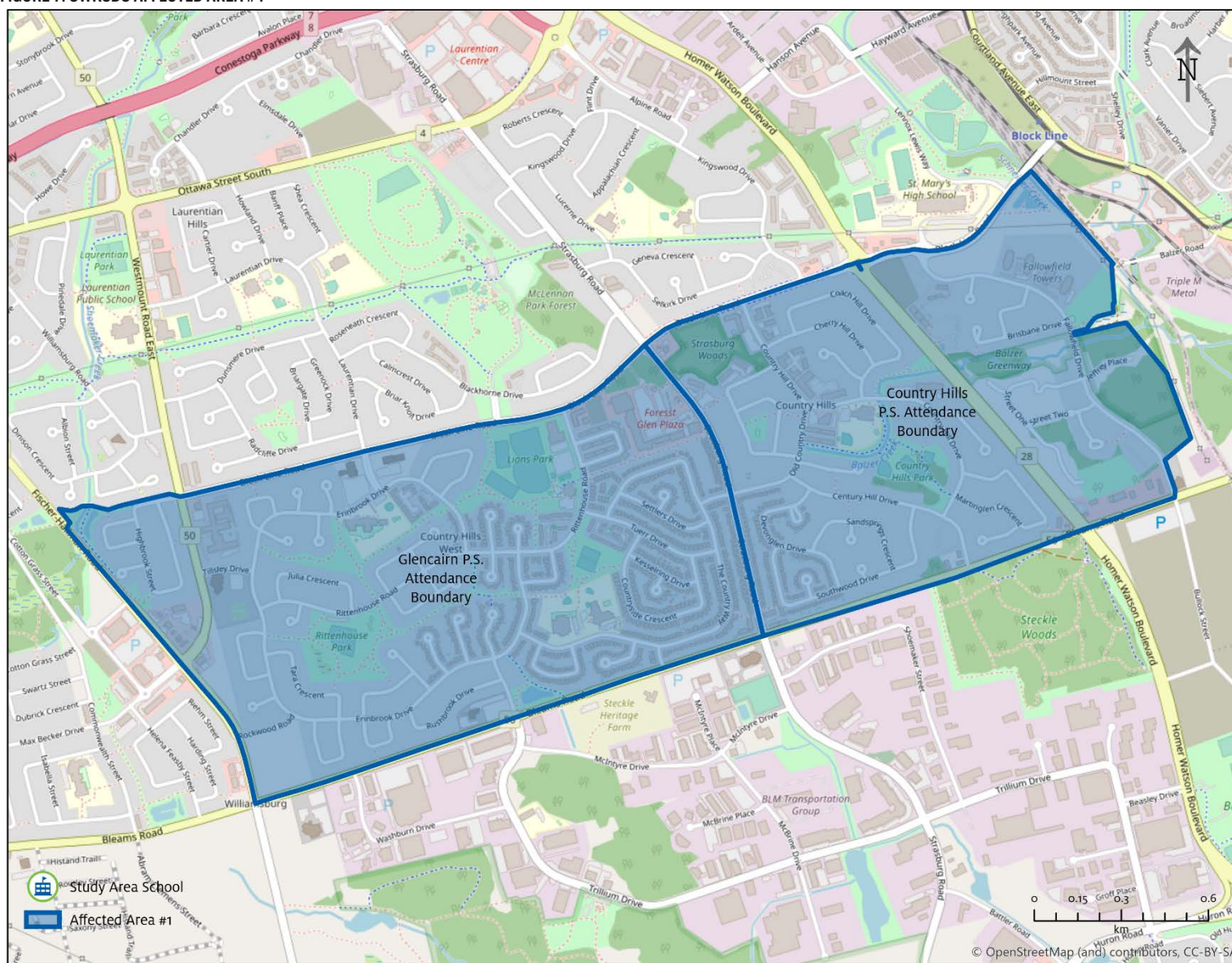
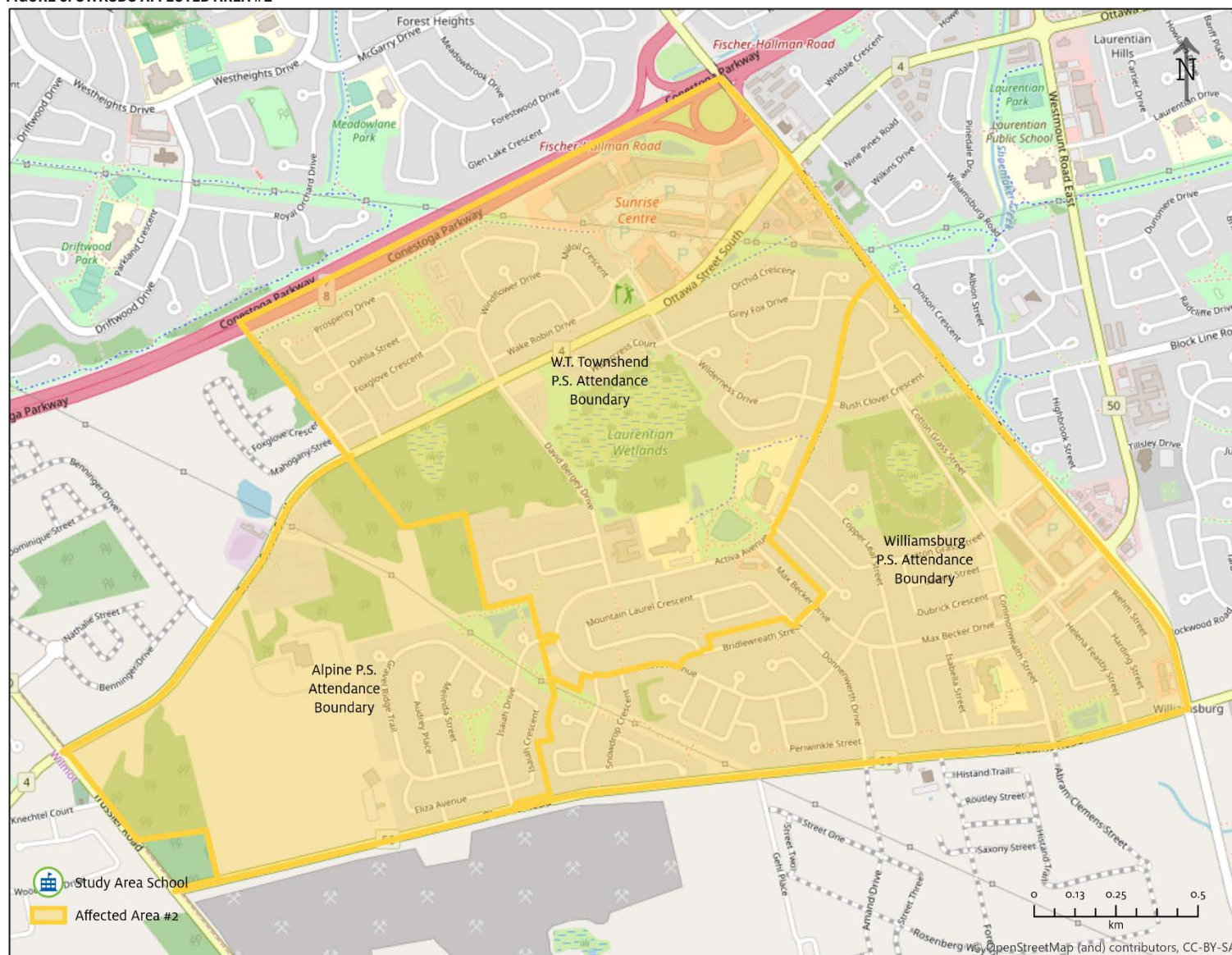


FIGURE 8: SWKSBS AFFECTED AREA #2



ENROLMENT PROJECTIONS

Enrolment projections for this study were completed using October 31, 2017 enrolment numbers as a basis. Projection software is used to establish detailed long-term forecasts by school in two parts – existing trends and new developments. The 2018 enrolment figures have been updated to reflect actuals; however, no further adjustments were made to the base projection for future years.

Average Daily Enrolment (ADE) represents the average of October 31 and March 31 reported Full Time Equivalent (FTE) enrolment. On-the-Ground (OTG) capacity is the official operating capacity of the school. This number does not include portables or portapaks (temporary accommodation). It is primarily based on an average classroom loading of 21 students. This may not accurately represent the functional capacity of the school; however, it is one way to compare facilities using the same baseline assumptions.

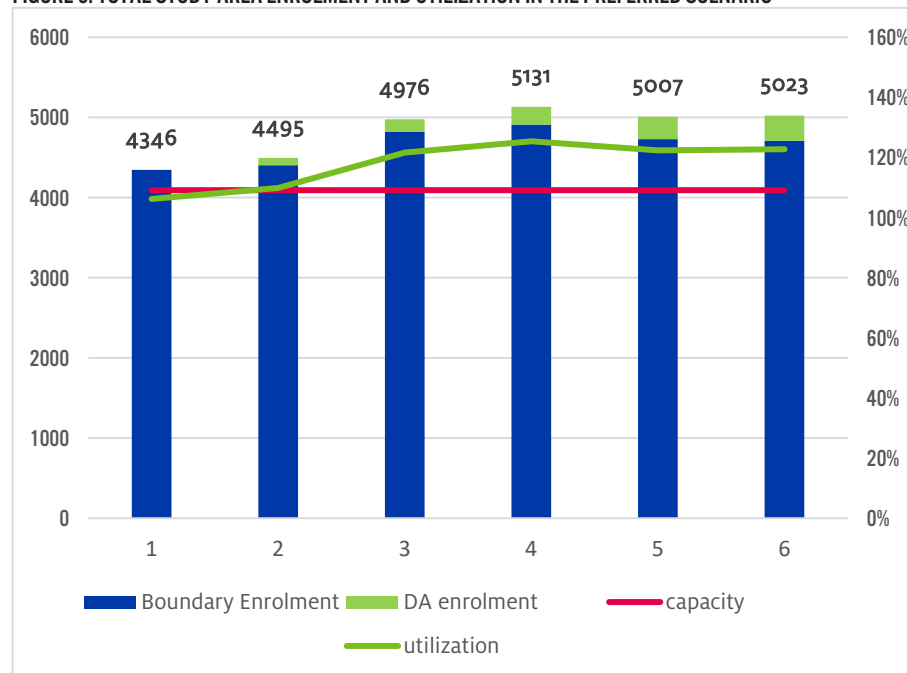
The enrolment projections for the Preferred Scenario are shown on Table 4. These projections do not include the DAs that may be assigned to the school currently or in the future. Figure 9 shows the enrolment and utilization of all schools in the Preferred Scenario.

TABLE 4: PREFERRED SCENARIO ENROLMENT PROJECTIONS

SCHOOL	2018 OTG	PROJECTED ENROLMENT (ADE)*					
		2018	2020	2022	2024	2026	2028
CHCI	1596	1778	1752	1739	1747	1714	1715
FHCI*	1272	1046	1130	1350	1564	1490	1409
HHSS	1224	1522	1522	1729	1600	1525	1584
TOTAL	4092	4346	4404	4818	4911	4729	4708

* FHC I projections exclude DAs

FIGURE 9: TOTAL STUDY AREA ENROLMENT AND UTILIZATION IN THE PREFERRED SCENARIO



Phased Implementation

Given the volume of the feedback related to concerns about students changing schools mid-way through secondary school, the Working Group is recommending a phased in implementation of the boundary change by redirecting only Grade 9 students in September 2020. This would alleviate the concerns many expressed about secondary students' pathways and access to particular courses and is consistent with the WRDSB's emphasis on student well-being.

The phased implementation is depicted as shown in Figure 10.

FIGURE 10: PHASED IN BOUNDARY CHANGE

YEAR	GRADE			
2020-2021	9	10	11	12
2021-2022	9	10	11	12
2022-2023	9	10	11	12
2023-2024	9	10	11	12

LEGEND	NEW BOUNDARY	EXCEPTION THROUGH "GRANDPARENTING"
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DEVELOPMENT AREAS

The Preferred Scenario proposes that non-registered, un-built stages of the Doon South and Huron South Development Areas be given 'To-be-determined' status.

