

**WATERLOO REGION DISTRICT SCHOOL BOARD**

**NOTICE AND AGENDA**

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1<sup>st</sup> Floor, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, March 19, 2018, at 7:00 p.m.\*\***

**AGENDA**

**Call to Order**

**O Canada**

**Approval of Agenda**

**Declarations of Pecuniary Interest**

**Celebrating Board Activities/Announcements**

**Delegations**

Educational Assistants Association (EAA) – Lisa Weiler Haskins – Student Aggression

**Policy and Governance**

- |   |            |
|---|------------|
| <b>01</b> Review of Board Policy 1001 - Health Support Services | M. Weinert |
| <b>03</b> Review of Board Policy 1005 - Safe Arrival            | M. Weinert |
| <b>05</b> Review of Board Policy 4015 - Procurement Cards       | M. Gerard  |

**Reports**

- |  |                                    |
|--|------------------------------------|
| Director's Strategic Plan Town Hall/ Open House  | L. Read                            |
| <b>07</b> Long Term Accommodation Plan Final   | M. Gerard                          |
| <b>129</b> School Year Calendar 2018-2019  | E. Giannopoulos                    |
| <b>134</b> Status Report of Partial French Immersion Elementary Enrolment for 17-18 and Projected Gr 1 Enrolment for 18-19 | B. Lemon                           |
| <b>141</b> Trustee Determination and Distribution Report   | Chairperson                        |
| <b>144</b> Compliance Audit Committee – Elections  | M. Gerard                          |
| <b>146</b> Huron Heights S. S. Bell Times Report   | M. Gerard                          |
| <b>149</b> OPSBA Proposed Trustee Resolutions and Constitutional Amendments for AGM  | Trustees K Woodcock/<br>K. Smith   |
| <b>167</b> Motion re: Learning Skills and Student Achievement / Well-Being   | Trustee N. Waddell                 |
| <b>168</b> Motion re: Bylaw Review Committee<br>Generative Discussion: Trustee Memos                                       | Trustee K. Woodcock<br>Chairperson |

**Board Reports**

**Question Period** (*10 minutes*)

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

**Adjournment**

Questions relating to this agenda should be directed to  
Stephanie Reidel, Manager of Corporate Services  
519-570-0003, ext. 4336, or [Stephanie.Reidel@wrdsb.ca](mailto:Stephanie.Reidel@wrdsb.ca)





## HEALTH SUPPORT SERVICES

Legal References:

Related References: *Protocol - External Student Service Provider;*  
*Administrative Procedure 1460 - Administration of Medication;*  
*Administrative Procedure 1470 - Anaphylactic Management Plan;*  
*Administrative Procedure 1510 - Health Information-Other Health Support Services;*  
*Administrative Procedure 1530 -Diabetes Management;*

Effective Date: *January 1, 2010*

Revisions: *January 12, 2015*

Reviewed: *October 19, 2015, November 21, 2016, **March 19, 2018***

1. It is the policy of the Waterloo Region District School Board that provision of Board approved and specified support services be accepted by employees as part of the total education program for the pupils concerned, and that the Principal shall ensure the sensitivities of employees, who may be involved in the provision of health support services, are met to the greatest degree possible, recognizing that:
  - 1.1 The Ontario Government has stated that responsibility for ensuring the provision of health support services to pupils in school settings is to be shared by the Ministry of Health and Long Term Care, Ministry of Education, and Ministry of Children and Youth Services;
  - 1.2 Responsibility for certain specific health support services during school hours including administration of oral medication, specified services to physically disabled pupils, and speech remediation, correction and habilitation programs has been assigned to school boards;
  - 1.3 The Ministry of Education has directed that every school board have a protocol for the provision of services from regulated health professionals, regulated social service professionals, and paraprofessionals.



## HEALTH SUPPORT SERVICES

Legal References:

Related References: *Protocol - External Student Service Provider;*  
*Administrative Procedure 1460 - Administration of Medication;*  
*Administrative Procedure 1470 - Anaphylactic Management Plan;*  
*Administrative Procedure 1510 - Health Information-Other Health Support Services;*  
*Administrative Procedure 1530 -Diabetes Management;*

Effective Date: *January 1, 2010*

Revisions: *January 12, 2015*

Reviewed: *October 19, 2015, November 21, 2016*

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board that provision of Board approved and specified support services be accepted by employees as part of the total education program for the pupils concerned, and that the Principal shall ensure the sensitivities of employees, who may be involved in the provision of health support services, are met to the greatest degree possible, recognizing that:
  - 1.1.1 The Ontario Government has stated that responsibility for ensuring the provision of health support services to pupils in school settings is to be shared by the Ministry of Health and Long Term Care, Ministry of Education, and Ministry of Children and Youth Services.;
  - 1.1.2 Responsibility for certain specific health support services during school hours including administration of oral medication, specified services to physically disabled pupils, and speech remediation, correction and habilitation programs has been assigned to school boards;
  - 1.1.3 The Ministry of Education has directed that every school board have a protocol for the provision of services from regulated health professionals, regulated social service professionals, and paraprofessionals.



## Board Policy 1005

### SAFE ARRIVAL

Legal References:	<i>Education Act</i>
Related References:	<i>Ministry of Education Policy/Program Memorandum No. 123 AP 1520 Safe Arrival Program</i>
Effective Date:	<i>May 31, 1999</i>
Revisions:	<i>May 30, 2005</i>
Reviewed:	<i>October 19, 2015, November 21, 2016, <b>March 19, 2018</b></i>

1. It is the policy of the Waterloo Region District School Board, as directed by Policy/Program Memorandum No. 123 from the Ministry of Education to implement a safe arrival program, which requires that:
  - 1.1 all elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers;
  - 1.2 safe arrival programs are developed and implemented by schools with advice from school councils, band councils, parents, volunteers, and other community members;
  - 1.3 the design of specific procedures reflects local needs and the particular circumstances of the school and the community;
  - 1.4 schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe arrival programs;
  - 1.5 safe arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.

**SAFE ARRIVAL**

Legal References:	<i>Education Act</i>
Related References:	<i>Ministry of Education Policy/Program Memorandum No. 123 AP 1520 Safe Arrival Program</i>
Effective Date:	<i>May 31, 1999</i>
Revisions:	<i>May 30, 2005</i>
Reviewed:	<i>October 19, 2015, November 21, 2016</i>

**1. Preamble**

- 1.1 It is the policy of the Waterloo Region District School Board, as directed by Policy/Program Memorandum No. 123 from the Ministry of Education to implement a safe arrival program, which requires that:
  - 1.1.1 all elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers;
  - 1.1.2 safe arrival programs are developed and implemented by schools with advice from school councils, band councils, parents, volunteers, and other community members;
  - 1.1.3 the design of specific procedures reflects local needs and the particular circumstances of the school and the community;
  - 1.1.4 schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe arrival programs;
  - 1.1.5 safe arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.



## PROCUREMENT CARDS

Legal References:	<i>Public Sector Accountability Act (2010) Part IV – Expense Claims: Allowable Expenses Education Act 286(1)(i) Duties of Supervisory Officers Business Section 171(1)17 Powers of Boards: Membership Fees and Traveling Expenses</i>
Related References:	<i>Broader Public Sector (BPS) Procurement Directive – Ministry of Finance Broader Public Sector (BPS) Expense Directive Board Policy 1014 - Freedom of Information and Records Management Board Policy - 4005 Procurement Board Policy - 4008 Segregation of Duties <b>and Signing Authority</b> Administrative Procedure 1100 – Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) Administrative Procedure 1110 - Records Management Administrative Procedure 4360 - Principles of Business Conduct For Board Employees Administrative Procedure 4460 - Procurement Cards Administrative Procedure 4570 - Procurement</i>
Effective Date:	<i>October 22, 2012</i>
Revisions:	<i>November 14, 2016, <b>March 19, 2018</b></i>
Reviewed:	

### 1. General

- 1.1 It is the policy of the Waterloo Region District School Board (Board) that Procurement Cards (referred to as P-card(s)), be used solely for the purpose of Board business. The policy that follows outlines the role and responsibilities of staff and their supervisors for the use of Procurement Cards (P-cards).

### 2. Procurement Cards

- 2.1 The procurement of goods and services using P-cards will be subject to all applicable policies, procedures, directives, card agreements and limits as established by the Board.
- 2.2 P-cards are for the use of the authorized individuals (named) to whom the card is issued and may not be transferred or used by any other party. Control and custody of the P-card is the responsibility of the Board approved cardholder.
- 2.3 For a P-card balance to be paid, statements must have the appropriate authorization and approval(s) as per Board Policy 4008 - Signing Authority and Segregation of Duties and the WRDSB Procurement Card Agreement.
- 2.4 All expenditures **incurred on** a P-card must be reasonable, relevant to the business activity of the Board, be within approved limits and be transparent.
- 2.5 The Board assumes no obligation to pay expense(s) incurred on the P-card that do not comply with aforementioned policies, procedures, directives **and** agreements.



## PROCUREMENT CARDS

Legal References:	<i>Public Sector Accountability Act (2010) Part IV – Expense Claims: Allowable Expenses Education Act 286(1)(i) Duties of Supervisory Officers Business Section 171(1)17 Powers of Boards: Membership Fees and Traveling Expenses</i>
Related References:	<i>Broader Public Sector (BPS) Procurement Directive – Ministry of Finance Broader Public Sector (BPS) Expense Directive Board Policy 1014 - Freedom of Information and Records Management Board Policy - 4005 Procurement Board Policy - 4008 Signing Authority and Segregation of Duties Administrative Procedure 1100 – Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) Administrative Procedure 1110 - Records Management Administrative Procedure 4360 - Principles of Business Conduct For Board Employees Administrative Procedure 4570 - Procurement Administrative Procedure 4460 - Procurement Cards</i>
Effective Date:	<i>October 22, 2012</i>
Revisions:	<i>November 9, 2015, November 14, 2016</i>
Reviewed:	

### 1. General

- 1.1 It is the policy of the Waterloo Region District School Board (Board) that Procurement Cards (referred to as P-card(s)), be used solely for the purpose of Board business. The policy that follows outlines the role and responsibilities of staff and their supervisors for the use of Procurement Cards (P-cards).

### 2. Procurement Cards

- 2.1 Board approved budget funds may be accessed by Board authorized P-cards issued to authorized personnel.
- 2.2 The procurement of goods and services using P-cards will be subject to all applicable policies, procedures, directives, card agreements and limits as established by the Board.
- 2.3 P-cards are for the use of the authorized individuals (named) to whom the card is issued and may not be transferred or used by any other party. Control and custody of the P-card is the responsibility of the Board approved cardholder.
- 2.4 For a P-card balance to be paid, statements must have the appropriate authorization and approval(s) as per Board Policy 4008 - Signing Authority and Segregation of Duties and the WRDSB Procurement Card Agreement.
- 2.5 All expenditures procured through a P-card must be reasonable, relevant to the business activity of the Board, be within approved limits and be transparent.
- 2.6 The Board assumes no obligation to pay expense(s) incurred on the P-card that do not comply with aforementioned policies, procedures, directives, agreements.





# Report to Committee of the Whole

March 19, 2018

## Subject: Final Long-Term Accommodation Plan (LTAP)

### Recommendation

*That the Waterloo Region District School Board approves the Long-Term Accommodation Plan (LTAP); and*

*That staff be directed to submit the LTAP to the Ministry of Education and all entities outlined in the notification list in [Administrative Procedure 4990 - Community Planning and Facility Partnerships](#).*

### Status

Planning staff are pleased to provide the final Long-Term Accommodation Plan (LTAP) to the Board of Trustees (Trustees). The initial draft was presented to Committee of the Whole on January 22, 2018.

This plan identifies short-term (one to five year) and medium-term (six to ten year) recommendations where student accommodation needs have been identified. Recommendations include new classroom additions, boundary studies, partnership opportunities and pupil accommodation reviews. Trustees will be involved in future decisions regarding these recommendations in accordance with [Administrative Procedure 4991 – Boundary Studies](#) and [Administrative Procedure 4860 – Pupil Accommodation Review](#) and other applicable procedures.

A summary table of proposed actions for consideration is provided in on page 7 of the attached LTAP. The recommendations outlined in the document allow for flexibility of timing. Future updates to the LTAP may reflect changing timelines for projects.

To assist in understanding how to read the LTAP, please refer to the Glossary of Terms on Appendix B of the LTAP.

Since the release of the draft plan in January, staff have undertaken several promotional activities to support consultation and encourage feedback. Actions undertaken include;

- Stakeholders were emailed and advised the draft plan was available and provided public meeting details
- January 25, 2018 – A Public Meeting Open House was held at the Education Centre
- January 30, 2018 – a poster was distributed to all schools detailing how parents may access a hard copy of the LTAP if needed as well as how to provide feedback on the draft plan

- January 30, 2018 – Staff attended a System Leadership Team meeting to participate in a carousel activity focusing on the recommendations in the LTAP
- February 6, 2018 - Staff attended Waterloo Region Assembly of Public School Councils (WRAPSC) meeting to share the status of the LTAP and invite feedback as well as answer any questions
- Information about the LTAP was shared at various meetings in a presentation about the budget
- Deadline to submit feedback extended to February 16, 2018 to allow for review of the document

Most of the feedback received about the LTAP was positive. Some parents identified a need for future boundary studies and stakeholders were supportive about partnership opportunities. Stakeholders indicated this plan would be a useful tool for their respective long-range planning work.

Most of the changes between the draft and final version were minor, however, two new appendices have been added – Secondary Specialist High Skills Major Programs and Additional Properties. A map was added to Appendix A – Child Care Locations.

The LTAP will be revisited and revised in alignment with the Education Development Charges Background Study. Based on that schedule, work on an update to the LTAP will be initiated in late 2020 with a final version anticipated for spring of 2021.

## **Background**

On January 22, 2018 a draft version of the LTAP was presented to Trustees for information and shared online.

The May 15, 2017 Committee of the Whole report “Accommodation Planning 2017-2018” indicated that a long-term capital and accommodation plan was in development with a 2017 release date. As indicated in the October 23, 2017 Committee of the Whole report, Planning staff revised this date to early 2018 to allow for thorough consultation and collaboration with Communications.

On February 9, 2018 the Ministry released [Memo 2018:B02 “Draft Revised Pupil Accommodation Review Guideline and Community Planning and Partnerships Guideline Updates”](#). Feedback on the draft revisions is being accepted until March 23, 2018. A final document is expected in spring of 2018 at which time boards will be expected to amend their existing Pupil Accommodation Review (PAR) policies. No new PARs may be undertaken until such time as a new policy is in place and an LTAP is approved.

## **Financial implications**

No financial implications.

## Communications

Planning and Communications staff collaborated to ensure the final LTAP included input from a variety of stakeholders as detailed above. The final LTAP is online and available at [www.wrdsb.ca/planning/ltap](http://www.wrdsb.ca/planning/ltap) as well as in the Board agenda package.

Those who provided feedback will receive a link to the final plan. Additionally, the LTAP will be submitted to the Ministry of Education and local municipality clerk's departments as well as the co-terminus school boards.

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

**INNOVATING TOMORROW  
BY EDUCATING TODAY**



**2017-2027**

# **LONG-TERM ACCOMMODATION PLAN**



# 12 CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>2</b>	REVIEW AREA E09 - Kitchener Central East (Chicopee-Kingsville)	53
<b>INTRODUCTION.....</b>	<b>3</b>	REVIEW AREA E10 - Kitchener Central West (Alpine-Country Hills)	55
<b>GUIDING PRINCIPLES .....</b>	<b>4</b>	REVIEW AREA E11 - Kitchener West (Laurentian West-Chandler)	57
<b>FRAMEWORK OF PROPOSED ACTIONS.....</b>	<b>5</b>	REVIEW AREA E12 - Kitchener West (Forest Heights)	59
<b>PROJECTION METHODOLOGY .....</b>	<b>9</b>	REVIEW AREA E13 - Kitchener Central (Victoria Hills-Westmount)	61
<b>WATERLOO REGION PROFILE .....</b>	<b>11</b>	REVIEW AREA E14A - Kitchener Central (Downtown-Midtown)	63
<b>FACILITIES AND UTILIZATION.....</b>	<b>13</b>	REVIEW AREA E14B - Kitchener Central (Downtown-Midtown)	65
Table 4: Cambridge Utilization Summary	17	REVIEW AREA E15 - Kitchener East (Stanley Park)	67
Table 5: Kitchener Utilization Summary	18	REVIEW AREA E16 - Kitchener East (rand River South)	69
Table 6: Townships utilization Summary	20	REVIEW AREA So2 - Kitchener Southwest	71
Table 7: Waterloo Utilization Summary	21	REVIEW AREA So3 - Kitchener Central-East	73
<b>FACILITY CONDITION AND RENEWAL NEEDS .....</b>	<b>23</b>	<b>TOWNSHIP REVIEW AREAS AT A GLANCE .....</b>	<b>75</b>
<b>HISTORICAL ENROLMENTS - ELEMENTARY .....</b>	<b>25</b>	REVIEW AREA E17 - Wilmot Township	77
<b>HISTORICAL ENROLMENTS - SECONDARY .....</b>	<b>26</b>	REVIEW AREA E18 - Wellesley & Woolwich Townships	79
<b>PROJECTED ENROLMENTS - ELEMENTARY .....</b>	<b>27</b>	REVIEW AREA E19 - Woolwich Township (Elmira)	81
<b>PROJECTED ENROLMENTS - SECONDARY .....</b>	<b>28</b>	REVIEW AREA E20 - Woolwich Township (Breslau)	83
<b>ELEMENTARY &amp; SECONDARY REVIEW AREA KEY MAPS.....</b>	<b>29</b>	REVIEW AREA E21 - North Dumfries Township	85
<b>CITY OF CAMBRIDGE REVIEW AREAS AT A GLANCE.....</b>	<b>31</b>	REVIEW AREA so4 - Wellesley-Wilmot-Woolwich	87
REVIEW AREA Eo1 - Cambridge West (West Galt-Blair Road)	33	<b>CITY OF WATERLOO REVIEW AREAS AT A GLANCE.....</b>	<b>89</b>
REVIEW AREA Eo2 - Cambridge Northeast (Hespeler)	35	REVIEW AREA E22 - Waterloo West (Clair Hills-Columbia Forest)	91
REVIEW AREA Eo3 - Cambridge Northwest (Preston)	37	REVIEW AREA E23 - Waterloo Central West (Beechwood)	93
REVIEW AREA Eo4 - Cambridge East (Greenway-Chaplin-Fiddlesticks)	39	REVIEW AREA E24 - Waterloo Central North (Lakeshore-Lincoln)	95
REVIEW AREA Eo5 - Cambridge South (Christopher-Champlain)	41	REVIEW AREA E25 - Waterloo East (Eastbridge-Colonial Acres-Lexington)	97
REVIEW AREA Eo6 - Cambridge Southeast (Southeast Galt)	43	REVIEW AREA So5 - Waterloo	99
REVIEW AREA So1 - Cambridge	45	<b>INDEX.....</b>	<b>102</b>
<b>CITY OF KITCHENER REVIEW AREAS AT A GLANCE .....</b>	<b>47</b>	<b>APPENDIX A - CHILD CARE LOCATIONS.....</b>	<b>106</b>
REVIEW AREA Eo7 - Kitchener Southwest (Huron-Rosenberg)	49	<b>APPENDIX B - GLOSSARY.....</b>	<b>107</b>
REVIEW AREA Eo8 - Kitchener Southwest (Doon-Pioneer Park)	51	<b>APPENDIX C - STAKEHOLDER INPUT .....</b>	<b>109</b>
		<b>APPENDIX D - FEEDER SCHOOL LIST .....</b>	<b>110</b>
		<b>APPENDIX E - SPECIALIST HIGH SKILLS MAJOR .....</b>	<b>113</b>
		<b>APPENDIX F - ADDITIONAL PROPERTIES.....</b>	<b>114</b>



## EXECUTIVE SUMMARY

---

### What is the LTAP?

The Long-Term Accommodation Plan (LTAP) is a document showing how well used our schools are and will be over the next ten years. It also reveals how well kept they are (their condition). Using this information, the LTAP suggests ways to deal with utilization issues over the short-term (one to five years) and medium to long-term (six to ten years).

### Why is it important?

The LTAP helps us to prioritize projects for Ministry of Education funding requests. Enrolment and facility information is shown by review area and by school. A plan is required before we can consider any school closures and/or partnerships.

### What are the major findings?

This plan identifies where we should consider:

- new schools
- additions
- changing attendance boundaries
- school closures\*
- partnerships

It also highlights how well we are using and caring for our schools.

### How will these findings be applied?

We will use the short and medium-term recommendations to create a work plan for the next ten years. The proposals contained within the LTAP are potential solutions. All solutions will be further considered through an open and transparent review process conducted according to our Board policy. The final decision regarding these matters rests with the elected Board of Trustees.

\*School closures can only happen after a full Pupil Accommodation Review process is undertaken, the process includes many consultation opportunities, and a final decision by the Board of Trustees.



## INTRODUCTION

---

Waterloo Region District School Board (WRDSB or Board) proudly serves 64,000 Junior Kindergarten to Grade 12 students in 120 elementary and secondary schools across the Region of Waterloo. Our schools provide innovative learning environments to develop students' knowledge, skills, confidence and success as they face the future.

The Long-Term Accommodation Plan (LTAP) provides a snapshot of the current and future state of WRDSB elementary and secondary schools. The plan details enrolment trends, facility utilization, review area profiles, as well as the factors that influence student accommodation in Waterloo Region (i.e., development activity, program offerings, etc.) The LTAP informs WRDSB administration, local municipalities, stakeholders and the public about our plans. It will guide decision making on how the Board can best meet the needs of students.

The proposals contained within the LTAP are potential solutions. Any future accommodation solutions would be further considered through an open and transparent review process conducted according to Board policy. The final decision regarding these matters rests with the elected Board of Trustees.

Accommodation planning is not static and the LTAP should be viewed as containing the most accurate information and data available. All enrolment figures are listed as total student bodies, rather than full time equivalent, representative of October 31st of the identified school year. Students aged 21 or over are not included.

## GUIDING PRINCIPLES

The LTAP adopts a series of important principles that guide the proposed actions. All accommodation and utilization recommendations will:

1

Be consistent with current Provincial Policies, Memoranda and Guidelines, the Board's Policies and Administrative Procedures and the Board's Strategic Plan.

6

Consider the requirements of the Accessibility for Ontarians with Disabilities Act.

2

Ensure access to sustainable, quality and equitable public education in every community served by the Board.

7

Maximize the efficiency and effectiveness of Board facilities, including technology and modernization.

3

Support excellence in teaching and learning which will enhance student achievement and well-being, and ensure school board financial stability and sustainability.

8

Support a range of program models and opportunities in elementary and secondary panels.

4

Involve community engagement and consultation, including meaningful community dialogue and participation among all stakeholders.

9

Consider partnership and community hub opportunities.

5

Be based on enrolment projections that use current planning methodologies and demographic information.

10

Consider the impact on student transportation, while promoting active transportation.

## FRAMEWORK OF PROPOSED ACTIONS

The following section outlines the anticipated accommodation actions to be undertaken from 2017 to 2027 and includes proposed attendance boundary studies, the construction of new schools or additions, program conversions, pupil accommodation reviews and associated school closures.

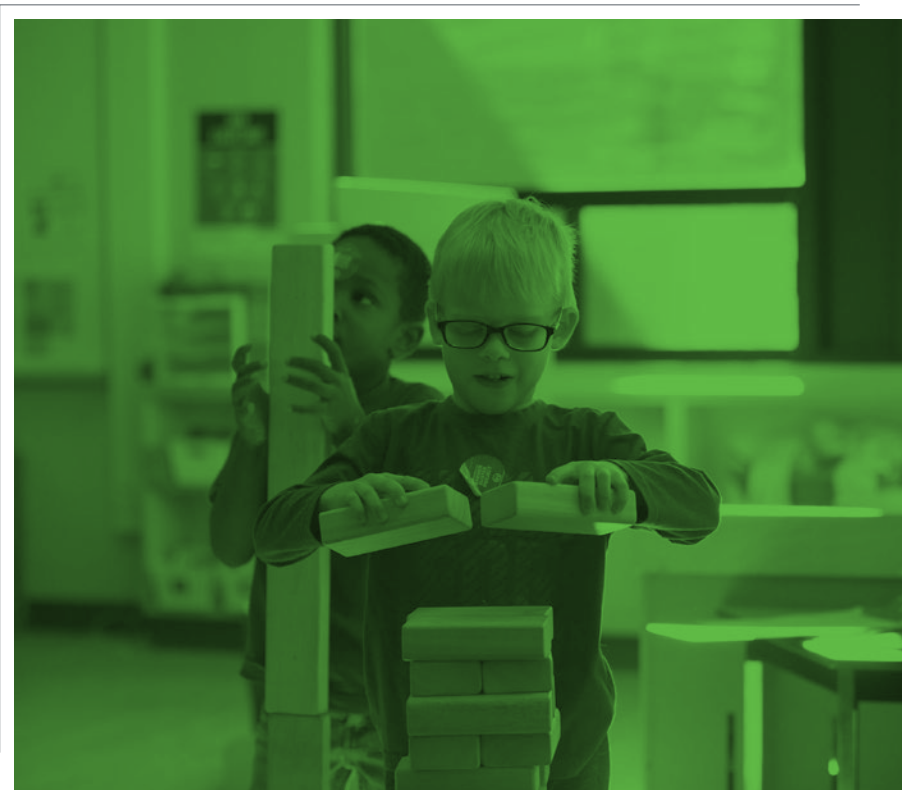
For all actions that require approvals from the Board of Trustees, staff will prepare reports in accordance with relevant Board Policies and Administrative Procedures for consideration.

### **Ministry approvals and funding**

Some of the recommended actions include new schools or new school additions. These projects require funding approvals from the Ministry of Education. As such, the timing of these projects is subject to Ministry funding approvals and announcements.

### **PROPOSED ACTIONS**

Table 1 summarizes the proposed actions of the LTAP, follows on page 6.



## FRAMEWORK OF PROPOSED ACTIONS (CONT'D)

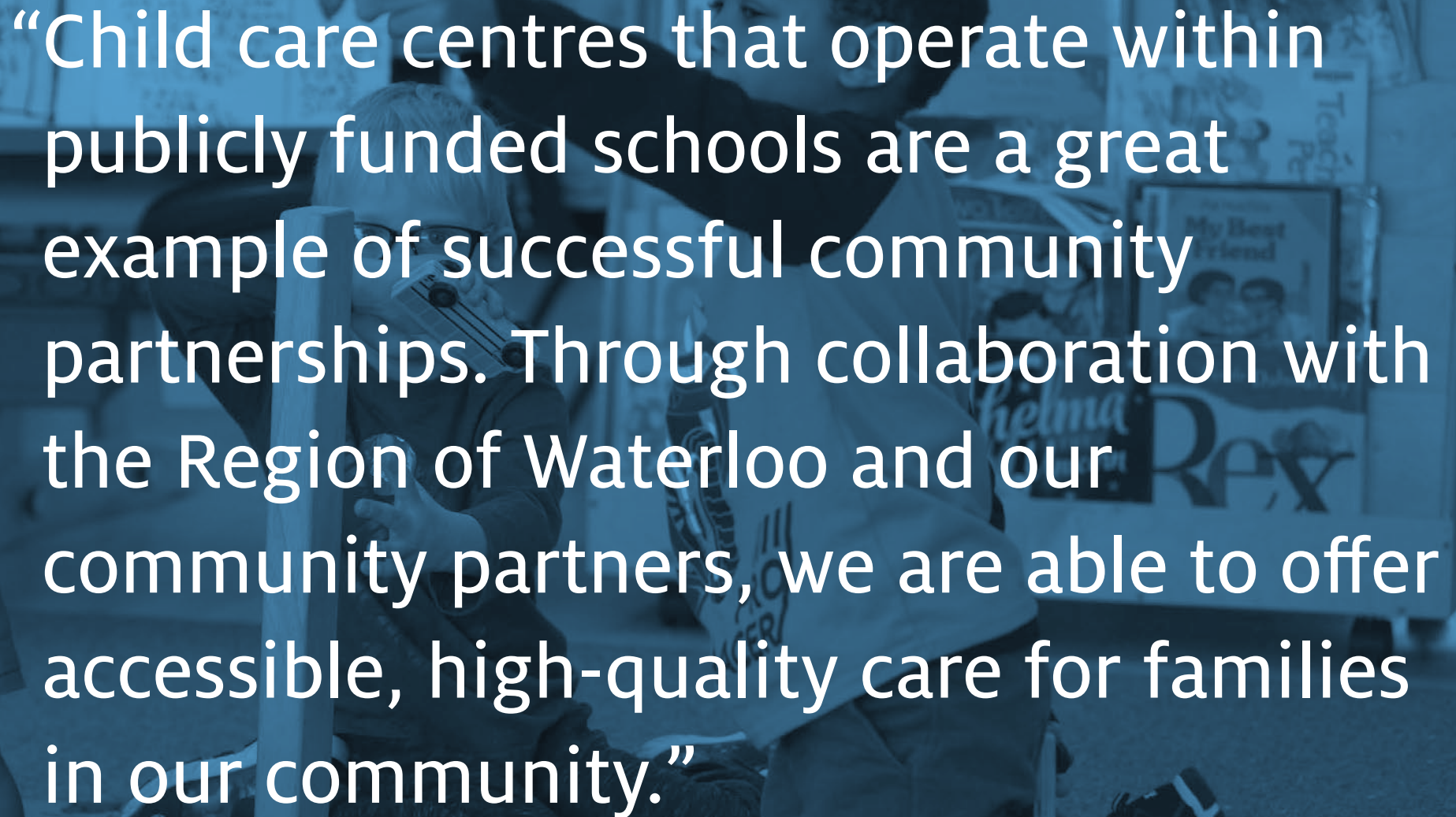
**TABLE 1: Summary of actions for consideration**