Registered portions of the Doon South and Huron South DAs with occupied dwellings and students will continue under their holding assignment which is currently FHCI for the secondary panel.

Planning staff will continue to monitor development activity and will identify a preferred holding school as plans become registered. Ideally, there will be space at FHCI but until the boundary change takes effect it is necessary to keep flexibility for these areas. The total projected enrolment for these DAs is summarized in Table 5.

TABLE 5: DEVELOPMENT AREA PROJECTED ENROLMENT

AREA	PROJECTED ENROLMENT (ADE)*					
	2020	2022	2024	2026	2028	2030
Doon South DA	35	64	80	110	126	158
Huron South DA	25	48	94	121	136	157
Wildflowers DA	31	46	46	47	53	51
Total	91	158	220	278	315	366

TRANSPORTATION IMPLICATIONS

Conversations about transportation factored heavily into the scenario analysis discussions. Much of the feedback made reference to maintaining the Status Quo. Those that could walk to their home school wished to continue to do so, and those that were eligible for transportation wished to maintain that access.

The exception seemed to be with the Scenario 2 and its variants wherein students from Williamsburg Public School, W.T. Townshend Public School and the Alpine Public School Laurentian West ("Alpine Tail") boundary areas are currently being bussed to CHCI. Under these scenarios the area would become predominantly walkable to FHCI. For some this was a clear advantage.

For others, concerns were raised about the pedestrian friendliness of the Fischer-Hallman Road bridge over Highway 7/8. Planning staff obtained comments from the Region and from Student Transportation Services of Waterloo Region (STSWR) which did not identify any deficiencies in the pedestrian facilities at this time. Furthermore STSWR provided a number of comparable intersections where students are currently walking and pointed out that FHCI does have some students taking this walking route now. It was felt that larger groups of students taking this route would add to pedestrian visibility for drivers.

That said, Planning staff recognize that parents/caregivers have their own lens and their own measure of comfortability with the walking route and has committed to reaching out to the Ministry of Transportation, Region of Waterloo and City of Kitchener (as appropriate) to identify opportunities to better mark the pedestrian facilities and enhance driver awareness of the walking route.

In summary, the impact of the Preferred Scenario on transportation eligibility is an increase of walkability of about 240 students (based on current data).

Williamsburg, W.T. Townshend, and Laurentian West portion of Alpine Public Schools Boundary Areas

- no walkers under the Status Quo (transported to CHCI)
- increase of 420 walkers, or 70%, under Preferred Scenario
- approximately 186 students, or 30%, continue to be eligible for transportation based on distance

Summary: increase in walkability of 420 students

Country Hills and Glencairn Public Schools Boundary Areas

- 187 walkers under Status Quo (HHSS)
- 152 transported students under Status Quo (HHSS)
- 55% walking, 45% transported under Status Quo
- all students (339) to be eligible for transportation based on distance in Preferred Scenario

Summary: decrease in walkability by 180 students

Overall, the net increase in walkability of the proposed boundary change is approximately 240 walkers (an additional 420 from the Williamsburg, W.T. Townshend, and Laurentian West portion of Alpine Public Schools boundary areas, and a decrease of 180 from the Country Hills and Glencairn Public Schools boundary areas).

Development Areas are not within walking distance of their current holding schools; therefore, there is no net impact on transportation eligibility resulting from DA assignments for this boundary change.

FEEDER SCHOOL IMPLICATIONS

Queensmount Public School

In the Status Quo scenario Williamsburg and W.T. Townshend Public Schools are directed to Queensmount Public School for Grades 7-8. Queensmount Public School currently has a split feed between FHCI and CHCI. In the Preferred Scenario, the split is eliminated as the boundaries for FHCI and Queensmount Public School are better aligned around the Williamsburg and W.T. Townshend Public Schools boundary areas.

Laurentian Public School

In the Status Quo scenario, Glencairn and Country Hills Public Schools are directed to Laurentian Public School for Grades 7-8. There are also DAs assigned to Laurentian PS that are holding at FHCI at the secondary level. Therefore, Laurentian Public School currently has a split feed between HHSS and CHCI as well as FHCI because of the DAs. In the Preferred Scenario, the split feed is improved visually as the boundaries for Laurentian Public School and CHCI are better aligned around the Glencairn and Country Hills Public Schools boundary areas. However, the small western portion of Alpine Public School boundary is being redirected to FHCI which represents a small number of students now directed from Laurentian PS to FHCI with the DAs. The HHSS feed is eliminated in the preferred option.

Alpine Public School

It is recognized that dividing the Alpine PS boundary into these two disparate geographies is not ideal. The 2017 Long-Term Accommodation Plan had identified the need for a boundary study to address enrolment pressure at Country Hills Public School. In light of the proposed changes at the secondary level, Planning staff feel this elementary boundary has become a greater priority for review. Pending the outcome of such a study, it is possible that this split feed could be resolved at the elementary level.

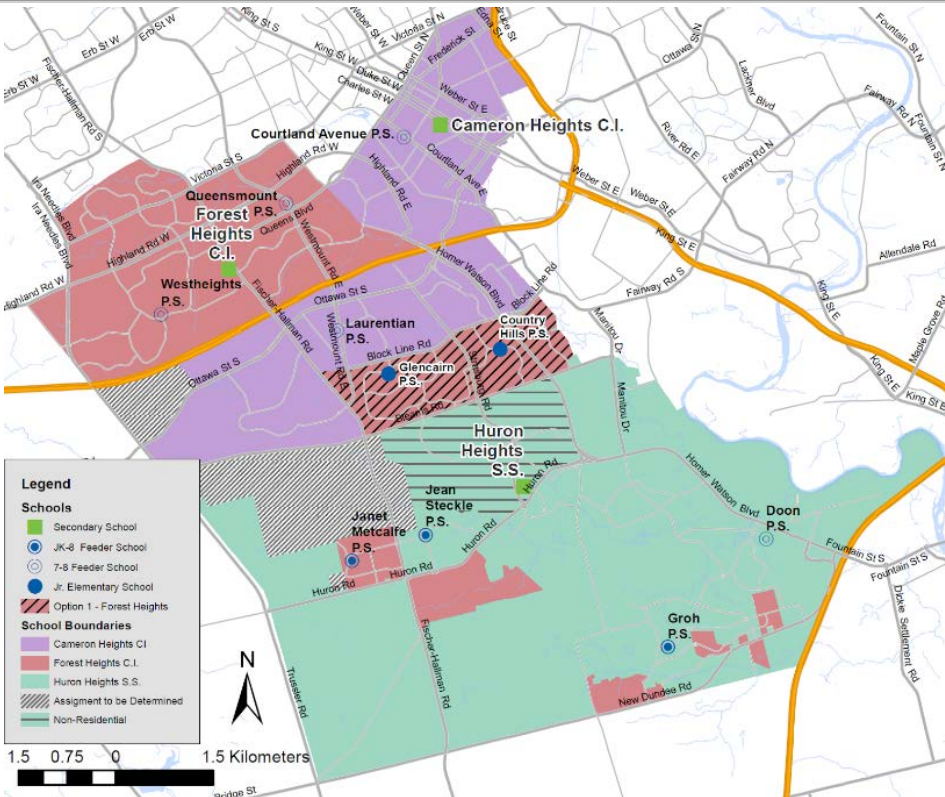
WORKING GROUP SCENARIOS 1-7

The purpose of this study was to rebalance Study Area utilizations so that HHSS would be less critically over-utilized. Over the course of the boundary study nine scenarios were developed and reviewed. Ultimately, eight of the nine were removed from consideration. As has been noted, there were two scenarios in the Initial Report which were developed as a jumping off point for further scenario development. The Working Group then developed an additional seven scenarios (Scenarios 2a, 3, 4, 5, 6, 7 and 2a Modified - the Preferred Scenario).

When reviewing the complete set of scenarios contemplated by the Working Group it is important to note the context under which these scenarios were developed. The Working Group expressed concern about identifying one of the original two scenarios as the preferred option before contemplating alternatives as that risked the community perceiving that the outcome of the study was somehow predetermined.

The Boundary Study procedure and, in particular, the Working Group, are in place to counter the perception of a predetermined outcome within the school communities. To ensure there is transparency and responsiveness to community concerns, the Working Group endeavoured to consider and discuss all available solutions. It is acknowledged that some options seemed immediately objectionable to families residing within areas identified to be redirected. The Working Group had a difficult task in identifying a preferred option given the volume of feedback that was submitted in opposition of each of the scenarios. Much less feedback was received in support of any scenario. Scenario 2 and its variants seemed to be the least opposed in the community and achieve the most objectives. This is discussed in more detail under the Preferred Scenario section. The complete list of scenarios developed is summarized in Table 6.

TABLE 6: COMPLETE LIST OF SCENARIOS

SCENARIO 1	
DESCRIPTION AND RATIONALE	
<ul style="list-style-type: none"> Country Hills PS and Glencairn PS boundary areas redirected from HHSS to FHCI <p><i>Rationale:</i> few 'moving parts' with just one adjustment between HHSS and FHCI. Redirected area partially eligible for transportation under Status Quo.</p>	
CONSIDERATIONS	
<ul style="list-style-type: none"> reducing the split of the Laurentian PS Grade 8 class from three schools to two significant increase in transportation costs boundaries not contiguous 	

SCENARIO 2

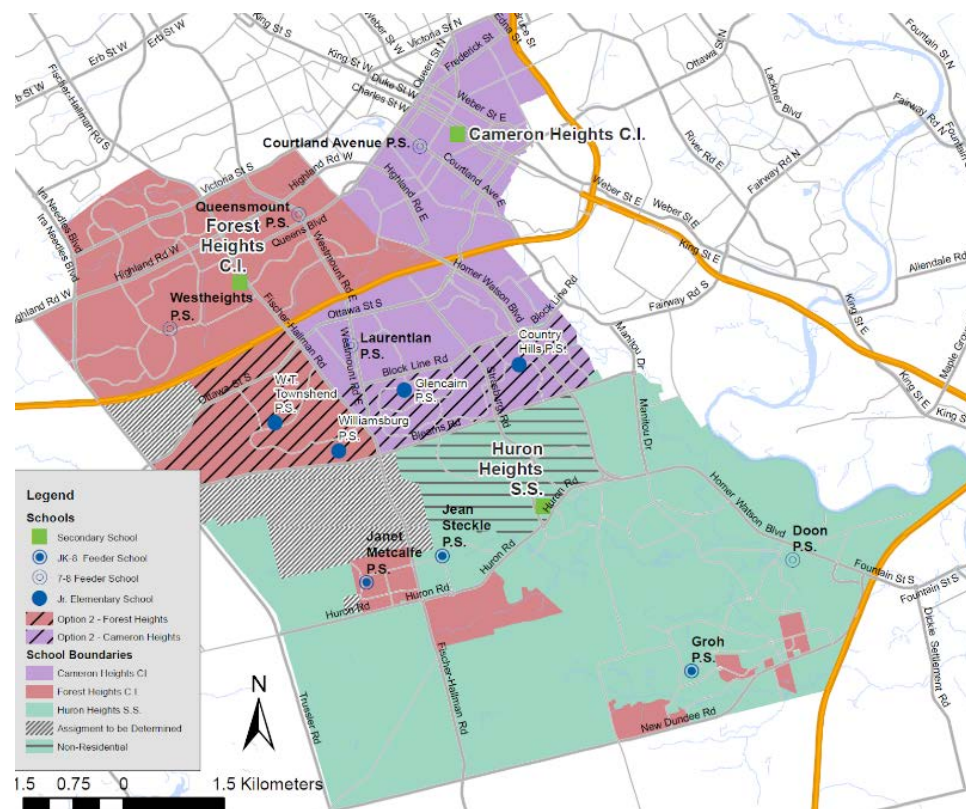
DESCRIPTION AND RATIONALE

- Glencairn PS and Country Hills PS boundary areas redirected from HHSS to CHCI
- Williamsburg PS, W.T. Townshend PS and a portion of the Alpine PS boundary areas redirected from CHCI to FHCI

Rationale: Two Study Area schools to play a role in the solution, boundaries are contiguous, FHCI expands boundary into it's walk zone.

CONSIDERATIONS

- eliminates the split feed from the Queensmount PS
- Laurentian PS split feed reduced from three schools to two
- overall more students become eligible to walk to FHCI than would become eligible to be transported to CHCI



SCENARIO 2a

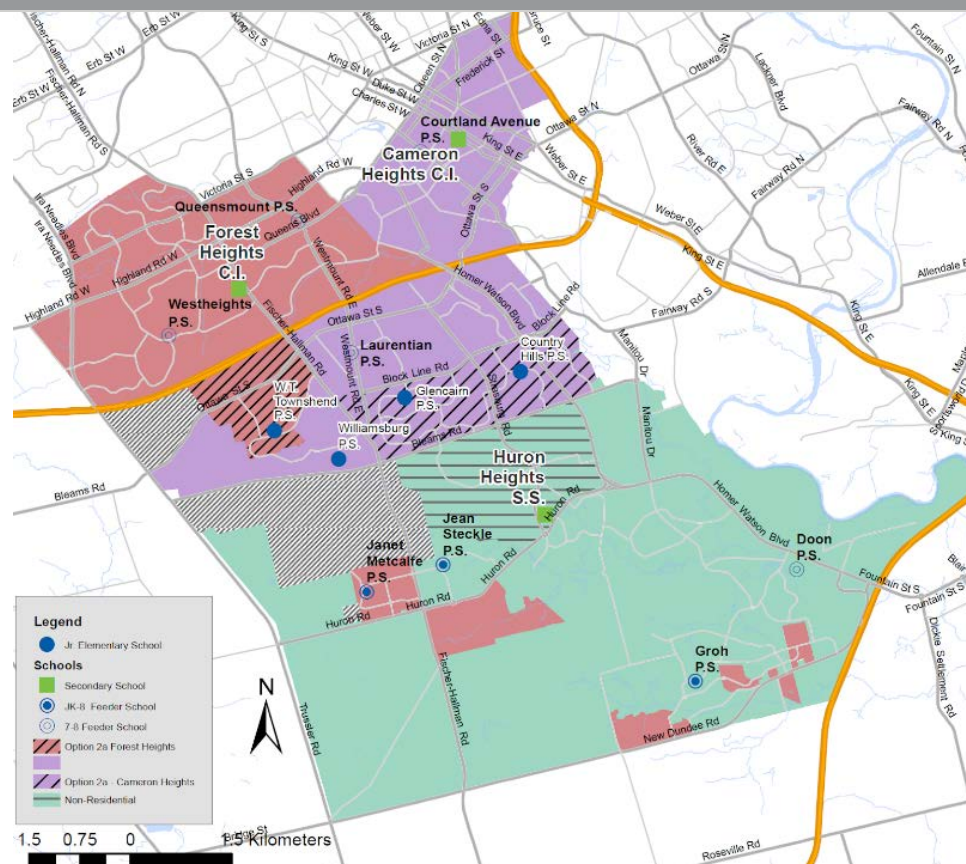
DESCRIPTION AND RATIONALE

- Glencairn PS and Country Hills PS boundary areas redirected from HHSS to CHCI
- W.T. Townshend PS area redirected from CHCI to FHCI
- Williamsburg PS and a portion of the Alpine PS boundary areas remains at CHCI

Rationale: Allows CHCI to play a greater role in the solution, less of an increase at FHCI.

CONSIDERATIONS

- Laurentian PS split feed reduced
- Queensmount PS remains split between CHCI and FHCI (no change)



SCENARIO 2a MODIFIED (PREFERRED SCENARIO)

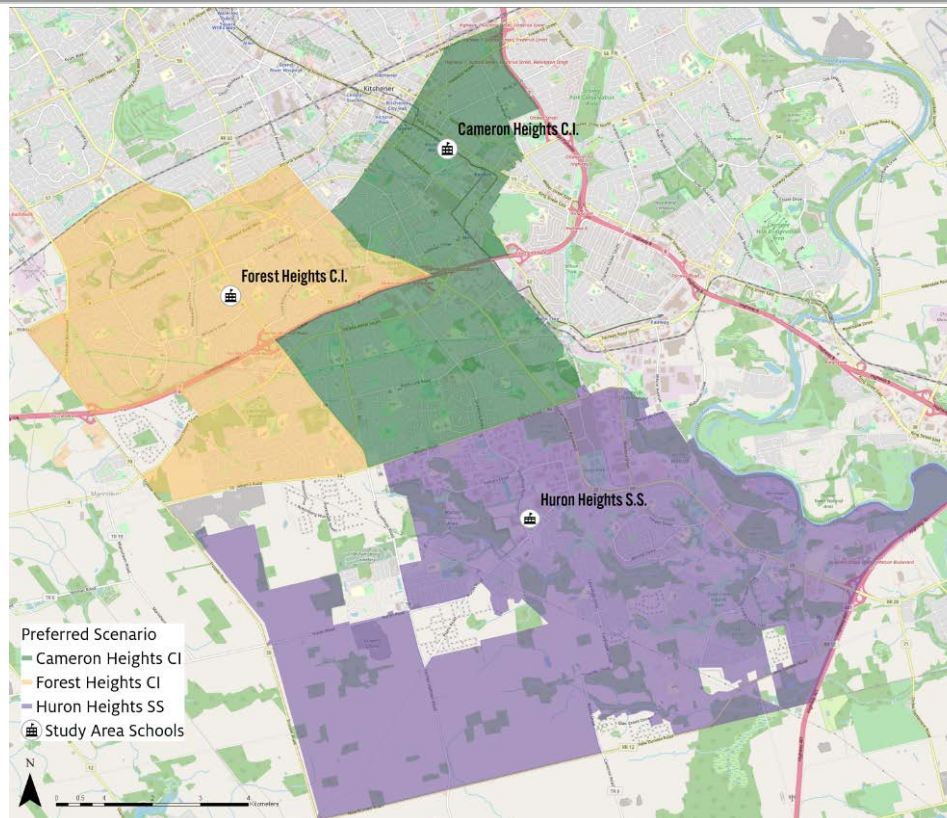
DESCRIPTION AND RATIONALE

- W.T. Townshend PS, Williamsburg PS and a portion of Alpine PS boundary areas redirected from CHCI to FHCI
- Glencairn PS and Country Hills PS boundary areas redirected from HHSS to CHCI
- DAs with unbuilt units to be given to-be-determined status
- Exceptions made for current secondary school students, allowing them to finish at their current school

Rationale: Developed in response to ongoing scenario consultation, addresses concerns about transitions, walkability, boundaries are contiguous.

CONSIDERATIONS

- Laurentian PS split feed reduced
- overall more students become eligible to walk to FHCI than would become eligible to be transported to CHCI
- opportunity to place DAs in schools where space is available at time of registration
- no students required to change schools due to exceptions (phased implementation)



SCENARIO 3

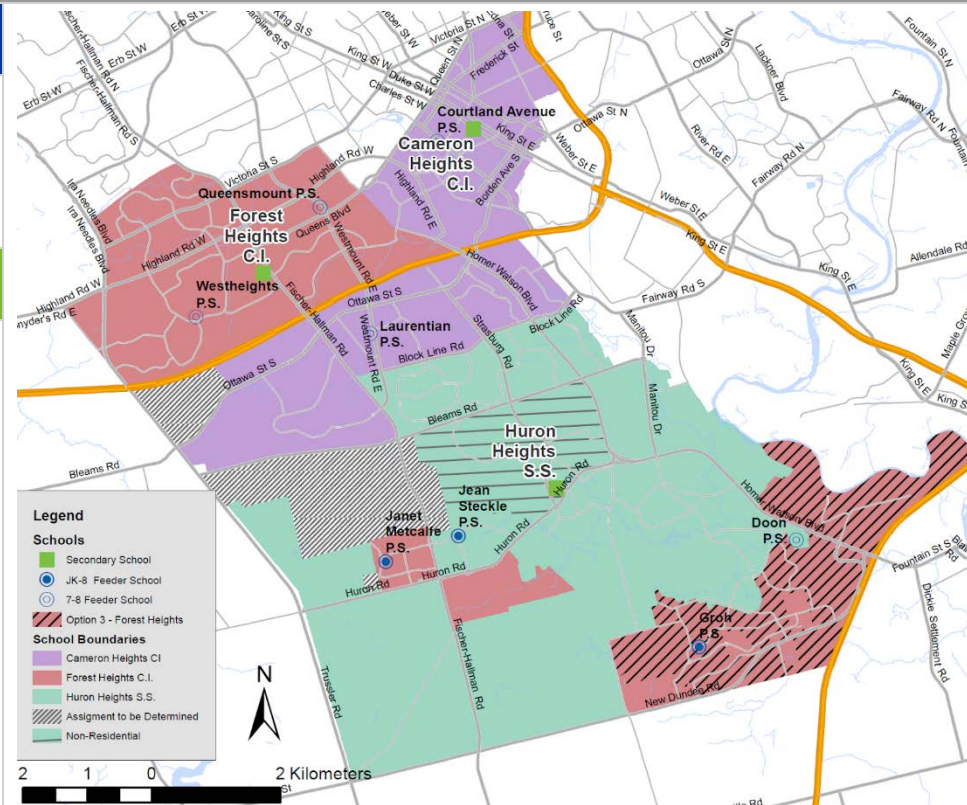
DESCRIPTION AND RATIONALE

- Groh PS and Brigadoon East areas redirected from HHSS to FHCI

Rationale: Creates a shared secondary school boundary with current Development Area assignment, redirected area is eligible for transportation under the Status Quo.

CONSIDERATIONS

- Doon PS continues to be split between HHSS and FHCI (no reduction)
- Area would be transported as it is now, but at a greater cost
- Distance from boundary to school may influence access to co-curriculars

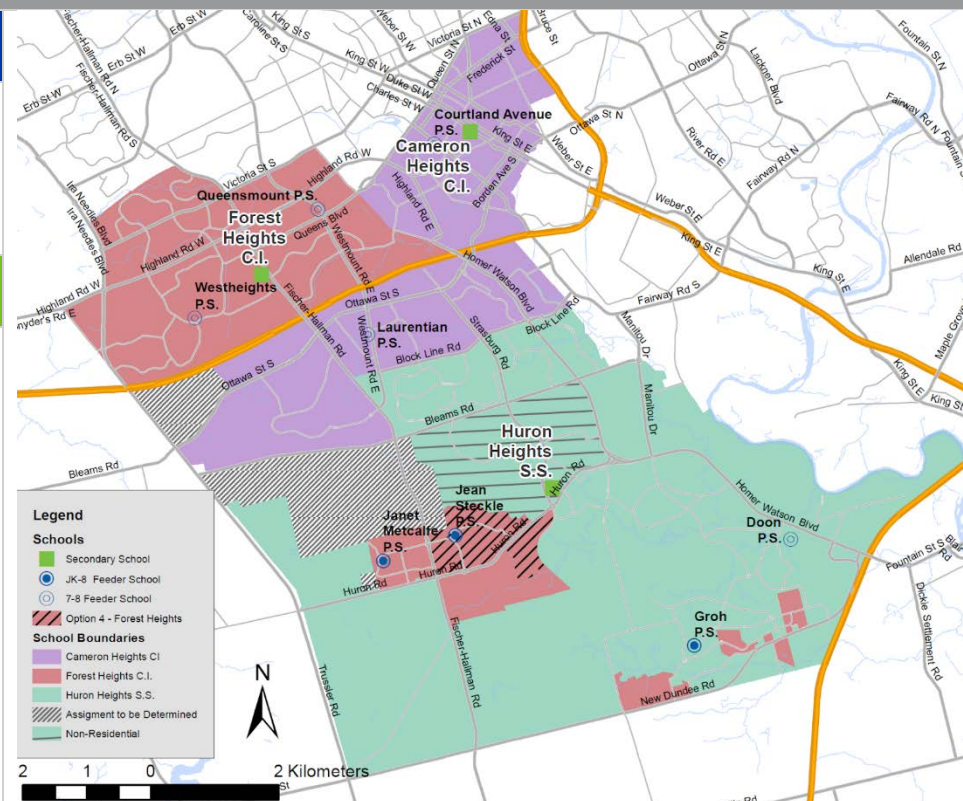


- Jean Steckle PS and Huron Woods Areas redirected from HHSS to FHCI

Rationale: Unified feed from Janet Metcalfe PS to Secondary school, contemplates distance and drive time to FHCI.