ACTION	SHORT-TERM	MEDIUM TO LONG-TERM
<b>New school</b>	Review Area Eo2*	Review Area Eo1
11 Elementary	Review Area Eo6+	Review Area Eo6
1 Secondary	Review Area Eo7+	Review Area Eo7 x 2
	Review Area Eo8*	Review Area Eo9
	Review Area E20*	Review Area E12
	Review Area So2*	Review Area E22
<b>Addition</b>	Review Area Eo3*	Review Area Eo4
9 Elementary	Review Area E10	Review Area E13
2 Secondary	Review Area E16	Review Area E19
	Review Area E19*	Review Area So4
	Review Area E22	
	Review Area E23	
	Review Area So4*	
<b>Boundary Study</b>	Review Area Eo9	Review Area So1
10 Elementary	Review Area E14B	Review Area E13
3 Secondary	Review Area E15	
	Review Area E16	
	Review Area E17	
	Review Area E21	
	Review Area E22	
	Review Area E24	
	Review Area E25	
	Review Area So2	
	Review Area So5	

ACTION	SHORT-TERM	MEDIUM TO LONG-TERM
<b>Pupil Accommodation Review</b>	Review Area E25	Review Area Eo9
5 Elementary	Review Area So2	Review Area E12
2 Secondary	Review Area So3	Review Area E14B
		Review Area E24
<b>Partnership</b>	Review Area Eo1	Review Area Eo7
10 Elementary	Review Area Eo8	Review Area E11
1 Secondary	Review Area Eo9	Review Area E12
	Review Area E14B	Review Area E14A
	Review Area E17	
	Review Area E24	
	Review Area So5	

\*Project was submitted for funding approval through 2017 Capital Priorities

+Project has received funding approval



“Child care centres that operate within publicly funded schools are a great example of successful community partnerships. Through collaboration with the Region of Waterloo and our community partners, we are able to offer accessible, high-quality care for families in our community.”

—NICK LANDRY, CONTROLLER OF FINANCIAL SERVICES

## FRAMEWORK OF PROPOSED ACTIONS (CONT'D)

### Community partnership and co-build opportunities

Developing co-operative and collaborative facility partnerships enables the Board to improve the use of school buildings, reduce facility costs and improve educational opportunities.

#### PARTNERSHIPS

Partnerships may involve co-building new facilities, leases, licenses and/or joint use agreements to utilize part of an existing school or administrative facility specifically during school hours.

Where a partnership is appropriate for the school setting, and where it enhances wellness and student achievement, the Board is receptive to sharing facilities. This applies to the use of unoccupied space in existing schools and administration facilities.

All planned new schools within the LTAP, yet to be approved and funded by the Ministry of Education, can be considered for potential partnership in accordance with the provisions of the Board's Community Planning and Facility Partnership Policy.

Partnership opportunities are shared at an annual public meeting. To receive updates please email [partnerships@wrdsb.ca](mailto:partnerships@wrdsb.ca) and visit [www.wrdsb.ca/planning/partnerships](http://www.wrdsb.ca/planning/partnerships)

#### DISPOSITION OF SURPLUS PROPERTY

Information about property disposition is also shared online, check out [www.wrdsb.ca/planning/disposition](http://www.wrdsb.ca/planning/disposition).

Any property for sale on the open market will be posted on the website. You can also email [procurement@wrdsb.ca](mailto:procurement@wrdsb.ca) to receive notifications when properties are available for sale.



## PROJECTION METHODOLOGY

---

Long-term projections use October 31, 2017 enrolment numbers as a basis, and are consistent with the Education Development Charges Background Study, 2016. Projection software is used to establish detailed long-term forecasts by school in two parts – existing trends and new developments.

The basis for existing community long-term projections is enrolment as of October 31st. Retention rates by grade utilize three-year averaged historical trends. We attempt to capture realistic growth and decline trends for each grade and consider program enrolments. These three-year average trends help account for program gains and losses (e.g., French Immersion) and movement between schools.

To project new development, we track active development including subdivision and condominium applications. We focus on unit type and total units. Each unit type yields a different average number of students. For example, more students live in single-detached units than apartment units. The data we input generates a projection for students in new developments.





“This plan was created in consultation with community partners, parents and educators. We wanted to ensure that the proposed solutions are addressing the needs and concerns of those we are here to serve.”

—LAUREN AGAR, MANAGER OF PLANNING



## WATERLOO REGION PROFILE

The Region of Waterloo is comprised of three cities – Cambridge, Kitchener and Waterloo, as well as four townships – North Dumfries, Wellesley, Wilmot and Woolwich. The 2016 Census of Population by Statistics Canada estimates a total population for this area of 535,154. Over the past 15 years, the region’s population grew an average of 1.53 per cent per year.

### Population growth trends

Between 2006 and 2016, the Region of Waterloo grew by 11 per cent (see Table 2), compared to the Provincial average of 5.7 per cent. Growth occurred at different rates throughout the Region, with all municipalities experiencing positive population growth between 2006 and 2016 (10-year growth rate), and 2011 and 2016 (5-year growth rate).

**Table 2: Region of Waterloo growth trends by municipality 2006-2016**

MUNICIPALITY	2006	2011	2016	ABSOLUTE GROWTH	5-YEAR GROWTH RATE	10-YEAR GROWTH RATE
Cambridge	120,371	126,748	129,920	9,549	2%	7%
Kitchener	204,668	219,153	233,222	28,554	6%	12%
North Dumfries	9,063	9,334	10,215	1,152	9%	11%
Waterloo	97,475	98,780	104,986	7,511	6%	7%
Wellesley	9,789	10,713	11,260	1,471	5%	13%
Wilmot	17,097	19,223	20,545	3,448	6%	17%
Woolwich	19,658	23,145	25,006	5,348	7%	21%
<b>Waterloo Region</b>	<b>478,121</b>	<b>507,096</b>	<b>535,154</b>	<b>57,033</b>	<b>5%</b>	<b>11%</b>

Source: Statistics Canada, 2006, 2011 and 2016

## WATERLOO REGION PROFILE (CONT'D)

### Development activity

All growth and development in Ontario is guided by the Planning Act and related Provincial, regional (if applicable) and local planning documents. Provincial plans and policies set a broad vision for growth and development in Ontario's communities and provide direction on matters of provincial interest (e.g. the economy, the protection of the environment and natural resources and creating strong communities).

In Waterloo region, planning is a shared responsibility between the upper-tier (Regional Municipality) and 7 lower-tier (local) municipal governments. The Region's Official Plan (ROP) sets out the regional vision for growth and development. Each local municipality has its own Official Plan and regulatory documents (e.g., Zoning By-law) to guide growth and development at the local level. Planning policies generally emphasize managing growth efficiently while protecting valuable agricultural lands and environmental resources.

The areas in each municipality that are agricultural, rural or natural/resources are, for the most part, protected from development. Most future population growth will occur in the municipal Urban Areas (designated greenfield area) or in designated Rural, Village or Hamlet Areas (see Figure 1).

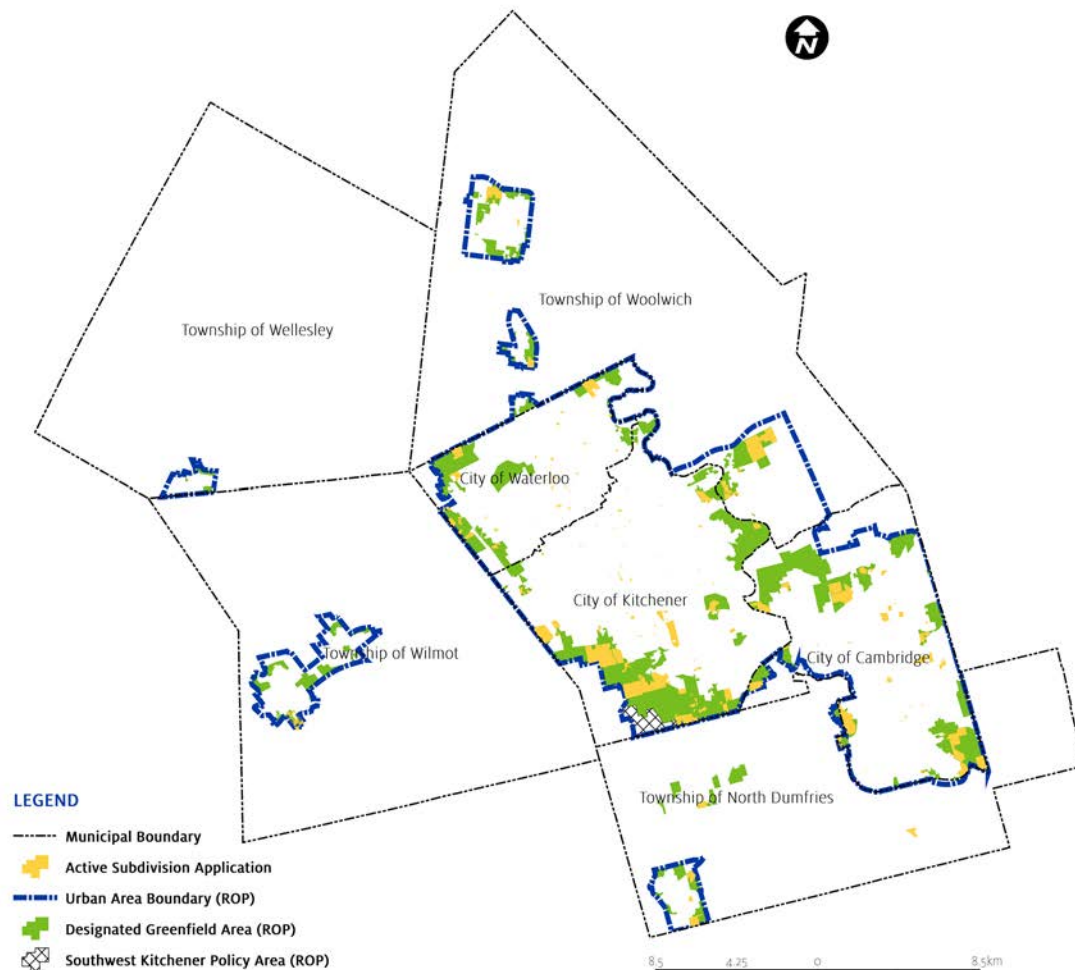
Current notable growth areas in the cities include:

- Southwest Kitchener
- Southeast Cambridge
- North Cambridge
- Northwest Waterloo

Current notable growth areas in the townships include:

- Ayr
- Baden
- Breslau
- Elmira
- New Hamburg
- St. Jacobs
- Wellesley

Figure 1: Region of Waterloo growth areas



# FACILITIES AND UTILIZATION

## Age of facilities

Our facilities range in age from 0 to 164 years with an average age of 49 years. The average elementary school age is 47 years old and the average secondary school age is 62 years (see Figure 2 and Figure 3 below). Additions and renovations have been undertaken over time to attend to the accommodation needs of students. Detailed information on each school can be found in the Review Area summaries.

Figure 2: Age of elementary school facilities (as of 2017)

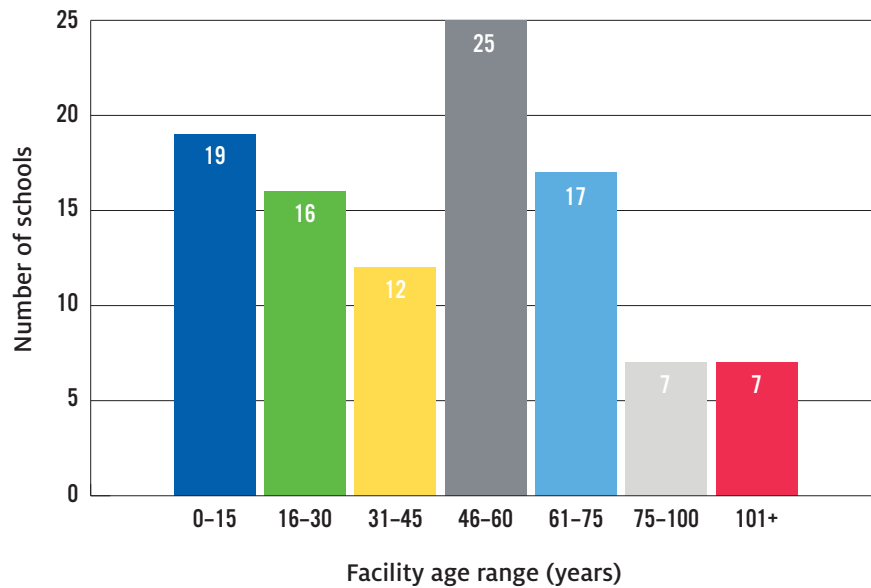
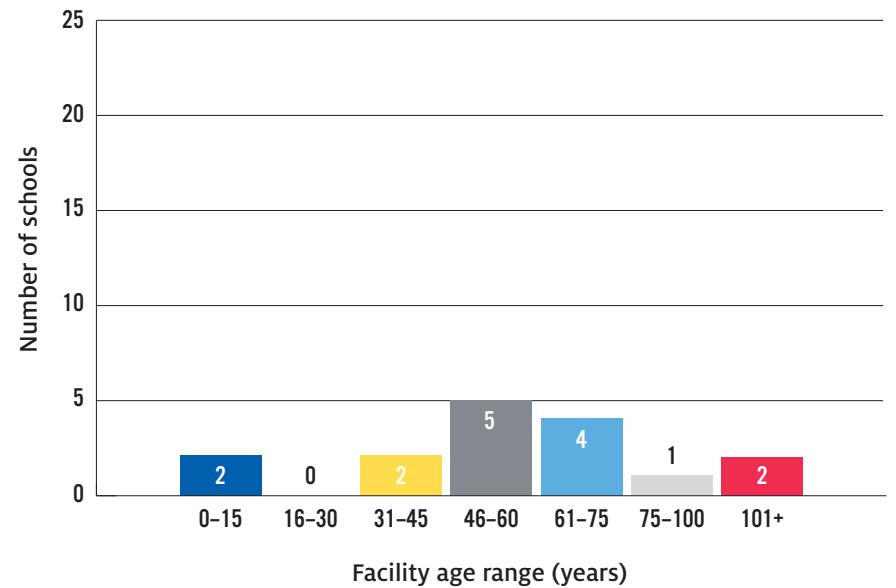


Figure 3: Age of secondary school facilities (as of 2017)



## FACILITIES AND UTILIZATION (CONT'D)

### Utilization

Utilization refers to the enrolment of a school building in comparison to its capacity. The utilization rate is calculated by dividing the student enrolment of a school by the capacity of the school.