CONSIDERATIONS

- Janet Metcalfe PS split feed between HHSS and FHCI eliminated if all students are directed to FHCI
- students that are currently eligible to walk to HHSS, would become all eligible for transportation to FHCI based on distance
- students within close proximity of HHSS lose their proximate home school



SCENARIO 5

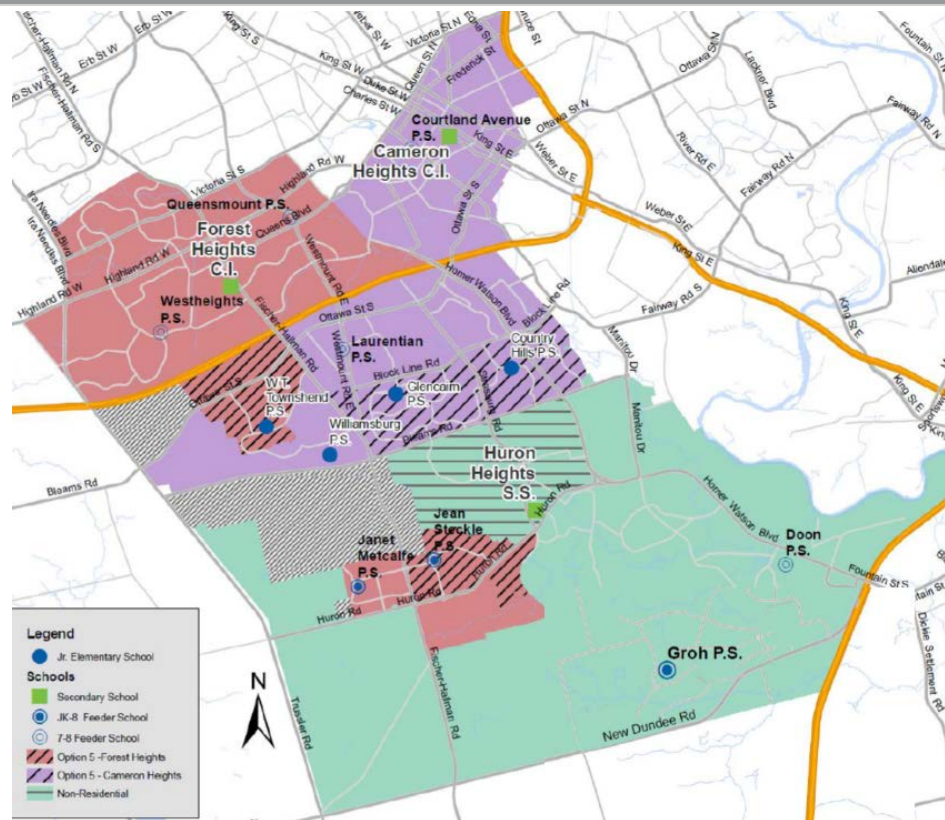
DESCRIPTION AND RATIONALE

- W.T. Townshend PS boundary area redirected from CHCI to FHCI
- Jean Steckle PS/Huron Woods area redirected from HHSS to FHCI
- Williamsburg PS boundary area remains at CHCI
- Glencairn PS and Country Hills PS boundary areas redirected from HHSS to CHCI

Rationale: Allows CHCI to play a greater role in the solution. Unified feed from Janet Metcalfe PS to Secondary school, contemplates distance and drive time to FHCI.

CONSIDERATIONS

- eliminates split feed from Janet Metcalfe PS
- Laurentian PS split feed reduced
- Queensmount PS continues to be split between CHCI and FHCI (no change)
- Significant increase in transportation costs as eligibility changes from mostly walkable to predominantly eligible for transportation
- Boundaries are not contiguous



SCENARIO 6

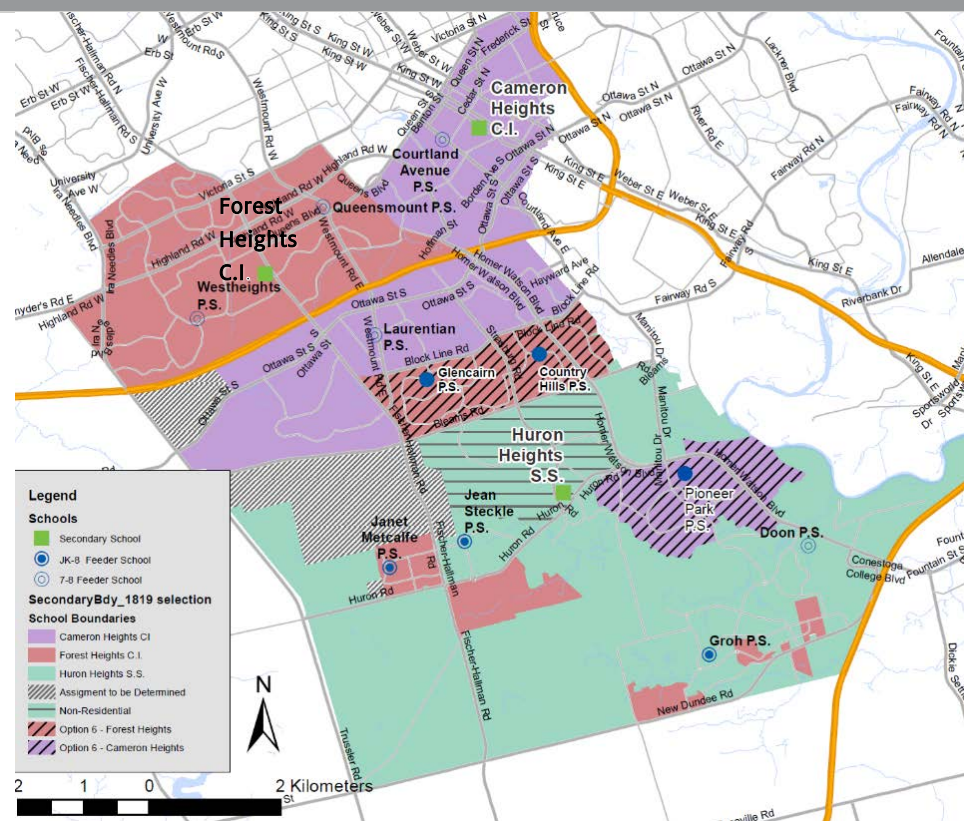
DESCRIPTION AND RATIONALE

- Pioneer Park PS boundary area redirected from HHSS to CHCI
- Glencairn PS and Country Hills PS boundary areas redirected from HHSS to FHCI

Rationale: Allows CHCI to play a greater role in the solution. Contemplates distance and drive time to CHCI.

CONSIDERATIONS

- Doon PS additional split to CHCI added (increase in splits)
- Laurentian PS split feed reduced
- both areas are currently predominantly eligible for walking, proposed change would result in a change to entirely eligible for transportation at a significant cost
- boundaries are not contiguous



SCENARIO 7

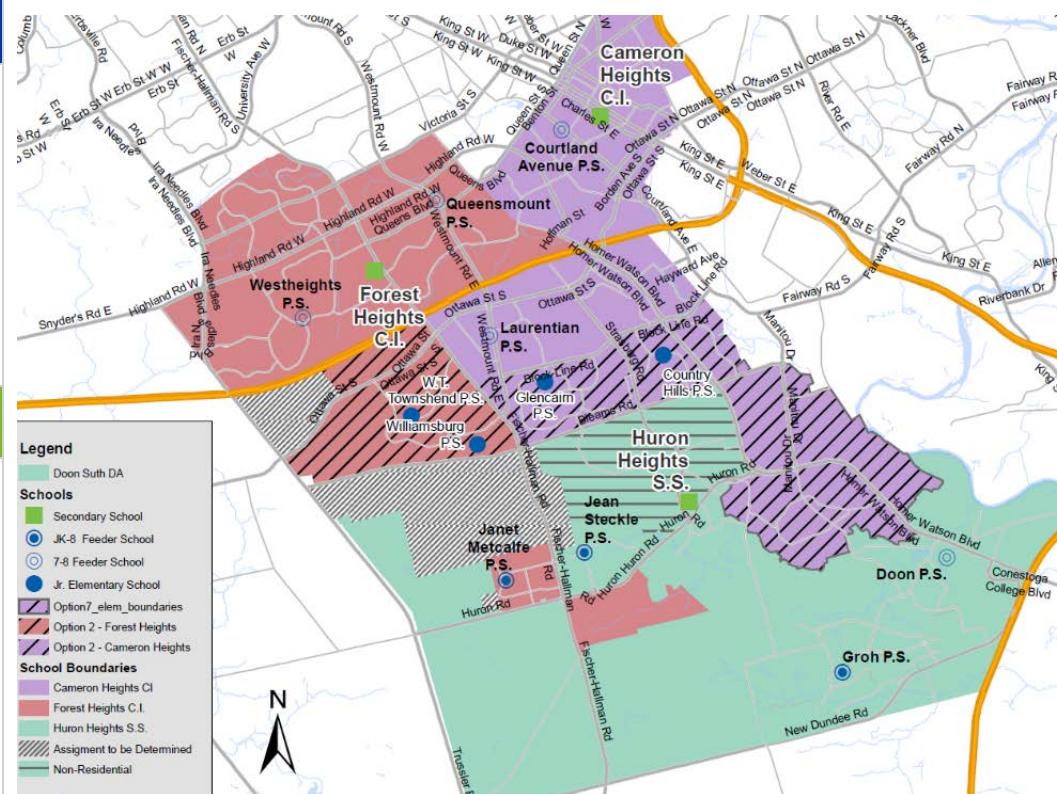
DESCRIPTION AND RATIONALE

- Williamsburg PS, W.T. Townshend PS and a portion of the Alpine PS boundary areas redirected from CHCI to FHCI
- Glencairn PS, Country Hills PS and Pioneer Park PS boundary areas redirected from HHSS to CHCI
- Assign Doon South DA to HHSS

Rationale: boundaries are contiguous, contemplates assigning to Doon South DA to HHSS, as its proximate school

CONSIDERATIONS

- Doon PS gains a split to CHCI, loses split to FHCI (DAs)(neutral)
- Laurentian PS loses split to HHSS (reduction)
- Queensmount PS loses split to CHCI (reduction)
- Increase in walking eligibility for Williamsburg PS boundary area
- Glencairn PS, Country Hills PS and Pioneer Park PS would go from being predominantly eligible for walking to predominantly eligible for transportation
- DA is transported either way
- Boundaries are contiguous



Note that all scenarios were originally contemplated with a full implementation meaning all students in Grades 9 through 12 would be redirected together in the implementation year (2020). This is not replicated within the Preferred Scenario which contemplates a phased implementation.

NEXT STEPS

A person wearing a white cap, a dark t-shirt, and jeans is sitting on a wide staircase. They are looking down and to the side, with their hands clasped in their lap. The entire image has a blue tint. The text 'NEXT STEPS' is overlaid in large, white, bold, sans-serif capital letters across the middle of the image.

If a change is approved, Planning staff will begin a thorough communication plan to notify affected families. Already the Grade 8 Information nights have been deferred to January to allow time for families to learn which secondary school catchment they will be in for September 2020.

TRANSITION COMMITTEE

A Transition Committee comprised of the administrators and superintendents of the affected schools as well as Planning staff will meet to identify opportunities to ensure a smooth transition for students.

The Transition Committee may consult with staff, students, parents and caregivers as needed. Should families wish to forego the grandparenting exceptions that are included in the Preferred Scenario recommendations, the Transition Committee has already committed to ensuring a process is in place to support elder siblings of redirected Grade 9 students in 2020. Updates will be shared through the boundary study webpage and posts to school sites as appropriate.

COMMUNICATION

This report has been shared electronically with the three Study Area schools and their feeder schools (senior elementary and junior elementary). Throughout the boundary study, social media and websites were used to communicate updates such as completed Working Group minutes and notifications about the Public Meeting dates. Several opportunities to provide feedback were made available throughout the study including:

- boundaryfeedback@wrdsb.ca email address;
- Providing feedback through Working Group members;
- Hard copy feedback forms and interactive post it note display boards at public consultation meetings; and
- An electronic survey

The Planning Department maintained a boundary study webpage dedicated to sharing the agendas and minutes of the Boundary Study Working Group as well as information about the public consultation meetings and finally, the preferred option and recommendations.

If a change is approved Planning staff will target their communications to the affected families by sending letters home. All three secondary schools and their feeders will receive a School Day notification advising of the final decision. The broader public will be made aware of the final outcome through posts on the boundary study webpage. The Communications team will be consulted to identify any additional opportunities to communicate the conclusion of the study as required.

CONCLUSION

After consultation and careful deliberation, final recommendations were developed that meet the majority of the study's objectives. Overall there is still some concern over high enrolments and utilization within the Study Area as well as ongoing questions about the potential for Cambridge secondary schools to provide enrolment relief.

There is a strong desire within the community for a new secondary school to be constructed in Kitchener. It is hoped that the Preferred Scenario will be viable until such time as a new school can be constructed – potentially up to ten years from now. It is acknowledged that portable classrooms will continue to be part of the solution in the interim.

A secondary school site continues to be pursued in collaboration with the City of Kitchener. At such time as it is deemed appropriate, staff will revisit placing the new secondary school on the list of Capital Priorities to seek funding approvals from the Ministry of Education.



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Report to Committee of the Whole

Monday, November 19, 2018

Subject: Southwest Kitchener Secondary Boundary Study Update - Public Consultation Phase

Recommendation

This report is for the information of the Board.

Status

This report seeks to share information with the Board of Trustees (Board) about the commencement of the Public Consultation Phase related to the Southwest Kitchener Boundary Study. Appendix A to this report presents detailed enrolment projections under the Status Quo (do nothing) Scenario as well as two proposed alternate Scenarios.

Appendix A also includes a proposed study timeline which could conclude as early as Spring 2019, or as late as September 2019, for implementation in September 2020.

This Boundary Study will review the boundaries of; Cameron Heights Collegiate Institute, Forest Heights Collegiate Institute and Huron Heights Secondary School. Appendix B contains a list of the feeder school lists for these three secondary schools.

Enrolment pressures are ongoing at Huron Heights Secondary School as a result of the current and increasing enrolment and utilization at that school.

Background

On May 14, 2018, Trustees were presented with the Annual Accommodation Planning Report 2018-2019, and approved the following motion to undertake the Southwest Kitchener Secondary Boundary Study.

That the Waterloo Region District School Board (Board) approve the commencement of the Southwest Kitchener Secondary Schools Boundary Study, involving Huron Heights Secondary School and Forest Heights Collegiate Institute and Cameron Heights Collegiate Institute.

Information about Huron Heights' ongoing enrolment pressures has also been detailed in the Development Area (DA) Holding School reports presented to the Committee of the Whole on December 11, 2017 for the Mattamy Wildflowers DA and October 14, 2018 for the Doon South DA.

Additionally, the Long-Term Accommodation Plan (March, 2018) recommended a boundary study as an interim solution for Huron Heights Secondary School. This was identified due to a noticeable enrolment imbalance that was projected for Review Area S02: Kitchener Southwest.

Financial implications

There are no financial implications of this report. Financial implications will be considered and described in detail in the final recommendations at the conclusion of the Boundary Study. An estimate of the transportation costs are included in Appendix A “Scenario Implications”.

Communications

This report has been shared electronically with the three study area schools and their Grade 8 feeder schools. Throughout the boundary study, social media and board websites will be used to communicate updates such as the public meeting dates (a minimum of two are planned) and opportunities to provide feedback. The Grade 8 feeder schools (listed in Appendix B) will be notified in the same way as the study area schools. School administrators may make use of School Day to share information about meetings, upcoming reports and opportunities to provide input.

Planning staff has also arranged to meet with school staff at each of these three study area schools this month. A brief presentation will be offered followed by an opportunity for staff to ask questions about the process and the proposed implications described in Appendix A.

The Planning Department will maintain a webpage dedicated to sharing the same information as above, and providing the agendas and minutes of the Boundary Study Working Group. The boundaryfeedback@wrdsb.ca email address is always available and visible by Trustees. Messages related to this boundary study should state Southwest Kitchener Secondary Boundary Study in the subject line.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board
Nathan Hercanuck, Manager of Planning
Sarah Galliher, Senior Planner
Emily Bumbaco, Senior Planner
in consultation with Coordinating Council

Southwest Kitchener Secondary Boundary Study Background Report

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Introduction

The purpose of this report is to commence the public consultation phase of the Southwest Kitchener Secondary Boundary Study, which was approved by Trustees in May, 2018. The three secondary schools included in the Study are;

- Cameron Heights Collegiate Institute (CHCI) - 301 Charles Street, Kitchener
- Forest Heights Collegiate Institute (FHCI) - 255 Fischer Hallman Road, Kitchener
- Huron Heights Secondary School (HHSS) - 1825 Strasburg Road, Kitchener

The intent of this report is to provide Trustees with detailed enrolment projections for the Study Area schools under the status quo (no change) scenario as well as two proposed alternatives. Additionally this report identifies some of the possible implications of the scenarios, however the list is not exhaustive and will grow through the consultation process.

The scenarios contemplated in this report will be analyzed by the Boundary Study Working Group, which is comprised of parent, student, staff and community representatives. They will also be presented at the initial public consultation meetings (see the proposed Boundary Study Timeline below).

The Working Group has the opportunity to vary these options or develop new scenarios as feedback is collected through the study process and additional implications are revealed. The final recommendation could present one of the scenarios from this report, a modified scenario or a completely new scenario as developed by the Working Group.

This report also details background information regarding the current enrolment imbalance in the Study Area, where Huron Heights Secondary School is experiencing over-utilization. In terms of the study timeline, due to the timing of course selection and staffing, changes for secondary school boundaries are approved one full school year prior to implementation. Therefore, a decision will need to be reached by June or September of 2019 for implementation of an approved boundary change in September 2020.

Background

New Kitchener Secondary School Status

The Long-Term Accommodation Plan identifies a need for at least one additional secondary school in Kitchener.

Huron Heights Secondary School was constructed as an alternative to the Board's Fischer-Hallman property at Huron Road, Kitchener. The need for this school was contemplated in the 2001 Long-Range Plan for the Accommodation of Pupils in Waterloo Region which proposed constructing a new secondary school for 1,350 students in the southwest area of Kitchener.

At that time, a strategy was in place that would see an accommodation review of Cameron Heights Collegiate Institute, Eastwood Collegiate Institute, and Kitchener-Waterloo Collegiate & Vocational School to investigate the consolidation of these three schools. The outcome would be to improve Grand River Collegiate Institute, Forest Heights Collegiate Institute, and other schools after the review was complete.

A number of decisions have affected that Plan, including: the retention of all three secondary schools, the reduced built capacity of Huron Heights Secondary School, the end of urban expansion and the surge in housing in southwest Kitchener.

The Board's 35 acre Fischer-Hallman site now resides beyond a "Protected Countryside" line and in a sensitive groundwater recharge area for the Region. This site is also transected by a natural gas pipeline.

On March 27, 2017, Trustees declared the site surplus to the needs of the board. As the sole party capable of using the property (as a major municipal sports park), the City of Kitchener offered to purchase it, but a deal was never reached.

As a result of the Board's more recent projected needs coming out of its Secondary Boundary Review - May 2010 and its last 2 Education Development Charge Background Studies, up to 2 additional secondary schools to serve the southwest of Kitchener have been recommended. City and Board staff continue to discuss opportunities to designate one or more a secondary school sites. Among the sites the City has suggested is a site in the comprehensive community planning process for the lands south of Huron Woods.

A capital request to support the funding of a new southwest Kitchener secondary school by the Ministry of Education was submitted in 2017 but was not approved. There has been no call for new capital priorities in 2018. As is consistent with the usual timelines, it will take up to ten years to open a new Secondary School in Kitchener.

Secondary Boundary Working Group (Senior Team)

The Senior Strategy Team appointed members to the Secondary Boundary Working Group on February 3, 2016. The mandate of the group was to address the recommendations put forward in the report, Secondary Boundaries Updated Review, prepared by Watson & Associates Economists Ltd. in March 2015. With an initial focus on:

- Proposed new South-West Kitchener Secondary School boundary
- Programming and boundaries for downtown core schools (CHCI, ECI, KCI)
- Revisions to policies and procedures relating to school grade configurations and programming at secondary schools.
- Collaboration with stakeholder groups including but not limited to:
 - Secondary School Principals Association
 - Secondary School Vice-Principals Association
 - Waterloo Region Elementary Association
 - Secondary BUAC

Secondary Boundary Working Group (Senior Team) Membership

1. Co-ordinating Superintendent, Business Services – Chair (1)
2. Co-ordinating Superintendent, Student Achievement and Well-Being (2)
3. Superintendent, Student Achievement and Well-Being (4)
 1. Ron DeBoer
 2. Scott Miller
 3. Peter Rubenschuh
 4. Graham Shantz
4. Controller, Facility Services (1)
5. Controller, Financial Services (1)

6. Manager, Planning (1)
7. Manager, Business Services (1)
8. Other departmental staff as required

Secondary Boundary Working Group (Senior Team) - Current Focus

In the absence of a suitable secondary school site, the Long-Term Accommodation Plan recommended interim accommodation solutions for Huron Heights Secondary School. For the 2018/2019 school year, two additional portable classrooms were placed on site. Additionally, a second lunch was added to support access to the specialty rooms; in particular, science labs, and physical education spaces. The Doon South Development Area was directed to Forest Heights Collegiate Institute to reduce the enrolment growth at Huron Heights Secondary School driven by new housing development.

Enrolment pressure at Huron Heights Secondary School cannot be fully addressed with additional operational changes. As a result, the Secondary Boundary Working Group (Senior Team) turned its focus to a boundary solution as an interim measure to reduce the pressure at Huron Heights Secondary School and to ensure students have a high quality secondary experience with access to a complete breadth of programming.

The scenarios in this report were developed collaboratively with the Secondary Boundary Working Group (Senior Team), through regular meetings including extensive discussion about implications and alternatives.

The Study Area

The Southwest Kitchener Secondary Boundary Study Area is comprised of the boundaries of Huron Heights Secondary School, Forest Heights Collegiate Institute and Cameron Heights Collegiate Institute. The Study Area includes Development Areas (DAs) currently assigned to Forest Heights Collegiate Institute, see Figure 1 (Status Quo Boundaries) below.

Overall, the study area makes up the southwest corner of Kitchener, ranging from mature core areas in Cameron Heights Collegiate Institute and Forest Heights Collegiate Institute's boundaries to new subdivisions across the southern limits of the city, assigned to Huron Heights Secondary School and Forest Heights Collegiate Institute (DAs). Much of Huron Heights Secondary School's large boundary is comprised of industrial areas as well as to be developed (greenfield) subdivisions.

Forest Heights Collegiate Institute offers Extended French programming and Cameron Heights Collegiate Institute delivers the International Baccalaureate (IB) program. For additional program details including things like Specialist High Skills Majors (SHSMs) and Magnets see Appendix C - School Profiles.