### ON THE GROUND CAPACITY

In determining capacity, the Ministry of Education identifies categories of elementary and secondary instructional spaces. Each category has a capacity associated with class sizes. The sum of a school's room capacity ratings is the on-the-ground capacity (OTG). Examples of classroom types for elementary and secondary panels and their corresponding capacities are shown in Table 3. Detailed information on each school's OTG can be found in the Review Area summaries.

**Table 3: On-the-ground capacity of elementary and secondary school facility instructional spaces**

INSTRUCTIONAL SPACE TYPE	ELEMENTARY SCHOOL CAPACITY	SECONDARY SCHOOL CAPACITY
Kindergarten	26	N/A
Classroom	23	21
Special education (self-contained)	9	9
Resource room (400 to 700 square feet)	12	12
Seminar room (under 400 square feet)	0	0
Gymnasium	0	0
Gymnasium (multiple)	0	21
Library	0	0
Instrumental Music	0	21
Art	23	21
Computers	23	21
Exercise	N/A	0
Science	23	21
Technical/Vocational	0	21
Theatre/Dramatic Arts	N/A	21
Family Studies	N/A	21

## FACILITIES AND UTILIZATION (CONT'D)

### TEMPORARY CAPACITY

The number of students in a classroom does not always match a classroom's capacity. Temporary accommodation can increase the functional capacity of a school without adding to the on-the-ground capacity. Examples of temporary accommodation include:

- Portable classrooms – demountable or relocatable classrooms detached from the school building. Portables are intended for short-term use.
- Portapak classrooms – a series of portable classrooms (usually no less than six) attached to a portion of the school building, joined by a common roof and hallway. Portapaks are intended for medium-term use.
- Relocatable classroom module (RCM) non-permanent – a modular classroom attached to the main school building (minimum of three walls not intended to be permanent construction). RCMs are intended for medium to long-term use.

Each school site accommodates a fixed amount of temporary capacity without cost-prohibitive modifications to the site or permanent building. While many sites are capable of accommodating 12 or more portables, the number of portables that can be placed on a school also depends on site size, conditions and school infrastructure including: hard and soft surfaced play areas, number of parking spaces, number of washrooms, and the size and scheduling of the specialized spaces (e.g., gymnasium, library, science rooms, etc.).

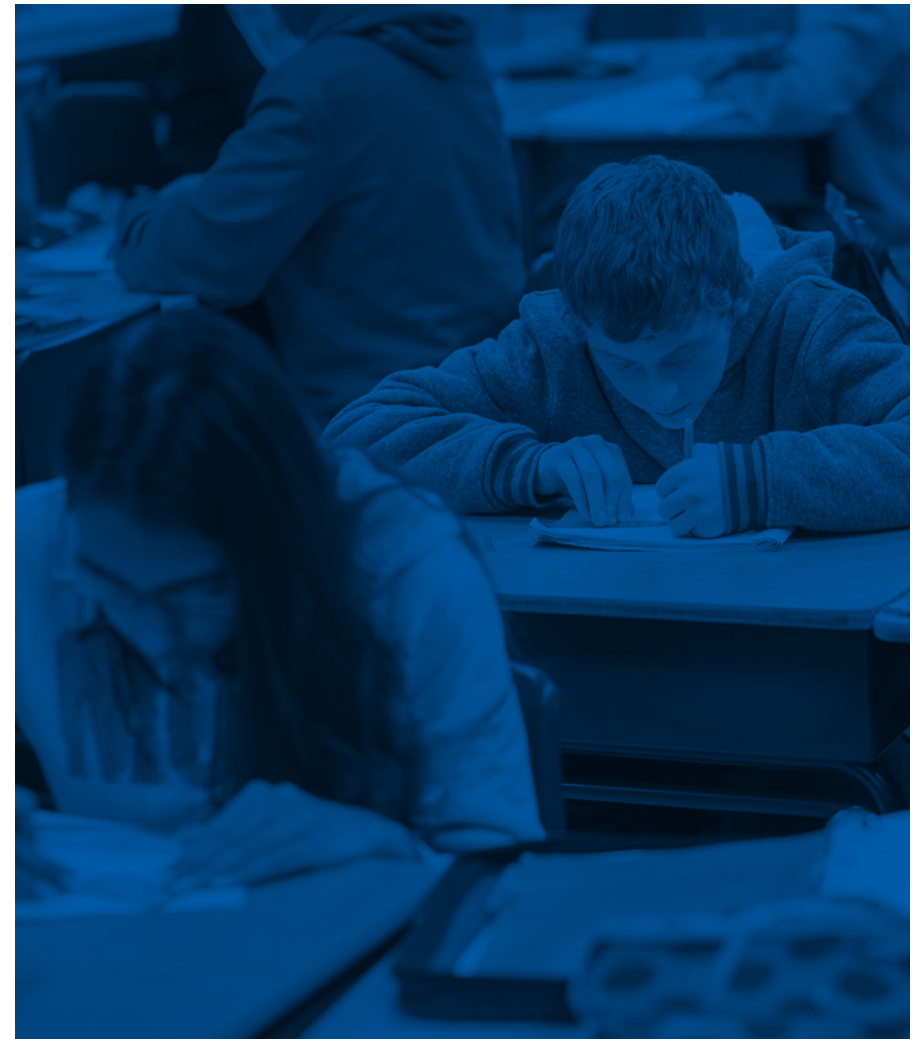
To relieve long-term operating and maintenance costs, efforts are made to replace portables with new classroom additions.

### OTHER METHODS & CRITERIA USED TO ADDRESS CAPACITY

Boundary studies may also form part of the solution to overcrowding at a school where empty space is available in a nearby facility.

Development Areas are another temporary solution to overcrowding where students may be directed to a holding school until space becomes available in their neighbourhood. Refer to [Board Procedure 4992 - Temporary Student Accommodation for Development Areas](#).

School sizing is determined based on the sustainable community needs. Overbuilding occurs when permanent pupil spaces are constructed to accommodate peak enrolment, rather than the sustained enrolment that comes with the maturing of neighbourhoods.



## FACILITIES AND UTILIZATION (CONT'D)

### MAXIMIZING UTILIZATION

Facility sharing between publicly funded school boards through co-ownership, lease, or other arrangement is a priority for the Ministry of Education and the Board. In accordance with [Board Policy 1011 – Community Planning and Facility Partnerships](#), the Board considers opportunities to share facilities when building new schools, undertaking significant renovations, when considering the use of unoccupied space in schools, or when considering schools that may close and the future disposition of sites.

Underutilized open and operating schools are reviewed on an annual basis for their suitability for partnership based on one or more of the following:

- 60 per cent utilized or less for two or more years
- 200 or more unused pupil places
- no anticipated enrolment increases within the existing boundary of the school in the mid-term that would require use of the space
- the school is not located within an area identified for a Pupil Accommodation Review within the next three years
- the space is not required for existing educational programming and initiatives
- amenities are appropriate (e.g., parking, washrooms, separated access, etc.) or if required, can be accommodated through renovations
- the ability to separate the space used by partners from the space used by students and other factors that make the school suitable for sharing during the school day
- zoning and municipal bylaw restriction(s)
- other municipal planning considerations regarding appropriate site use can be satisfied
- facility condition
- the ability to accommodate other Ministry of Education initiatives, as required

Tables 4 to 7 summarize the projected utilization of schools by municipality and review area.

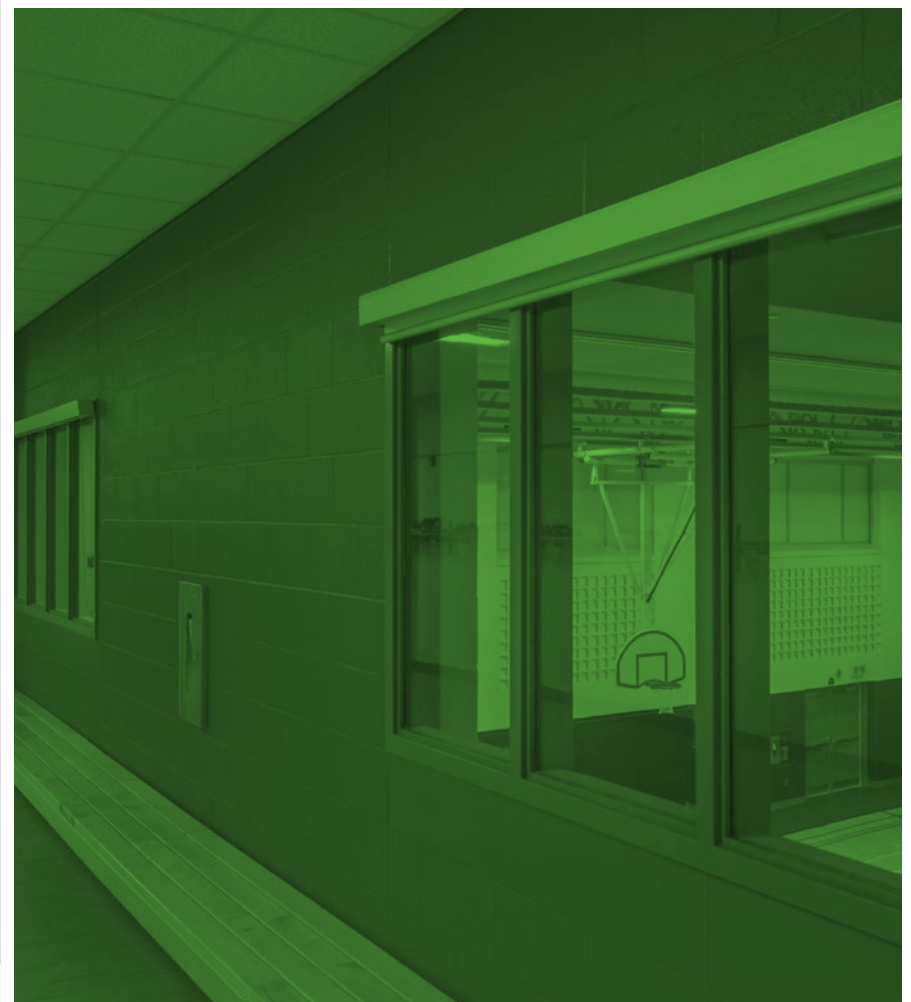


TABLE 4: CAMBRIDGE UTILIZATION SUMMARY

REVIEW AREA	SCHOOL	2017	CURRENT (2017)				1 YEAR OUT				5 YEARS OUT				10 YEARS OUT			
		CAPACITY	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)
E01	Blair Road PS	271		1			6				89				215			
	Highland PS	464	31				25			13				29				
	St. Andrew's PS	424	65				112			114				87				
	Tait Street PS	507		14			20			11				10				
	<b>E01 Total</b>	<b>1666</b>	<b>81</b>				<b>61</b>				<b>23</b>				<b>147</b>			
E02	Centennial (C) PS	294	92				87			70				33				
	Hespeler PS	675	19				30			68				90				
	Hillcrest PS	426	132				115			91				85				
	Silverheights PS	637		116			114			124				161				
	Woodland Park PS	479	12				50			69				80				
<b>E02 Total</b>	<b>2511</b>	<b>139</b>				<b>168</b>				<b>173</b>				<b>128</b>				
E03	Coronation PS	432	27				33			41				45				
	Grand View (C) PS	349	23				26			55				29				
	Parkway PS	245	20				9			34				41				
	Preston PS	303	95				67			5				27				
	Ryerson PS*	366		143			130			109				88				
	William G. Davis PS	455	32				23			6				27				
<b>E03 Total</b>	<b>2150</b>	<b>54</b>				<b>28</b>				<b>160</b>				<b>120</b>				
E04	Avenue Road PS	464		6			1			16				1				
	Clemens Mill PS	527		168			131			102				84				
	Elgin Street PS	430	28				40			41				30				
	Manchester PS	426	51				42			40				48				
	Saginaw PS	458	57				50			19				34				
<b>E04 Total</b>	<b>2305</b>		<b>38</b>			<b>2</b>				<b>24</b>				<b>42</b>				
E05	Central PS	308	45				46			31				36				
	Stewart Avenue PS	513		24			27			5				26				
<b>E05 Total</b>	<b>821</b>	<b>21</b>				<b>19</b>				<b>36</b>				<b>62</b>				
E06	Chalmers Street PS	257		199			215			320				357				
	Moffat Creek PS	642		18			34			160				316				
<b>E06 Total</b>	<b>899</b>		<b>217</b>			<b>249</b>				<b>481</b>				<b>673</b>				
S01	Galt CI	1230	★ 258				★ 250			189				104				
	Glenview Park SS	1308	★ 432				★ 413			★ 258			★ 220					
	Jacob Hespeler SS	1257	118				60			★ 205			★ 303					
	Preston HS	1116	56				18			105				46				
	Southwood SS	912	161				179			136				160				
<b>S01 Total</b>	<b>5823</b>	<b>1025</b>				<b>884</b>				<b>684</b>				<b>741</b>				