The Status Quo

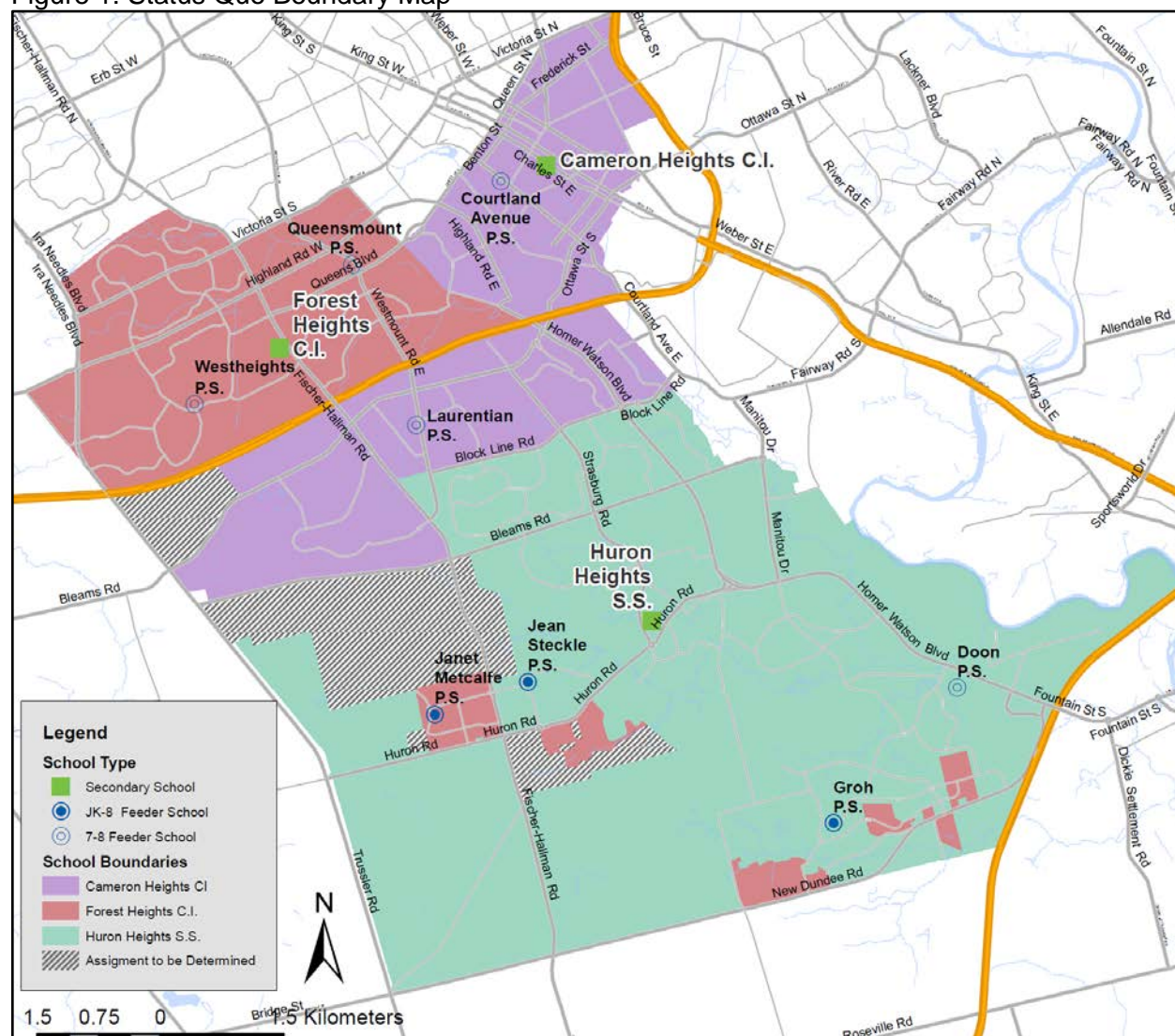
The Status Quo scenario shows enrolment projections for the three study area schools with the current boundaries. This is the 'no change' option. See projections in Table 1 below, HHSS would require nearly 7 additional portable classrooms (for a total of 19) to accommodate a projected enrolment of 1814 pupils in 2020. This site has not yet accommodated 19 portables, and placement of the portables would be subject to the City of Kitchener's site plan approval process.

Table 1: Status Quo Enrolment Projections

School	Grades	2018 Capacity		Enrolment (ADE*)/ Utilization (%)					
		OTG	Portables	2018	2020	2022	2024	2026	2028
CHCI	9-12	1596	6	1778	1760	1735	1756	1707	1672
				111%	110%	109%	110%	107%	105%
FHCI	9-12	1272	0	1046	1115	1204	1294	1288	1271
				82%	88%	95%	102%	101%	100%
HHSS	9-12	1224	12	1522	1814	1909	1957	2002	2023
				124%	148%	156%	160%	164%	165%

*ADE is Average of October and March enrolment reported as Full Time Equivalent (FTE)

Figure 1: Status Quo Boundary Map



Status Quo Implications

As has been noted, the Status Quo enrolment has prompted the steps to be taken to address the over-utilization of Huron Heights Secondary School. These steps include adding a sixth period (double lunch), reassigning the Mattamy Wildflowers, Tartan, and Doon South Development Areas to Forest Heights Collegiate Institute and adding two additional portable classrooms for a total of 12 portables.

Huron Heights Secondary School specialty classrooms, including the science labs, are fully utilized with the current ADE of 1522 pupils. Any increase in enrolment will impact student access to specialized teaching spaces. At a minimum, student access to the science labs will be negatively impacted as enrolment increases. Additionally, common areas like the cafeteria and hallways are also experiencing over-utilization.

One measure of space availability at a school is Gross Floor Area (GFA) per pupil place. Huron Heights Secondary School is the smallest facility of all the study area schools. Accordingly,

Table 2 shows Huron Heights Secondary School with the least floor area per pupil place of all three study area schools with just 11.652 meters squared per pupil place.

Table 2: Gross Floor Area per Pupil Place (OTG)

School	OTG	GFA (m2)	GFA/Pupil Place
CHCI	1596	22529.5	14.116
FHCI	1272	17893.3	14.067
HHSS	1224	14262.6	11.652

Table 3 looks at the total size of each school site. Huron Heights Secondary School has the smallest site of the three study area schools. Huron Heights has 0.016 acres per pupil place, which is in between Cameron Heights Collegiate Institute and Forest Heights Collegiate Institute. Forest Heights Collegiate Institute has largest school site and the most acres per pupil place.

Table 3: Acreage per Pupil Place (OTG)

School	OTG	Acreage (ac)	Acreage/Pupil Place
CHCI	1596	24.09*	0.015
FHCI	1272	24.93	0.020
HHSS	1224	19.71	0.016

*CHCI Acreage includes the adjacent 16.5 acre city parcel for this comparison

Continued enrolment pressure at Huron Heights Secondary School, identified in Table 1 above, shows utilization projected to reach 165%. In response to this, as well as the limited facility and site space available identified in Tables 2 and 3, Planning staff in association with the Boundary Study Working Group (Senior Team) have developed two scenarios for consideration by parents/guardians, students and community during the boundary study. The scenarios are presented in detail in the following section.

Scenario 1 - Redirection of Glencairn and Country Hills Areas

Scenario 1 redirects Grade 9 to 12 students residing in the Country Hills and Glencairn Public School JK to 6 boundaries from Huron Heights Secondary School to Forest Heights Collegiate Institute, effective September 2020. Both of these schools feed to Laurentian PS for Grade 7 and 8. Laurentian Public School is a single track English school, with no current French Immersion program. In this scenario, the Grade 8 feed to Huron Heights Secondary School is eliminated and replaced with a feed to Forest Heights Collegiate Institute.

Figure 2 outlines the proposed boundaries for Scenario 1. The Grade 9 to 12 boundary for Forest Heights Collegiate Institute is shown in pink on the map and includes the following Development Areas:

- Doon South Development Area
- Mattamy Wildflowers Development Area
- Huron South (Tartan) Development Area

The pink area with hatching is the area to be redirected from Huron Heights Secondary School to Forest Heights Collegiate Institute. Cameron Heights Collegiate Institute experiences no change to its boundary or program offerings in Scenario 1.

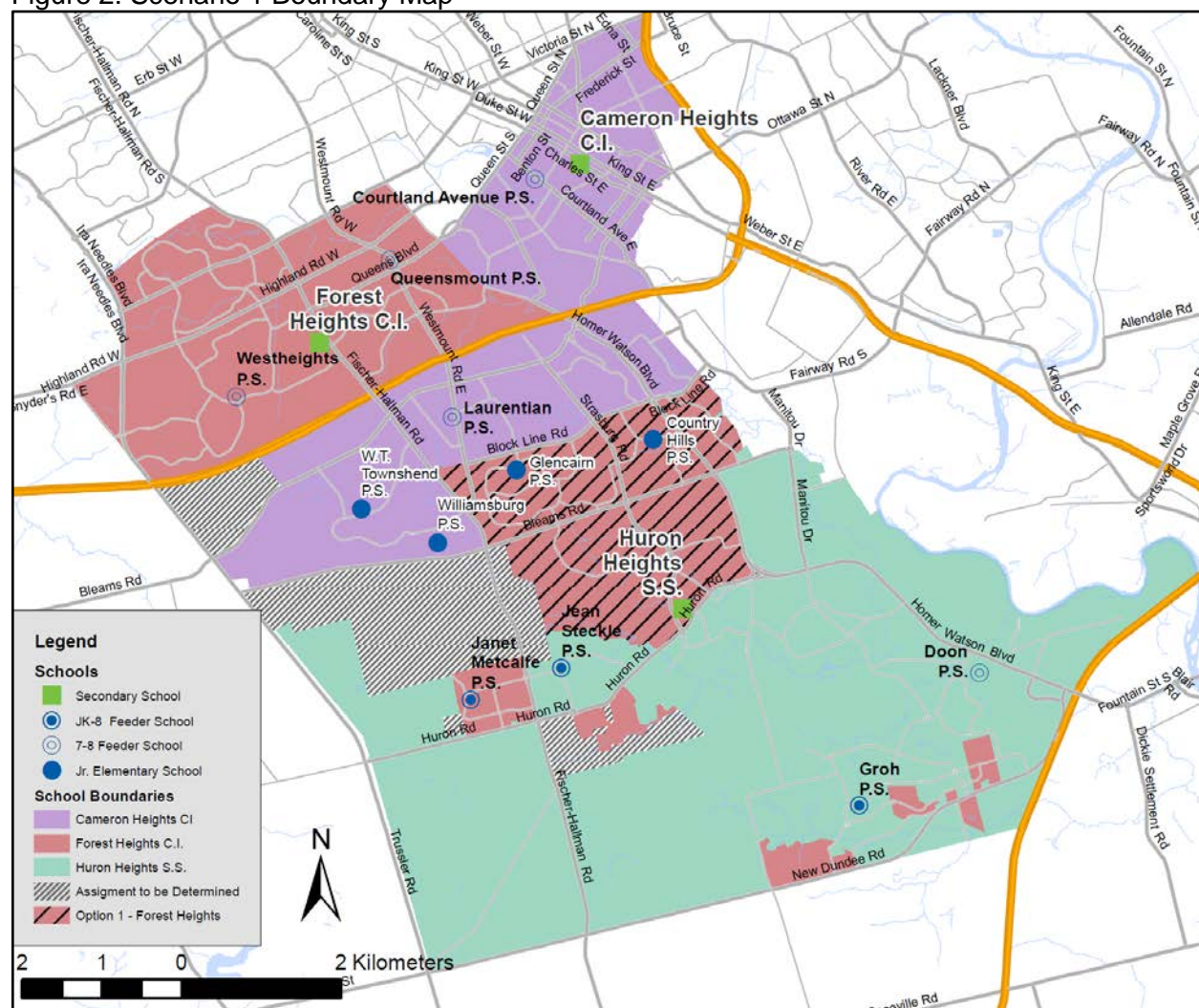
It should be noted that Development Areas identified as 'To-Be-Determined' are not assigned to any secondary schools in this scenario. These areas will require a holding school assignment prior to new home occupancies.

Table 4: Scenario 1 Enrolment Projections

School	Grades	2018 Capacity		Enrolment (ADE*)/ Utilization (%)					
		OTG	Portables	2018	2020	2022	2024	2026	2028
CHCI	9-12	1596	6	1778	1760	1735	1756	1707	1672
				111%	110%	109%	110%	107%	105%
FHCI	9-12	1272	0	1046	1450	1616	1714	1694	1675
				82%	114%	127%	135%	133%	132%
HHSS	9-12	1224	12	1522	1481	1497	1525	1584	1611
				124%	121%	122%	125%	129%	132%

*ADE is Average of October and March enrolment reported as Full Time Equivalent (FTE)

Figure 2: Scenario 1 Boundary Map



Scenario 1 Implications

Enrolment and Utilization

In terms of enrolment and utilization, this scenario increases the utilization of Forest Heights Collegiate Institute to 132% by the end of the projection period and reduces Huron Heights Secondary School utilization to the same rate, thus achieving more enrolment balance between the two schools.

Grade 8 Feeder School Splits

The Laurentian PS Grade 8 class currently includes the Huron South (Tartan) Development Area, which feeds into Forest Heights Collegiate Institute resulting in a triple split of the Grade 8 class to all three Study Area School. By incorporating the Glencairn and Country Hills PS boundaries into the Forest Heights Collegiate Institute boundary, this option will have the effect of reducing the split of the Laurentian PS Grade 8 class from three schools to two; Forest Heights Collegiate Institute and Cameron Heights Collegiate Institute. Huron Heights Secondary School would no longer feed from Laurentian Public School.

Transportation

Because the area being redirected to Forest Heights Collegiate Institute is greater than 3.2 kilometres from the school and because the area is currently within walking distance to Huron Heights Secondary School, there is expected to be a significant additional transportation cost to implement this scenario. Student Transportation Services of Waterloo Region (STSWR) provided an estimate of five additional regular size school buses to transport these students at a cost of \$210K/year.

Any French Immersion students residing in the redirected area would benefit by gaining transportation to Forest Heights Collegiate Institute for Extended French, as they are currently not eligible for transportation to attend the program.

Scenario 2 - W.T. Townshend, Williamsburg, Glencairn and Country Hills Area Redirections

Scenario 2 involves two redirections. Grade 9 to 12 students in the Glencairn and Country Hills boundaries would be redirected from Huron Heights Secondary School to Cameron Heights Collegiate Institute, and Williamsburg Public School, W.T. Townshend Public School and a portion of the Alpine Public School JK to 6 boundary would be redirected from Cameron Heights Collegiate Institute to Forest Heights Collegiate Institute, effective September 2020. These areas are within the Queensmount and Laurentian Public School boundaries for Grades 7 and 8.

Forest Heights Collegiate Institute's Grade 9 to 12 boundary is shown in pink on the map (Figure 3 below) and includes the following Development Areas:

- Doon South Development Area
- Mattamy Wildflowers Development Area
- Huron South (Tartan) Development Area

The pink hatched area is the proposed boundary to be redirected from Cameron Heights Collegiate Institute to Forest Heights Collegiate Institute and is comprised of the Williamsburg Public School, W.T. Townshend PS and a portion of the Alpine Public School junior school boundaries.

The purple hatched area is the Glencairn PS and Country Hills PS boundary that is redirected from Huron Heights Secondary School to Cameron Heights Collegiate Institute in this Scenario.

The Huron Heights Secondary School boundary is reduced by the same portion as in Scenario 1.

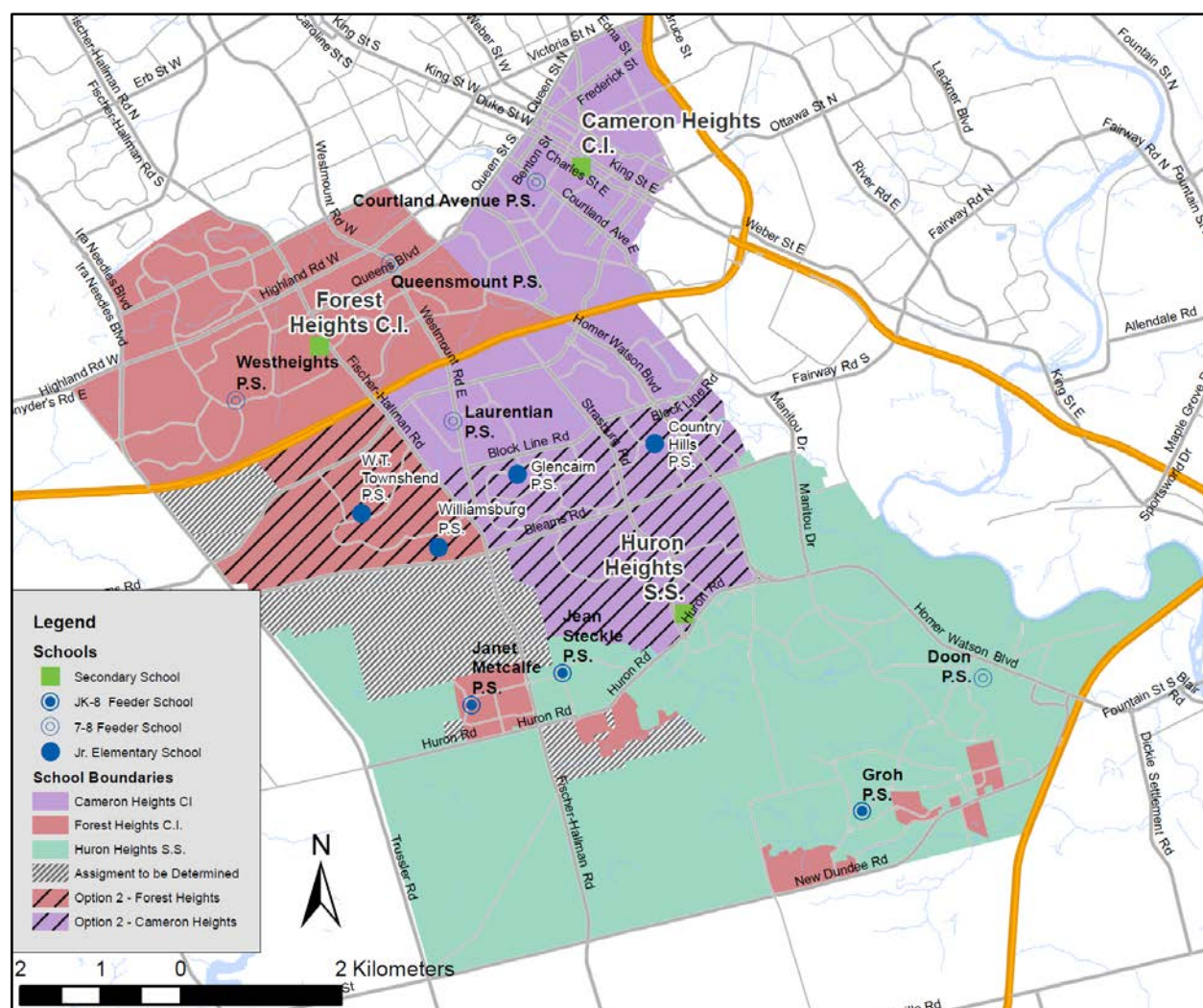
It should be noted that Development Areas identified as 'To-Be-Determined' continue to be unassigned to any schools in this scenario. These areas will require a holding school assignment prior to new home occupancies.

Table 5: Scenario 2 Enrolment Projections

		2018 Capacity		Enrolment (ADE*)/ Utilization (%)					
School	Grades	OTG	Portables	2018	2020	2022	2024	2026	2028
CHCI	9-12	1596	6	1778	1634	1688	1747	1714	1715
				111%	102%	106%	109%	107%	107%
FHCI	9-12	1272	0	1046	1574	1668	1722	1687	1631
				82%	124%	131%	135%	133%	128%
HHSS	9-12	1224	12	1522	1481	1497	1525	1584	1611
				124%	121%	122%	125%	129%	132%

*ADE is Average of October and March enrolment reported as Full Time Equivalent (FTE)

Figure 3: Scenario 2 Boundary Map



Scenario 2 Implications

Enrolment and Utilization

In terms of enrolment and utilization, this scenario increases Forest Heights Collegiate Institute's utilization to 128% by the end of the projection period and reduces Huron Heights Secondary School utilization to nearly the same rate thus achieving a more balanced study area by the end of the projection. It should be noted that Forest Heights' utilization does jump significantly in the first years of implementation, going from a current utilization of 82% up to 124% in 2020.

Cameron Heights Collegiate Institute utilization only increases about 2% over the Status Quo scenario (105% to 107%) in 2028.

Grade 8 Feeder School Splits

By incorporating the Williamsburg Public School, W.T. Townshend Public School and Alpine Public School (portion) into Forest Heights Collegiate Institute, this option eliminates the split feed from the Queensmount Public School Grade 8 class, creating a single feed to Forest Heights Collegiate Institute. By incorporating the Glencairn and Country Hills Public School boundaries into the Cameron Heights Collegiate Institute boundary, this option will have the effect of reducing the split of Laurentian Public School grade 8 class from three schools to two; Forest Heights Collegiate Institute and Cameron Heights Collegiate Institute.

Transportation

Because much of the area being redirected to Forest Heights Collegiate Institute is less than 3.2 kilometres and not transported, the reduction in transportation in this area is approximately equal to the increase in transportation for the area being redirected to Cameron Heights Collegiate Institute which is greater than 3.2 kilometres from that school. Therefore, Scenario 2 is expected to have a net-zero financial impact for transportation.

It should be noted that this scenario would result in a loss of transportation to Cameron Heights Collegiate Institute for the International Baccalaureate (IB) Program for students residing in the Williamsburg Public School, W.T. Townshend Public School and Alpine Public School, (portion). While IB itself does not qualify a student for transportation, since Cameron Heights Collegiate Institute is currently the home school for this area, students qualified for transportation based on distance. The opposite is also true, the areas being added to Cameron Heights Collegiate Institute will benefit from transportation to a school that offers the IB program in this Scenario.

Boundary Study Working Group

Boundary studies are conducted through the establishment of a Boundary Study Working Group. This group will meet on a regular basis to review Scenarios, conduct public consultation and undertake scenario development and/or refinement. Parent/guardian and student representatives on the Working Group often act as a conduit between the board staff and school communities, receiving and sharing feedback about the scenario implications.

Working Group Composition

Up to 3 parents/guardians from each of the Study Area Schools (total of 9)
 Up to 2 students from each of the Study Area Schools (total of 6)
 Coordinating Superintendent, Business Services (M. Gerard)
 Superintendents of Achievement and Well Being (R. DeBoer, B. Lemon, G. Shantz)
 School Administrators (J. Klinck (HHSS), T. Rowe (FHCI), R. Teed (CHCI))
 Planning Staff (Working Group Chairs)

Scenario Assessment Criteria

The Working Group will have the opportunity to provide input on the criteria used to assess each of the scenarios, the following provides a broad overview which could be refined by the Working Group; to establish boundaries that consider:

- efficiency of transportation (students within walking distance, bus routes)
- 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., Grade 8 students moving to secondary school)
- the distribution and accessibility of Special Education and French Immersion programs
- minimizing the impact on students where changes are proposed (e.g., consideration for grandfathering, phased implementation)

Additionally, the Working Group will refer to relevant policies and procedures as needed.