★ More than 200 pupil places under capacity

\*Classrooms under construction included in future capacity

TABLE 5: KITCHENER UTILIZATION SUMMARY

REVIEW AREA	SCHOOL	2017	CURRENT (2017)				1 YEAR OUT				5 YEARS OUT				10 YEARS OUT			
		CAPACITY	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)
E07	Janet Metcalfe PS	620				184					38				52			
	Jean Steckle PS	715		191			64			7				93				
	<b>E07 Total</b>	<b>1335</b>	<b>429</b>			<b>120</b>				<b>31</b>				<b>42</b>				
E08	Brigadoon PS	495		48			70				38				65			
	Doon PS	331		105			52				70				61			
	Groh PS	597	81				83				303				460			
	J.W. Gerth PS	582	25			23				56				68				
	Pioneer Park PS	294		38			73				269				384			
	<b>E08 Total</b>	<b>2299</b>		<b>85</b>			<b>254</b>				<b>624</b>				<b>902</b>			
E09	Franklin PS	606		24			17				81				102			
	Howard Robertson PS	504	129			116				82				54				
	Rockway PS	294	62			57				51				51				
	Sheppard PS	433	54			71				70				79				
	Sunnyside PS	455	96			129				119				80				
	Wilson Avenue PS	510		16			34				62				78			
<b>E09 Total</b>	<b>2802</b>	<b>301</b>				<b>322</b>				<b>178</b>				<b>84</b>				
E10	Alpine PS	294	4			17				24				34				
	Country Hills PS	309		91			113				179				204			
	Glencairn PS	332	28			37				72				91				
	Laurentian PS	421		18			19				12			4				
	Trillium PS	262	37			35				34				32				
<b>E10 Total</b>	<b>1618</b>		<b>40</b>			<b>43</b>				<b>60</b>				<b>43</b>				
E11	Forest Hill PS	560	41			48				81				77				
	Queensmount PS	432	26				5				14			58				
	Southridge PS	518		38		98					10				64			
	W.T. Townshend PS	758	42			50				57				38				
	Williamsburg PS	770	23			28				31				21				
<b>E11 Total</b>	<b>3038</b>	<b>94</b>				<b>219</b>				<b>145</b>				<b>130</b>				
E12	Driftwood Park PS	352		55			88				155				263			
	John Darling PS	324	72			70				64				62				
	Meadowlane PS	285	27			27				28				41				
	Sandhills PS	678		8			10			33				33				
	Westheights PS	320		237			226				299				344			
<b>E12 Total</b>	<b>1959</b>		<b>201</b>			<b>226</b>				<b>329</b>				<b>471</b>				

★ More than 200 pupil places under capacity



TABLE 5: KITCHENER UTILIZATION SUMMARY (CONTINUED)

REVIEW AREA	SCHOOL	2017	CURRENT (2017)				1 YEAR OUT				5 YEARS OUT				10 YEARS OUT			
		CAPACITY	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)
E13	A.R. Kaufman PS	481	86				70				58				5			
	Empire PS	452		128				148				208				237		
	Westmount PS	493		31				39				96				40		
	Westvale PS	401	10				11				18				2			
	<b>E13 Total</b>	<b>1827</b>		<b>63</b>				<b>106</b>				<b>228</b>				<b>269</b>		
E14A	Margaret Avenue PS	444	129				147				111				164			
	Prueter PS	372		111				98				35				13		
	Suddaby PS	552	71				60				36				35			
	<b>E14A Total</b>	<b>1368</b>		<b>311</b>				<b>305</b>				<b>182</b>				<b>186</b>		
E14B	Courtland Avenue PS	349	120				124				109				105			
	J.F. Carmichael PS	552		96				99				142			179			
	King Edward PS	352		34				37				89			103			
	Queen Elizabeth PS	358		55				111				157			160			
	<b>E14B Total</b>	<b>1611</b>		<b>305</b>				<b>372</b>				<b>497</b>			<b>547</b>			
E15	Crestview PS	525	160				144				55					40		
	Mackenzie King PS	363		138				112				2				137		
	Smithson PS	376		144				133				101			104			
	Stanley Park PS	464		55				85				86				2		
	<b>E15 Total</b>	<b>1728</b>		<b>497</b>				<b>474</b>				<b>244</b>				<b>74</b>		
E16	Chicopee Hills PS	623		52				58				86				83		
	Lackner Woods PS	412		10				41				149				216		
	<b>E16 Total</b>	<b>1035</b>		<b>62</b>				<b>99</b>				<b>235</b>				<b>299</b>		
So2	Forest Heights CI	1278	★ 207				197				82				104			
	Huron Heights SS	1245		292				443				738			917			
	<b>So2 Total</b>	<b>2523</b>		<b>85</b>				<b>245</b>				<b>656</b>			<b>1022</b>			
So3	Cameron Heights CI	1605		246				179				156				150		
	Eastwood CI	1263		142				132				68			83			
	Grand River CI*	1323		98				52				244			388			
	Kitchener-Waterloo C & VS	1617	★ 289				★ 272				86				1			
	<b>So3 Total</b>	<b>5808</b>		<b>1</b>				<b>13</b>				<b>246</b>			<b>456</b>			

★ More than 200 pupil places under capacity  
 \*Classrooms under construction included in future

TABLE 6: TOWNSHIPS UTILIZATION SUMMARY

REVIEW AREA	SCHOOL	2017	CURRENT (2017)				1 YEAR OUT				5 YEARS OUT				10 YEARS OUT			
		CAPACITY	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)
E17	Baden PS	605	3				0				5			21				
	Forest Glen PS	446		61			58				32			30				
	Grandview (NH) PS	179		41			48				67			54				
	New Dundee PS	228	64				63				82			98				
	Sir Adam Beck PS	565		42			48				84			105				
	<b>E17 Total</b>	<b>2023</b>		<b>77</b>			<b>91</b>				<b>106</b>			<b>70</b>				
E18	Conestogo PS	262		23			12				37			42				
	Floradale PS	340	99				104				96			86				
	Linwood PS	528	125				142				179			173				
	St. Jacobs PS	320	20				18				10			14				
	Wellesley PS	714		20			21				7			30				
	<b>E18 Total</b>	<b>2164</b>	<b>201</b>				<b>231</b>				<b>294</b>			<b>316</b>				
E19	John Mahood PS	381		51			62				152			236				
	Park Manor PS	271	60				55				6			55				
	Riverside PS	557	143				111				41			92				
	<b>E19 Total</b>	<b>1209</b>	<b>152</b>				<b>104</b>				<b>187</b>			<b>383</b>				
E20	Breslau PS	565		98			107				104			87				
	<b>E20 Total</b>	<b>565</b>		<b>98</b>			<b>107</b>				<b>104</b>			<b>87</b>				
E21	Ayr PS	179		24			23				22			53				
	Cedar Creek PS*	271		215			47				170			190				
	<b>E21 Total</b>	<b>450</b>		<b>239</b>			<b>70</b>				<b>192</b>			<b>244</b>				
So4	Elmira DSS	1062		277			299				325			332				
	Waterloo-Oxford DSS	1185		114			143				224			201				
	<b>So4 Total</b>	<b>2247</b>		<b>391</b>			<b>442</b>				<b>549</b>			<b>533</b>				

★ More than 200 pupil places under capacity

\*Classrooms under construction included in future capacity

TABLE 7: WATERLOO UTILIZATION SUMMARY

REVIEW AREA	SCHOOL	2017	CURRENT (2017)				1 YEAR OUT				5 YEARS OUT				10 YEARS OUT			
		CAPACITY	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)	UNDER CAPACITY (#)	OVER CAPACITY (#)	UNDER CAPACITY (%)	OVER CAPACITY (%)
E22	Abraham Erb PS	487	67				70				103				126			
	Edna Staebler PS	720	31				69				107				121			
	Laurelwood PS	366		203				197				147				187		
	Vista Hills PS	643	28					140				544				535		
	<b>E22 Total</b>	<b>2216</b>		<b>77</b>				<b>197</b>				<b>480</b>				<b>475</b>		
E23	Centennial (W) PS	294		175				134				146				174		
	Keatsway PS	294		100				117				120				86		
	Mary Johnston PS	433		3				9				4				5		
	<b>E23 Total</b>	<b>1021</b>		<b>278</b>				<b>259</b>				<b>270</b>				<b>266</b>		
E24	Cedarbrae PS	409	157				156				189			★ 203				
	Elizabeth Ziegler PS	437		10				1			13					13		
	Lincoln Heights PS	467	99				68				43				46			
	MacGregor PS	391		86				87				112				122		
	N.A. MacEachern PS	309		8				5				139				343		
	Northlake Woods PS	510	131				144				144				167			
	Winston Churchill PS	216		59				65				40				7		
<b>E24 Total</b>	<b>2739</b>	<b>224</b>				<b>210</b>				<b>100</b>				<b>68</b>				
E25	Bridgeport PS	507	116				118				133				154			
	Lester B. Pearson PS	654		71				62			14				4			
	Lexington PS	113		200				246				338				310		
	Millen Woods PS	496	104				116				115				126			
	Sandowne PS	458	136				133				126				133			
<b>E25 Total</b>	<b>2228</b>	<b>85</b>				<b>58</b>				<b>50</b>				<b>99</b>				
So5	Bluevale CI	1389	99				1					115		★ 240				
	Sir John A. Macdonald SS	1548	104					54				355				367		
	Waterloo CI	1203		122				148				185				266		
	<b>So5 Total</b>	<b>4140</b>	<b>81</b>					<b>200</b>				<b>654</b>			<b>394</b>			

★ More than 200 pupil places under capacity

A blue-tinted photograph of students in a classroom. In the foreground, a student is seen from the back, typing on a laptop. To their left, another student is looking at a laptop screen. In the background, several other students are seated at desks, some looking towards the camera and others looking down at their work. The overall atmosphere is one of focused learning and collaboration.

“As educators and students in this diverse region, we stand together in defining innovation not simply in technology and apps, but in new ideas and collaborative ways of solving problems that face everyone.”

—JOHN BRYANT, DIRECTOR OF EDUCATION

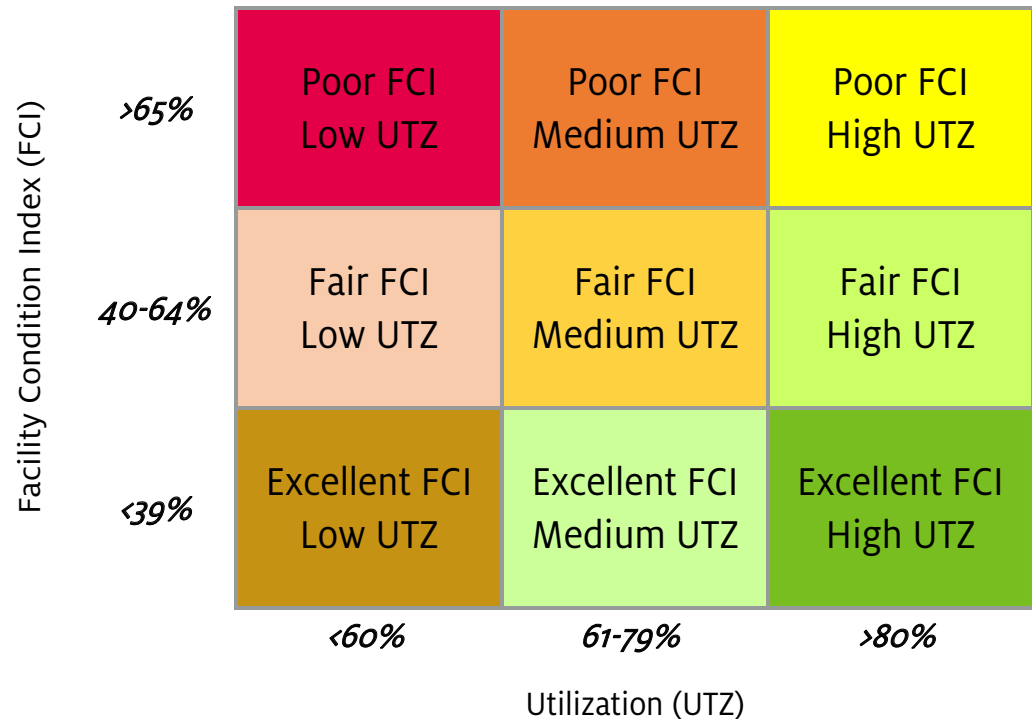
# FACILITY CONDITION AND RENEWAL NEEDS

A school’s renewal needs are collected through condition assessments that are conducted in eligible schools once per five-year cycle. The assessments identify renewal events (repair or replacement) that should be completed in a five-year window. The cost of a school’s repair and renewal needs are then compared to the cost of rebuilding that same school from the ground up. The results of this comparison - fixing a school or rebuilding it - give the school its Facility Condition Index (FCI), which is measured as a percentage.

A low FCI rating means a school needs less repair and renewal work than a school with a high FCI rating.

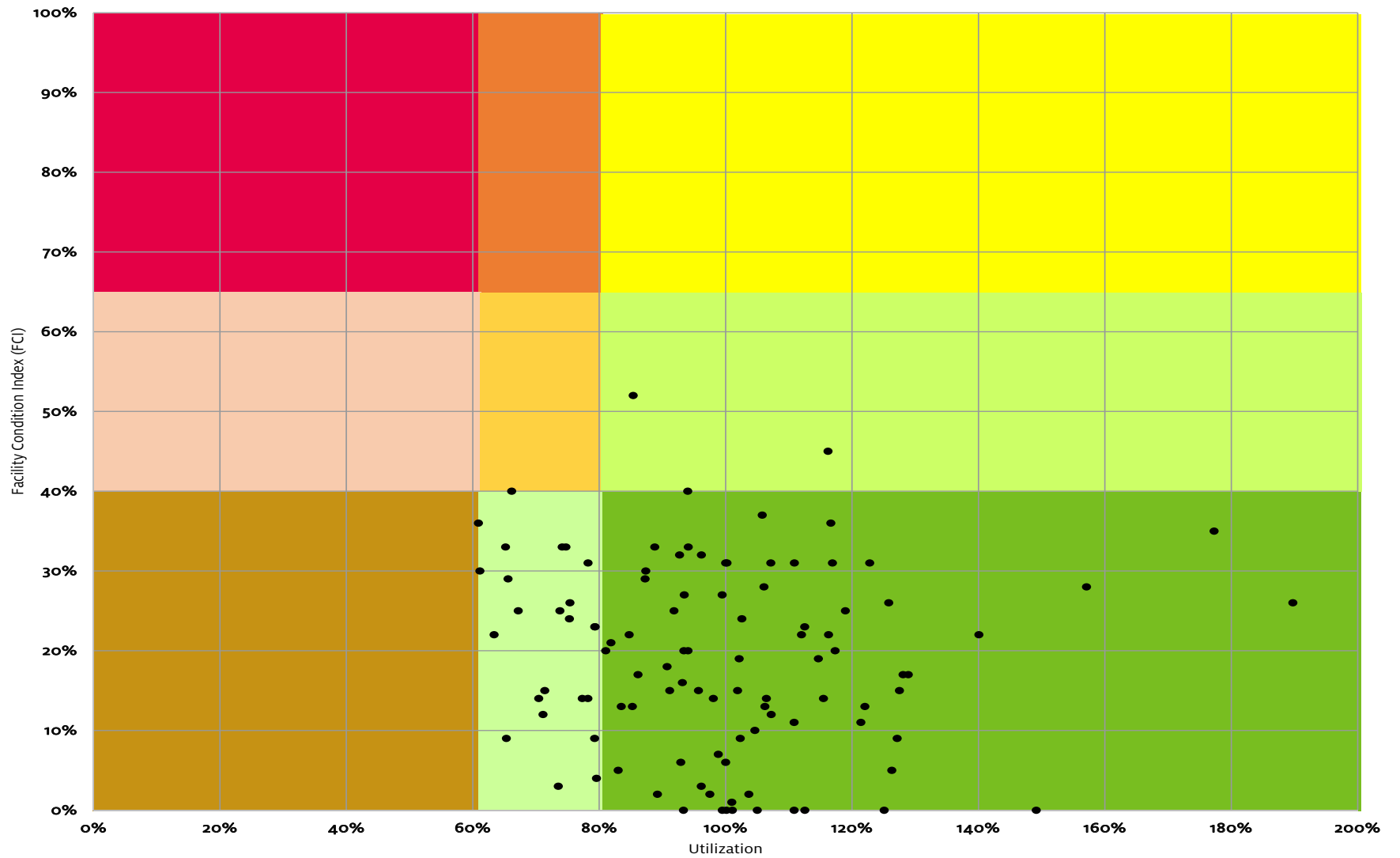
Figure 4 explains the utilization and FCI range categories. Figure 5 compares FCI (5 year) and utilization rates for all schools with a facility condition assessment (black dots depict the school). Of the assessed WRDSB facilities, 75 per cent have excellent FCI rating and are well utilized. For more detailed information about FCI and utilization by school, please refer to the review area summaries.

**Figure 4: Facility Condition Index (FCI) versus utilization tool**



FACILITY CONDITION AND RENEWAL NEEDS (CONT'D)

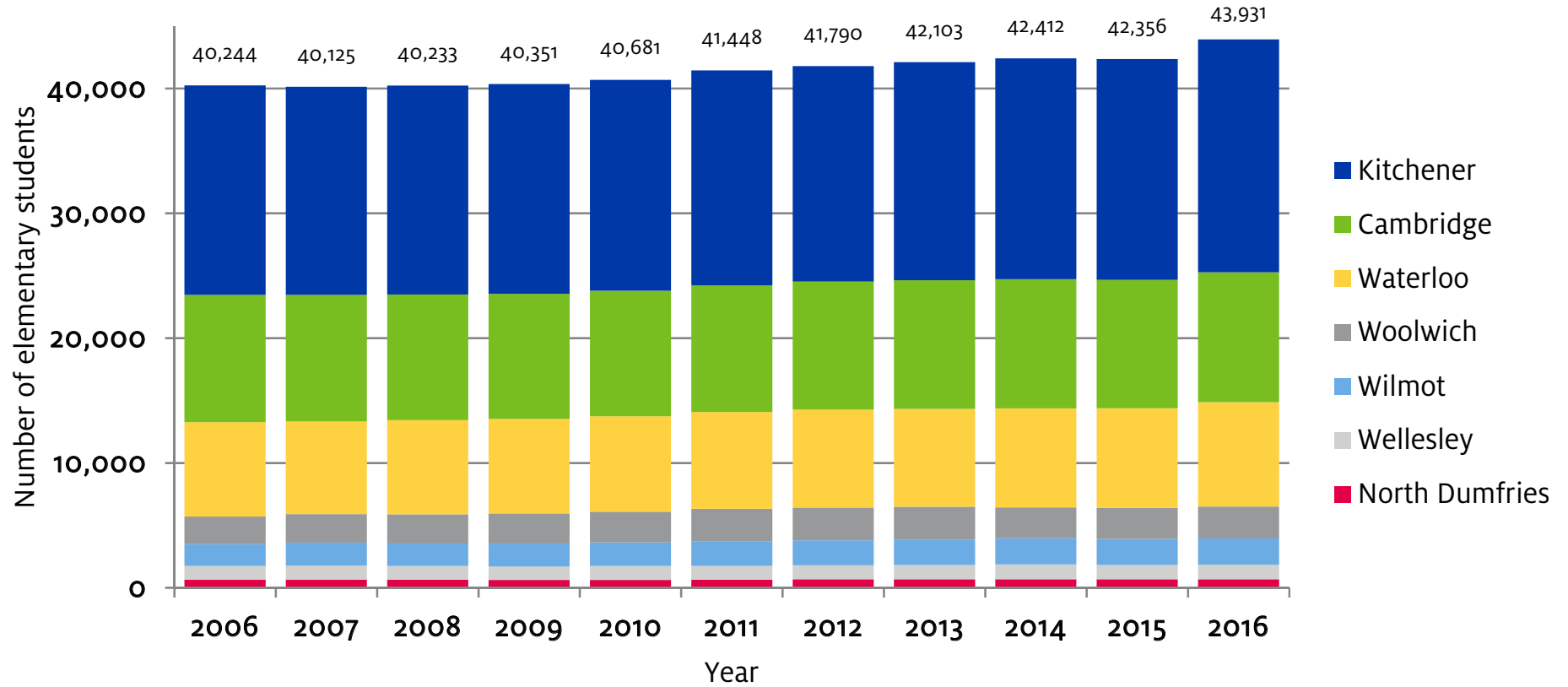
Figure 5: Facility Condition Index (FCI) versus utilization rates



# HISTORICAL ENROLMENTS - ELEMENTARY

Over the past decade, WRDSB’s elementary enrolment has been relatively stable. Some areas experience growth and decline every year however, total elementary enrolment has increased by 8 per cent from 40,244 students in 2006 to 43,931 students in 2016 (an absolute increase of 3,687 students). Figure 6 shows ten years of elementary enrolment history by municipality.

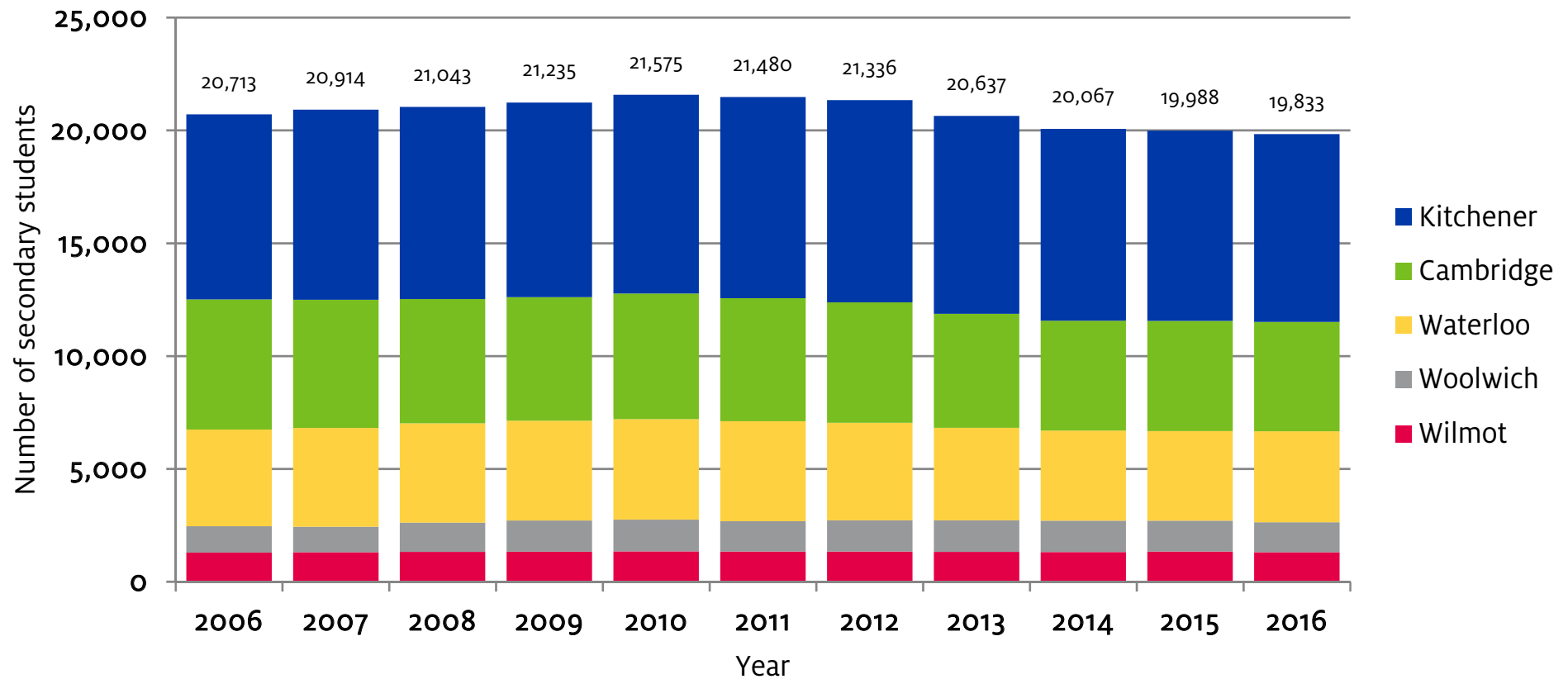
**Figure 6: Elementary student total enrolment by municipality, 2006-2016 (facility location)**



## HISTORICAL ENROLMENTS - SECONDARY

Over the past decade, WRDSB's secondary enrolment has seen a slight decline (4 per cent, or absolute decrease of 880 students). The majority of this decline has been since 2013 and can be explained by a small cohort of students during the 2013-2016 period. Figure 7 shows ten years of secondary enrolment history by municipality.

**Figure 7: Secondary student total enrolment by municipality, 2006-2016 (facility location)**

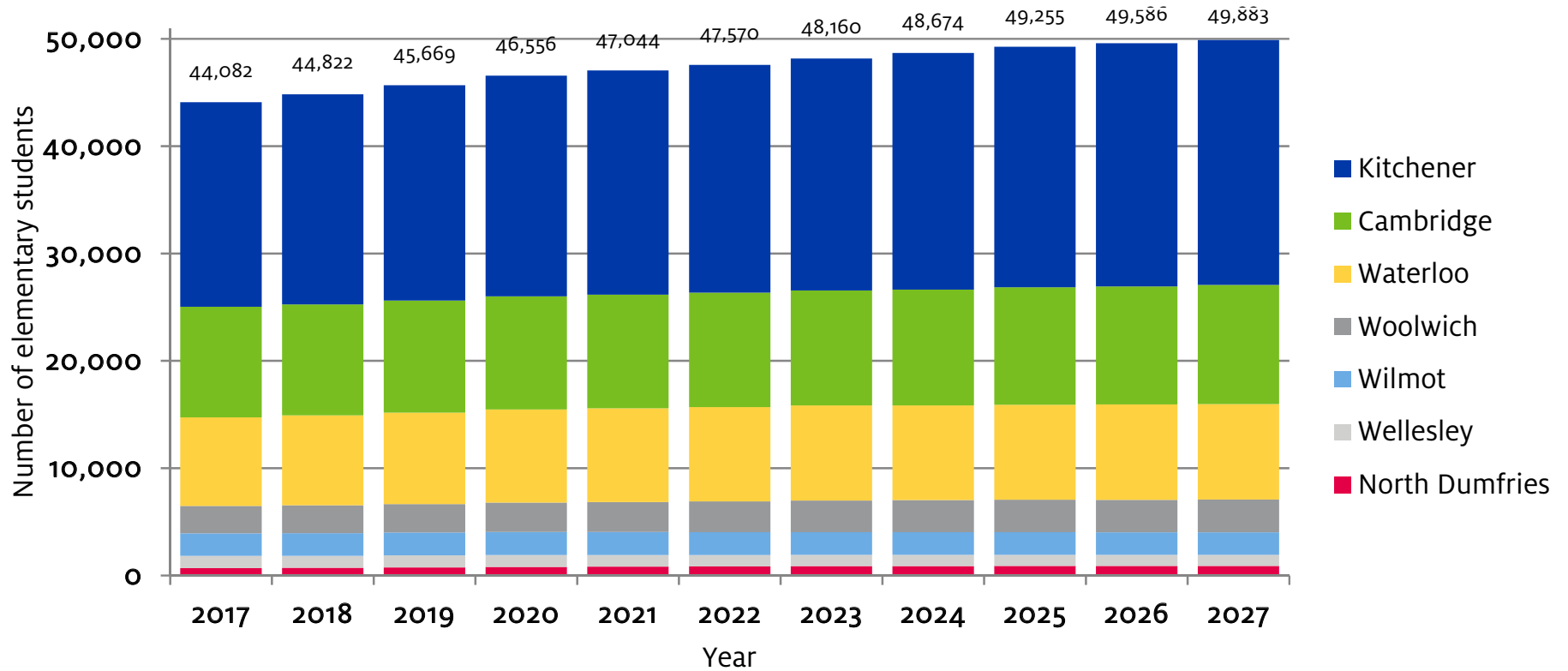




# PROJECTED ENROLMENTS - ELEMENTARY

Over the next ten years, enrolment at elementary schools is expected to increase by 12 per cent (or 5,800 students). This is approximately equivalent to eight elementary schools. Figure 8 shows the projected elementary student enrolment by municipality for the next ten years.