Proposed Boundary Study Timelines & Communications

Item	Description	Timeline
First Report	Share status quo projection and two Scenarios, outline committee composition and timelines	This report (November 19, 2018)
Working Group Kick Off and second meeting	Provide an overview of the Boundary Study process, review the initial report and options, identify top criteria for assessing boundary options, plan for the first public meeting	December 2018
First Public Meeting/Open House	Present the initial report to the Study Area school communities, feeder school communities and broader public. Receive feedback on the initial options.	January 2019
Working Group third and fourth meetings	Plan for public meeting, receive and discuss feedback after first public meeting.	January 2019
Second Public Meeting/Open House	Present update from the Working Group, potentially share a recommended boundary and implementation options	February/March 2019
Final Working Group Meetings	Receive and discuss feedback from second public meeting, make any necessary revisions to the final recommendation, conclude Group work.	March 2019
Final Report to Board	A final recommendation will be presented to the Board of Trustees. Delegations may be heard. Trustees will vote on the recommendation(s). The decision will be ratified at the following Board	April 2019

	meeting. Trustees may or may not approve the recommendations as presented. Trustees may request modifications to the recommended boundary or its implementation.	
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Throughout the Boundary Study, social media and board websites will be used to communicate updates such as public meeting dates and opportunities to provide feedback. The Grade 7 and 8 Feeder schools (listed in Appendix B) will be notified in the same ways as the Study Area Schools. School administrators may make use of School Day to share information about meetings, upcoming reports and opportunities to provide input.

The Planning Department will maintain a webpage dedicated to sharing the same information as above as well as provide the agendas and minutes of the Working Group. The boundaryfeedback@wrdsb.ca email address is always available and visible by Trustees, messages should state Southwest Kitchener Secondary Boundary Study in the subject line.

Feedback is critical to the process of reviewing Scenarios in a Boundary Study. Feedback is welcomed throughout the study period and additional consultation methods may be identified by the Working Group.

Transition Committee

If a recommendation to change secondary school boundaries is approved at the conclusion of the boundary study, a transition committee will be established to collaboratively work through implementation of the changes. This committee will provide supports to the school communities receiving new students to ensure the transition is warm and inviting for the students affected. Student and staff well-being will be a key consideration of the Transition Committee.

Conclusions

The purpose of this report is to commence the public consultation phase of the Southwest Kitchener Secondary Boundary Study. An ambitious timeline is being proposed, with a decision sought for spring 2019 in order to implement a change for September 2020.

Within this report two different Scenarios have been shared for consideration and to form the basis of consultation. Implications have been noted but the list will certainly grow once stakeholders have the opportunity to review the Scenario and identify impacts.

Next Steps

The Working Group kick off meeting is anticipated for November or December at which time a more formalized schedule will be established including dates for public meetings. The next report to the Committee of the Whole will be the final recommendation resulting from the work of the Boundary Study Working Group.

The final recommendation could be one of the Scenarios shown above, a variation on one of the scenarios or a totally new scenario brought forward by the Working Group. The final

recommendation should achieve better enrolment balance for the Study Area with a particular focus on reducing enrolment at Huron Heights Secondary School. Staff will continue to collaborate with the Secondary Boundary Working Group (Senior Team) to identify opportunities to support HHSS in 2019, prior to the implementation of any boundary change.

Study Area Feeder School List (Regular Track Program)

Cameron Heights Collegiate Institute (Grades 9 to 12) (offers IB)

Courtland Public School (Grade 7 and 8), Offers French Immersion

J.F. Carmicheal Public School (JK to Grade 6) Offers French Immersion

Queen Elizabeth Public School (JK to Grade 6)

Rockway Public School (JK to Grade 6)

Sheppard Public School (JK to Grade 6) Offers French Immersion

Suddaby Public School (JK to Grade 6) Offers French Immersion

Queensmount Public School (Grades 7 and 8)

Forest Hill Public School (JK to Grade 6)

J.F. Carmichael Public School (JK to Grade 6) Offers French Immersion

W.T. Townshend Public School (JK to Grade 6) Offers French Immersion

Williamsburg Public School (JK to Grade 6) Offers French Immersion

Laurentian Public School (Grade 7 and 8),

Alpine Public School (JK to Grade 6)

Forest Hill Public School (JK to Grade 6)

Trillium Public School (JK to Grade 6)

Forest Heights Collegiate Institute (Grades 9 to 12), Offers French Immersion

Westheights Public School (Grade 7 and 8), Offers French Immersion

Driftwood Park Public School (JK to Grade 6) Offers French Immersion

John Darling Public School (JK to Grade 6)

Meadowlane Public School (JK to Grade 6)

Sandhills Public School (JK to Grade 6) Offers French Immersion

Queensmount Public School (Grade 7 and 8)

Forest Hill Public School (JK to Grade 6)

J.F. Carmichael Public School (JK to Grade 6) Offers French Immersion

Southridge Public School (JK to Grade 6) Offers French Immersion

Development Area (DA) Holding Schools

Mattamy Wildflowers DA

Forest Heights Collegiate Institute (Grades 9 to 12) Offers French Immersion
(*Secondary DA only, Elementary students attend Janet Metcalfe*)

Doon South DA

Forest Heights Collegiate Institute (Grades 9 to 12) Offers French Immersion

Doon Public School (Grade 7 and 8) Offers French Immersion

Pioneer Park (JK to Grade 6)

Huron Heights Secondary School (Grades 9 to 12)

Doon Public School (Grade 7 and 8) Offers French Immersion

Brigadoon Public School (JK to Grade 6) Offers French Immersion

J.W. Gerth Public School (JK to Grade 6) Offers French Immersion

Pioneer Park Public School (JK to Grade 6)

Groh Public School (JK to Grade 8) Offers Grades 1 and 2 French Immersion

Janet Metcalfe Public School (JK to Grade 7*)

Jean Steckle Public School (JK to Grade 6*) Offers Grades 1 to 4 French Immersion)

Laurentian Public School (Grade 7 and 8)

Country Hills Public School (JK to Grade 6)

Glencairn Public School (JK to Grade 6)

*Jean Steckle PS has Grade 8 in 2018/2019, Janet Metcalfe has JK to Grade 7 in 2018/2019 and will offer Grade 8 2019/2020)

Cameron Heights Collegiate Institute
301 Charles Street East, Kitchener

Site and Facility

Year Built	1969	Site Size (ac)	24.09ac*
Age	49	Acres per Pupil Place (including City parcel)	0.015
On-the-ground Capacity (OTG)	1596	Building Size (Gross Floor Area in m ²)	22,529.45
Facility Condition Index (FCI)/ Assessment Year	36% / 2012	Gross Floor Area per Pupil Place	14.116 m ²
Portable Classrooms / Capacity	7/ 147		

*7.56 acres (Board owned) plus 16.5 acres (City of Kitchener parcel).

Additional Site and Facility Notes

This school is listed on the Municipal Heritage Register as a non-designated property of cultural heritage value or interest

Specialized Program

International Baccalaureate Program (IB)

Specialized Room Summary

Science Labs	Gyms	Music	Drama	Art	Computer Lab	Tech/Shop	Library (Gross Floor Area ft ²)	City Amenities
9	3	1	1	1	6	7	5001.8	Swimming Pool

Additional Specialized Room Notes

In addition to the three gyms, the school enjoys fitness and weight rooms in lower level. The cafetorium benefits from a stage. There are actually 8 Tech/Shops but one is used for special education purposes.

Site Restrictions/ Challenges/ Opportunities

- Overall campus is over 20 acres, but the Board owns 7.56 acres
- Majority of parking and Outdoor Facilities are on City owned land (Kaufman Park)
- 127 of the available 279 parking spaces are owned by the Board, the balance are shared with pool and park users
- Portable classrooms (7) are presently on school parking lot and City lands
- Pool within the building is owned by the City of Kitchener, and shares school infrastructure
- LRT station is within 250 metres of the front door (north and southbound trains)
- Access to additional parking off of Stirling Avenue (city owned)
- Edith MacIntosh Childcare Centre operates within the Kaufman Park campus and shares driveway access.

Transit Data from Region of Waterloo

Existing Routes	Proposed Future Routes (post-ION)
<ul style="list-style-type: none"> • 200 iXpress • 7 Mainline • 11 Country Hills • 22 Laurentian West 	<ul style="list-style-type: none"> • ION Light Rail • 2 Stirling • 3 Ottawa South • 7 King

Future routes are subject to Council Approval.

Forest Heights Collegiate Institute

255 Fischer-Hallman Road, Kitchener

Site and Facility

Year Built	1964	Site Size (ac)	24.94 ac
Age	54	Acres per Pupil Place (including City parcel)	0.020
On-the-ground Capacity (OTG)	1272	Building Size (Gross Floor Area in m ²)	17,893.3
Facility Condition Index (FCI)/ Assessment Year	22% / 2012	Gross Floor Area per Pupil Place	14.067 m ²
Portable Classrooms / Capacity	0		

Additional Site and Facility Notes

This school is listed on the Municipal Heritage Register as a non-designated property of cultural heritage value or interest. A 6-room portapak was demolished in 2015.

Specialized Program

Extended French Immersion

Specialist High Skills Majors:

Arts and Culture

Information and Communications Technology

Specialized Room Summary

Science Labs	Gyms	Music	Drama	Art	Computer Lab	Tech/ Shop	Library (Gross Floor Area ft ²)	City Amenities
8	3	1	1	2	2	2	3184.7	Library and Pool

Additional Specialized Room Notes

In addition to the three gyms there is a weight room and a fitness room / dance studio in the lower level. The school enjoys teachable outdoor spaces in the three courtyards. The cafetorium benefits from a stage.

Site Restrictions/ Challenges/ Opportunities

- Overall 23 acre campus is shared with 7.9 acre City of Kitchener Fischer Park
- Shared parking with library and pool restricts overflow parking
- Parking lot has been designed to permit "Kiss and Ride"
- Signalized pedestrian crossing in front of school on Fischer-Hallman Blvd
- Access to additional rear /service drop off area behind school and pool from Forest Hill Drive
- Additional Frontage on Forest Hill Drive
- multiple pedestrian accesses (north, south, east and west)
- expansion potential to south towards Forest Hill Drive

Transit Data from Region of Waterloo

Existing Routes	Proposed Future Routes (post-ION)
<ul style="list-style-type: none"> ● 201 iXpress Fischer-Hallman ● 1 Queen-River ● 2 Forest Heights ● 22 Laurentian West 	<ul style="list-style-type: none"> ● 201 iXpress Fischer-Hallman ● 1 Queen-River ● 2 Forest Heights

Future routes are subject to Council Approval.

Huron Heights Secondary School
1825 Strasburg Road, Kitchener

Site and Facility

Year Built	2006	Site Size (ac)	19.70 ac
Age	12	Acres per Pupil Place (including City parcel)	0.016
On-the-ground Capacity (OTG)	1224	Building Size (Gross Floor Area in m ²)	14,262.6
Facility Condition Index (FCI)/ Assessment Year	0% /2015	Gross Floor Area per Pupil Place	11.652 m ²
Portable Classrooms / Capacity	12/ 252		

Specialized Program

Health Care Sectors Magnet Program
Specialist High Skills Majors
Arts and Culture
Environment
Health Care Fitness and Health
Sport

Specialized Room Summary

Science Labs	Gyms	Music	Drama	Art	Computer Lab	Tech/ Shop	Library (Gross Floor Area ft ²)	City Amenities
6	3	2	1	2	3	3	4536.7	N/A

Site Restrictions/ Challenges/ Opportunities

- Overall 19.5 acre campus does not adjoin park, and is restricted by wetland environmental area to north
- Site is pie-shaped
- Portables consuming maximum allocated space
- Front parking lot has been designed to permit "Kiss and Ride", additional Lot to rear of school (separate access)
- Signalized pedestrian crossing in front of school on Huron Road
- Access to additional rear /service drop off area behind school and pool from Strasburg Road
- Principal Frontage on Strasburg Road, no vehicular access to Huron
- Industrial Uses to North and West
- Area to west of school reserved for additional building expansion

Transit Data from Region of Waterloo

Existing Routes	Proposed Future Routes (post-ION)
<ul style="list-style-type: none">• 16 Strasburg• 33 Huron	<ul style="list-style-type: none">• 16 Strasburg-Belmont• 33 Huron

Future routes are subject to Council Approval.