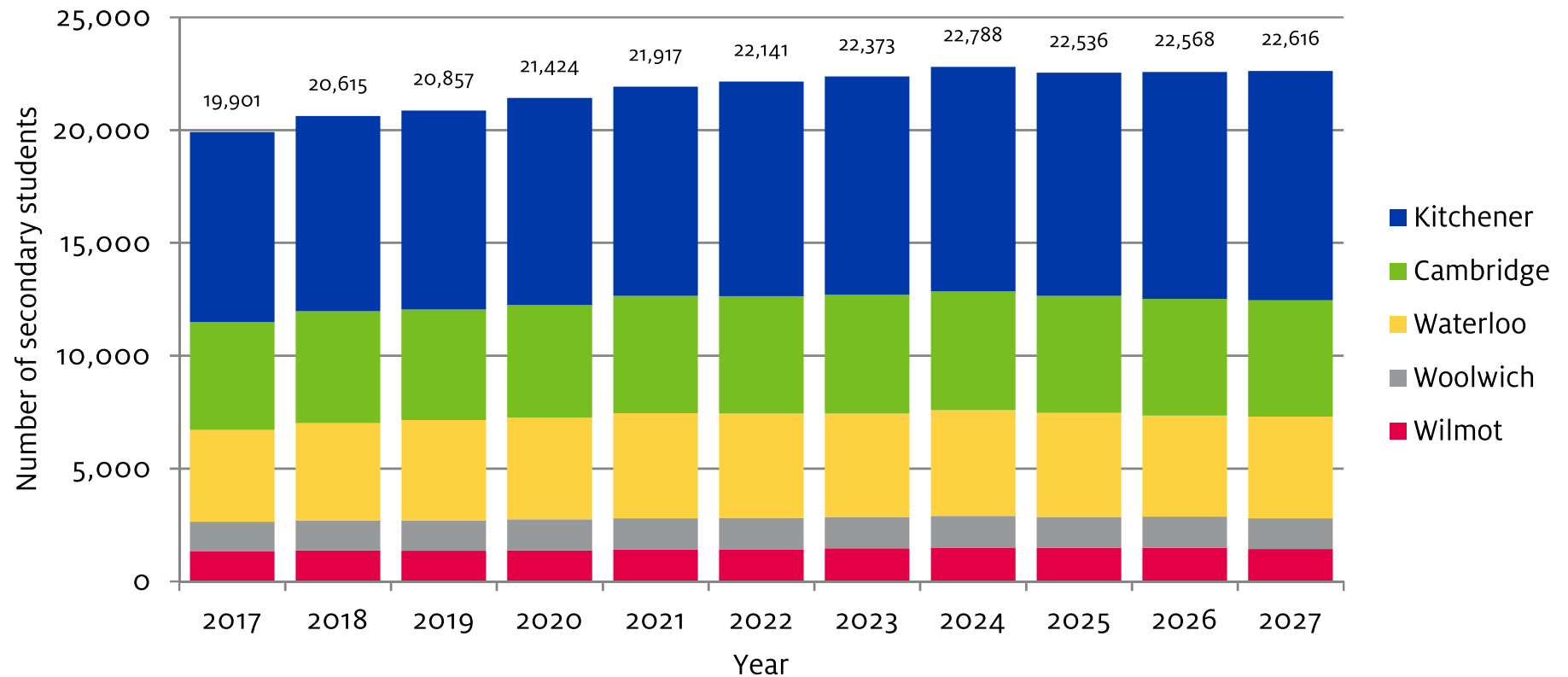
**Figure 8: Projected elementary student total enrolment by municipality, 2017-2027 (facility location)**



## PROJECTED ENROLMENTS - SECONDARY

The declining secondary school enrolment experienced over the past four years is starting to rebound. Enrolment at secondary schools is expected to increase by 12 per cent (over 2,700 students) over the next ten years. This is approximately equivalent to two secondary schools. Figure 9 shows the projected secondary student enrolment by municipality for the next ten years.

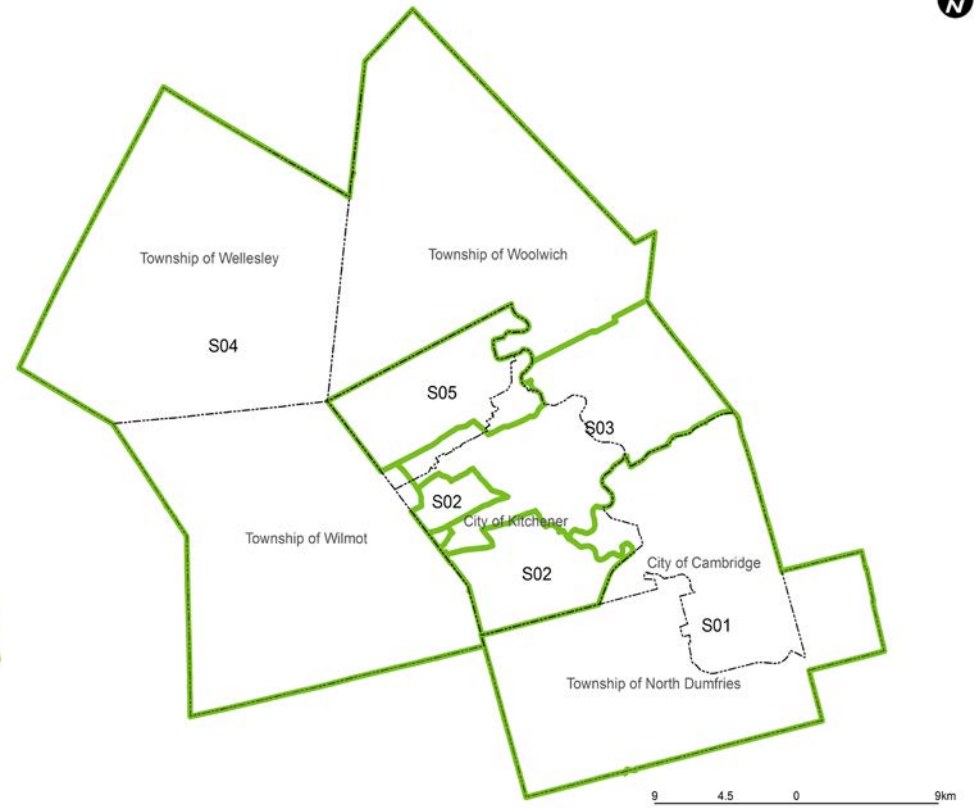
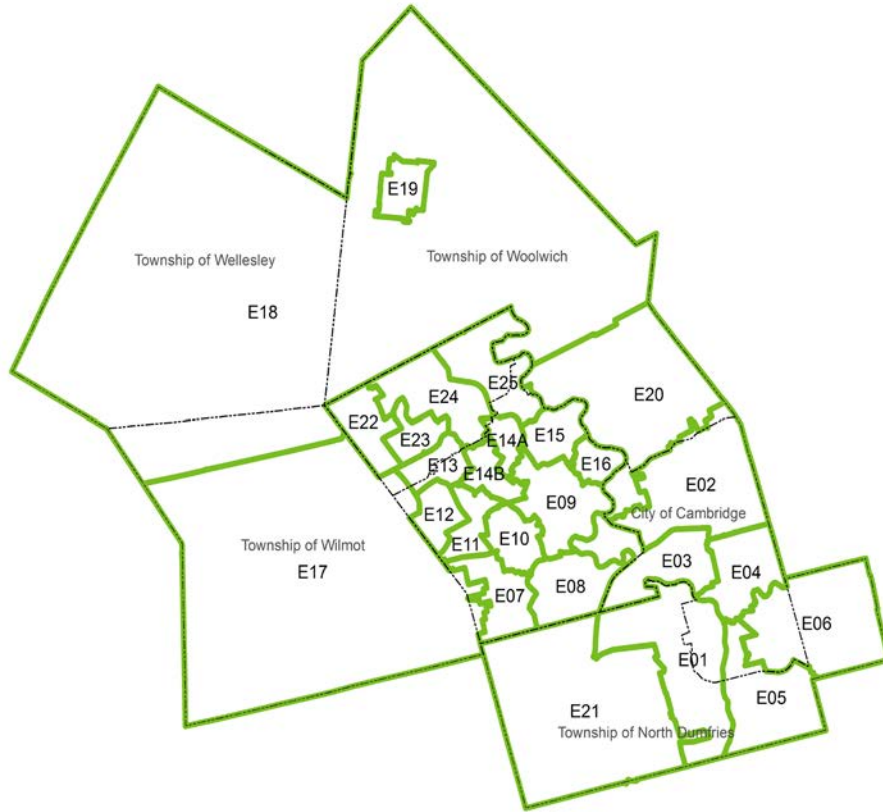
**Figure 9: Projected secondary student total enrolment by municipality, 2017-2027 (facility location)**




# ELEMENTARY & SECONDARY REVIEW AREA KEY MAPS

Figure 10: Elementary school review areas

Figure 11: Secondary school review areas





“We want to ensure all students have access to sustainable, quality and equitable education in every community we serve.”

—MATTHEW GERARD,  
COORDINATING SUPERINTENDENT, BUSINESS SERVICES & TREASURER OF THE BOARD

## CITY OF CAMBRIDGE REVIEW AREAS AT A GLANCE

### STAKEHOLDER INPUT

	REVIEW AREA	SCHOOLS	REVIEW AREA	SCHOOLS
PLAN FOR PARTNERS	Eo1 - Cambridge West (West Galt-Blair Road)	Blair Road Public School	Eo5 - Cambridge South (Christopher-Champlain)	Central Public School
		Highland Public School		Stewart Avenue Public School
		St. Andrew's Public School	Eo6 - Cambridge Southeast (Southeast Galt)	Chalmers Street Public School
		Tait Street Public School		Moffat Creek Public School
INVEST IN THE CORE	Eo2 - Cambridge Northeast (Hespeler)	Centennial (C) Public School	So1 - Cambridge	Galt Collegiate Institute
		Hespeler Public School		Glenview Park Secondary School
		Hillcrest Public School		Jacob Hespeler Secondary School
		Silverheights Public School		Preston High School
		Woodland Park Public School		Southwood Secondary School
EQUITY AS A LENS FOR PLANNING	Eo3 - Cambridge Northwest (Preston)	Coronation Public School		
		Grand View (C) Public School		
		Parkway Public School		
		Preston Public School		
		Ryerson Public School		
		William G. Davis Public School		
SHARED SERVICE DELIVERY	Eo4 - Cambridge East (Greenway-Chaplin-Fiddlesticks)	Avenue Road Public School		
		Clemens Mill Public School		
		Elgin Street Public School		
		Manchester Public School		
		Saginaw Public School		
SUPPORT CHILD CARE SPACES				

## OVERVIEW

- In 2016, elementary and secondary school enrolment in Cambridge represented 24% of the District's total enrolment.
- There are five secondary schools with an overall utilization of 84% in 2016. The overall average Facility Condition Index for secondary schools is 22%.
- There are 24 elementary schools with an overall utilization of 99% in 2016. Utilizations vary among review areas and schools.
- The overall average Facility Condition Index for elementary schools is 16%.

For more on the Facility Condition Index refer to page 23. For more on school utilizations in Cambridge refer to Table 4 on page 17.

## NEW SCHOOLS AND NEW SCHOOL BOUNDARY STUDIES

There are four designated elementary school sites in Cambridge:

- Eo1 Cambridge West (medium-term)
- Eo2 Cambridge Northeast (short-term)
- Eo6 Cambridge Southeast (1 short-term and 1 medium-term)

Funding has been approved for the new SE Cambridge (Greengate) JK to Grade 8 elementary school, timing and opening dependent upon development pacing and site registration.

The new SE Cambridge (Joint Use) JK to 8 elementary school is anticipated for the medium-term.

**These new schools will require boundary studies when the projects receive Ministry funding approvals and timing is known.**

## NEW CLASSROOM ADDITIONS

- Eo3 Cambridge Northeast (short-term) - A 101 pupil place addition to Parkway PS was submitted as Capital Priority Request #8 in the 2017 funding program. Parkway PS is currently a 245 pupil place school.
- Eo4 Cambridge East (medium-term) - A classroom addition/replacement of the portapak at Clemens Mill PS may be warranted. A funding request would be submitted through the Capital Priorities funding program.

## NEW AND CONTINUED PARTNERSHIPS

Existing facility partnerships include:

- Health Services
- Service Organizations
- Municipal Recreational Facilities
- Child Care Centres

- Eo1 Cambridge West has been identified for a potential partnership with WCDSB in the medium term.

There are also opportunities to collaborate through co-builds and/or joint use agreements as new schools and new school additions come online. Email [partnerships@wrdsb.ca](mailto:partnerships@wrdsb.ca) to be added to our email list or to inquire about space in schools.

## EXISTING COMMUNITY BOUNDARY STUDIES

- Eo1 Cambridge (medium-term) - Secondary schools in Cambridge may benefit from a boundary study if enrolment imbalances continue.

## PUPIL ACCOMMODATION REVIEWS

None proposed at this time.

**REVIEW AREA E01 - CAMBRIDGE WEST (WEST GALT-BLAIR ROAD)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Blair Road PS	JK-6		271	5.90	1963	13%	2014
Highland PS	JK-5	1-5	464	6.83	1950	15%	2014
St. Andrew's PS	6-8	6-8	424	4.03	1913	13%	2015
Tait Street PS	JK-6	1-5	507	5.20	1958	24%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
102%	133%	179%
105%	103%	106%
74%	73%	80%
104%	98%	98%

Note: Highland PS will add Grade 6 classes in 2018 and St. Andrew's PS will become Grades 7-8 only. Grade 6 FI classes will be added to Highland PS and Tait Street PS in 2018.

**REVIEW AREA OVERVIEW**

**History**

2014 - Dickson Public School was closed as a result of the *West Galt Elementary Schools Pupil Accommodation Review*.

2014 - Major addition and renovations to Tait Street PS due to boundary changes as a result of the *West Galt Elementary Schools Pupil Accommodation Review*.

St. Andrew's PS - 65 Victoria Avenue, has been identified as a property of interest by the Cambridge Municipal Heritage Advisory Committee. This facility is partially accessible but has been identified for upgrades to become fully accessible.

**Overview**

This is a stable community with some growth occurring through greenfield development. Residential development plans 30T-16103, 30T-16104 and 30T-16105 are currently under appeal to the Ontario Municipal Board (OMB) with a hearing scheduled in 2018. 30T-16104 contains the proposed Southwest Cambridge Elementary School site. The timing of development phasing and projected student yield may be impacted by the outcome of the hearing.

Blair Road and St. Andrew's Public Schools will receive the projected enrolment from new residential development until a new school can be constructed.

As a result of the *West Galt Elementary Schools Pupil Accommodation Review*, Highland PS will grow to include Grade 6 in 2018 while St. Andrew's PS will lose that grade offering.

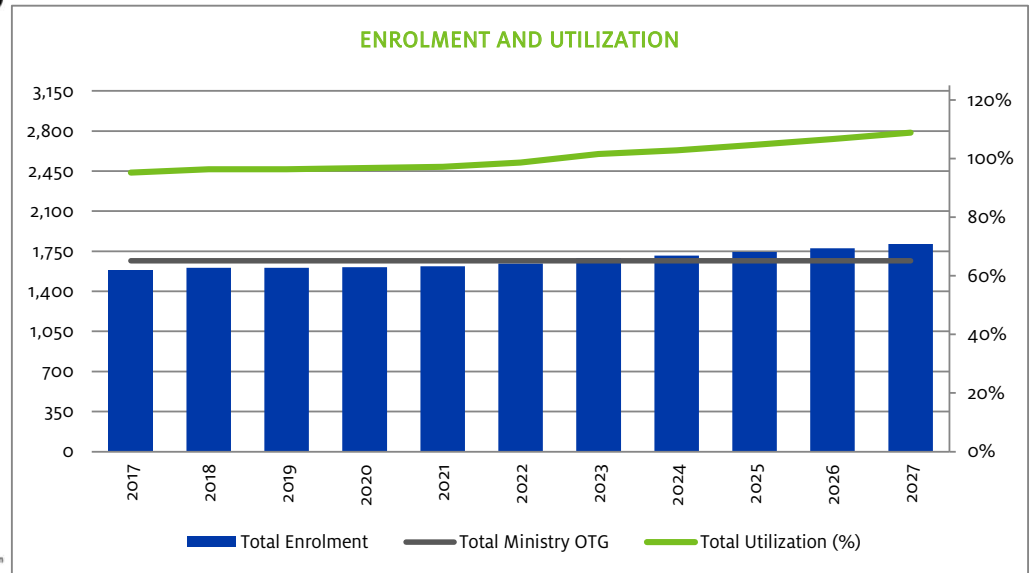
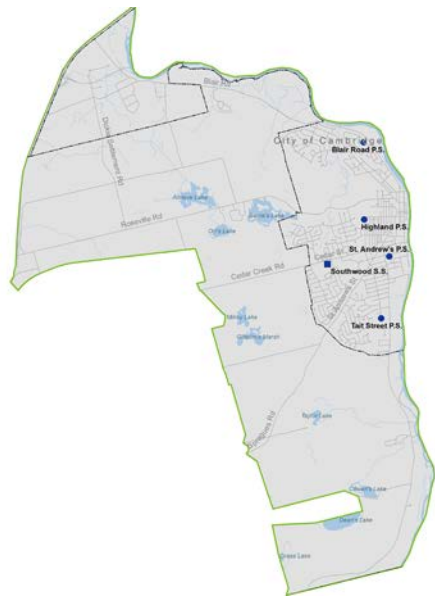
**Short-Term Recommendations (Years 1-5)**

**Medium-Term Recommendations (Years 6-10)**

Proposed new JK-8 elementary school, known as 'SW Cambridge' to be constructed pending Ministry funding approvals, timing TBD. Explore potential opportunities with the Waterloo Catholic District School Board to submit a capital request for accommodation solutions in E01.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Blair Road PS	271	222	244	243	272	273	272	277	292	302	336	360	376	400	429	459	486	119%
Highland PS	464	562	495	448	450	423	433	489	479	474	480	477	475	491	492	494	493	-12%
St. Andrew's PS	424	444	397	370	344	354	359	312	319	324	298	310	336	333	329	328	337	-24%
Tait Street PS	507	302	383	458	492	520	521	527	516	512	506	496	503	489	493	495	497	65%
<b>Total Enrolment</b>	<b>1,666</b>	<b>1,530</b>	<b>1,519</b>	<b>1,519</b>	<b>1,558</b>	<b>1,570</b>	<b>1,585</b>	<b>1,605</b>	<b>1,606</b>	<b>1,612</b>	<b>1,620</b>	<b>1,643</b>	<b>1,691</b>	<b>1,713</b>	<b>1,743</b>	<b>1,776</b>	<b>1,813</b>	<b>19%</b>
<b>Total Ministry OTG</b>		<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	<b>1,666</b>	
<b>Total Utilization (%)</b>		<b>92%</b>	<b>91%</b>	<b>91%</b>	<b>94%</b>	<b>94%</b>	<b>95%</b>	<b>96%</b>	<b>96%</b>	<b>97%</b>	<b>97%</b>	<b>99%</b>	<b>102%</b>	<b>103%</b>	<b>105%</b>	<b>107%</b>	<b>109%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>136</b>	<b>147</b>	<b>147</b>	<b>108</b>	<b>96</b>	<b>81</b>	<b>61</b>	<b>60</b>	<b>54</b>	<b>47</b>	<b>23</b>	<b>(25)</b>	<b>(47)</b>	<b>(77)</b>	<b>(110)</b>	<b>(147)</b>	





## REVIEW AREA E02 - CAMBRIDGE NORTHEAST (HESPELER)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Centennial (C) PS	JK-6		294	6.90	1958	22%	2014	70%	76%	89%
Hespeler PS	JK-8	1-8	675	7.58	1982	3%	2015	96%	90%	87%
Hillcrest PS	JK-6		426	7.01	1965	12%	2014	73%	79%	80%
Silverheights PS	JK-8		637	7.83	1989	11%	2015	118%	119%	125%
Woodland Park PS	JK-8		479	7.41	1990	10%	2015	90%	86%	83%

### REVIEW AREA OVERVIEW

#### History

No new schools have been constructed in this review area since 1990 however the low FCIs indicate these schools are in excellent condition.

2009 - Major addition at Hespeler PS through Primary Class Size funding.

2013 - Major addition at Silverheights PS.

Silverheights PS - A 6-room portapak has been demolished in recent years.

#### Overview

This is a stable community with some growth occurring through greenfield development including the Hunt Club / Mattamy River Mill (Maple Grove Road) development.

The proposed new North Cambridge (Hunt Club) JK to 8 Elementary School was submitted as Priority #3 in the 2017 Capital Priorities funding program. The timing of opening is dependent upon student yield and Ministry funding approval as well as development timing.

North Cambridge (Hunt Club) Development Area (DA) students are currently directed to Hillcrest, Woodland Park, Preston (E03), William G. Davis (E03) and Silverheights Public Schools for JK to Grade 8. School utilization for this review area would be higher if students were included from E03 - Cambridge Northwest (Preston).

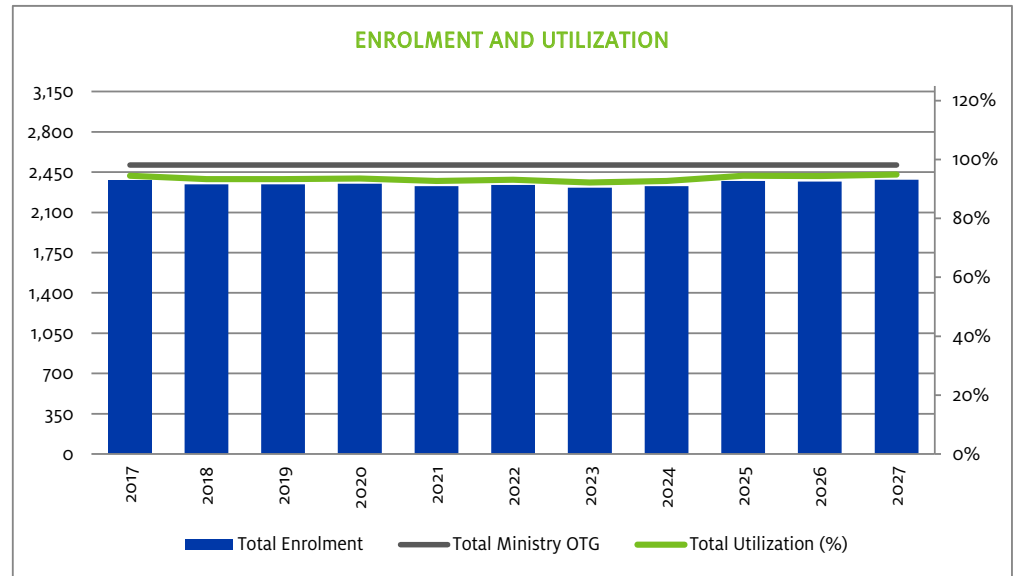
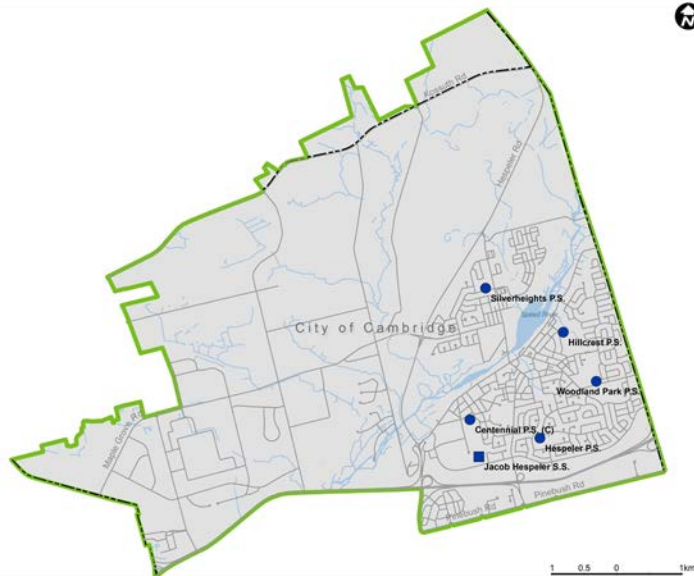
#### Short-Term Recommendations (Years 1-5)

Proposed new JK-8 Elementary School, North Cambridge (Hunt Club) submitted as priority #3 in the 2017 Capital Priorities funding program. A boundary study for new school could help achieve enrolment balance at existing schools.

#### Medium-Term Recommendations (Years 6-10)

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1.5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Centennial (C) PS	294	269	276	269	229	217	202	207	213	214	217	224	235	237	249	255	261	-3%
Hespeler PS	675	611	610	592	635	649	656	646	634	632	623	607	584	589	589	579	585	-4%
Hillcrest PS	426	385	369	349	321	293	294	311	320	337	341	335	345	348	348	336	341	-11%
Silverheights PS	637	723	734	728	700	706	753	751	749	749	744	761	749	743	757	796	798	10%
Woodland Park PS	479	551	538	510	490	498	467	429	428	418	404	410	402	412	431	403	399	-28%
<b>Total Enrolment</b>	<b>2,511</b>	<b>2,539</b>	<b>2,527</b>	<b>2,448</b>	<b>2,375</b>	<b>2,363</b>	<b>2,372</b>	<b>2,343</b>	<b>2,344</b>	<b>2,349</b>	<b>2,328</b>	<b>2,338</b>	<b>2,315</b>	<b>2,329</b>	<b>2,373</b>	<b>2,369</b>	<b>2,383</b>	<b>-6%</b>
<b>Total Ministry OTG</b>		<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	<b>2,511</b>	
<b>Total Utilization (%)</b>		<b>101%</b>	<b>101%</b>	<b>97%</b>	<b>95%</b>	<b>94%</b>	<b>94%</b>	<b>93%</b>	<b>93%</b>	<b>94%</b>	<b>93%</b>	<b>93%</b>	<b>92%</b>	<b>93%</b>	<b>95%</b>	<b>94%</b>	<b>95%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(28)</b>	<b>(16)</b>	<b>63</b>	<b>136</b>	<b>148</b>	<b>139</b>	<b>168</b>	<b>167</b>	<b>162</b>	<b>183</b>	<b>173</b>	<b>196</b>	<b>183</b>	<b>138</b>	<b>142</b>	<b>128</b>	



## REVIEW AREA E03 - CAMBRIDGE NORTHWEST (PRESTON)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Coronation PS	JK-6		432	10.19	1953	18%	2014
Grand View (C) PS	JK-6		349	5.48	2012	-	Not Assessed
Parkway PS	JK-6		245	6.69	1975	9%	2014
Preston PS	JK-6		303	2.98	1950	14%	2015
Ryerson PS	JK-6	1-6	366	9.44	2010	-	Not Assessed
William G. Davis PS	7-8		455	8.00	1968	29%	2014

Note: Ryerson PS utilizations include the new addition in the 5 and 10-year snapshots.

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
92%	91%	90%
93%	84%	92%
96%	114%	117%
78%	102%	109%
135%	81%	85%
95%	101%	94%

### REVIEW AREA OVERVIEW

#### History

2010 - Ryerson PS was rebuilt using Prohibitive to Repair (PTR) funds at which time a boundary change was implemented for students at Silverheights and Ryerson Public Schools.

2012 - Grand View PS rebuilt to address size and condition of the school building.

2016 - As part of Capital Priorities funding, the Ministry of Education approved a 199 pupil place addition increasing Ryerson PS's OTG to 565. The addition is expected to be completed in 2019.

William G. Davis PS - an accessibility project was completed for the 2017/18 school year as part of the 2012-2017 Accessibility Plan.

#### Overview

This is a stable community with some growth occurring through greenfield development. As noted in Eo2, Preston and William G. Davis Public Schools are holding schools for the Hunt Club / Mattamy River Mill development near Maple Grove Road.

Parkway Public School is continuing to receive students from new development and a business case was submitted for a new classroom addition as Priority #8 in the 2017 Capital Priorities funding program. Timing of the 101 pupil place addition is contingent upon Ministry funding approvals.

A growth and intensification study along the Hespeler Road corridor may have long-term impacts on the review area facilities. Growth plans will be reviewed and monitored.

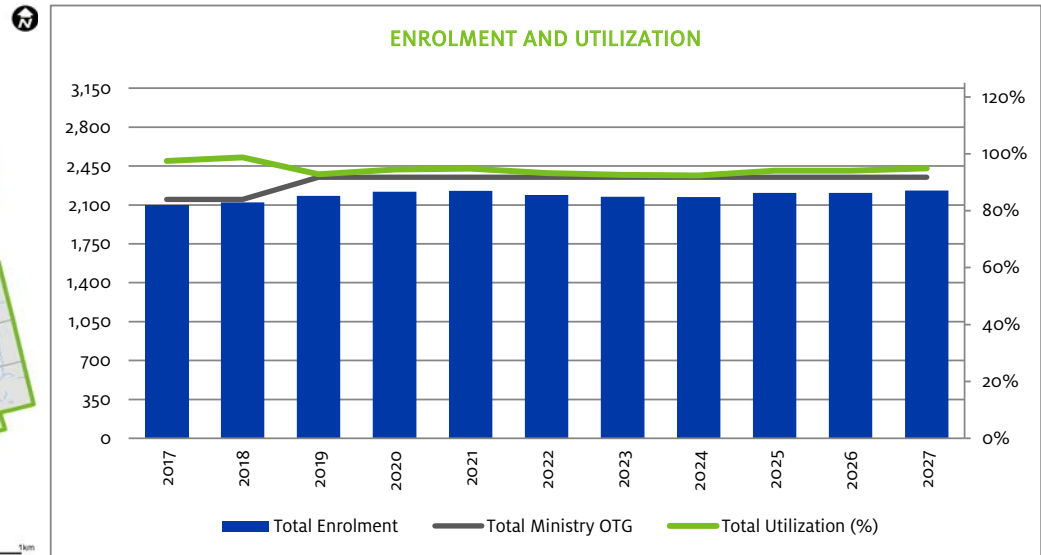
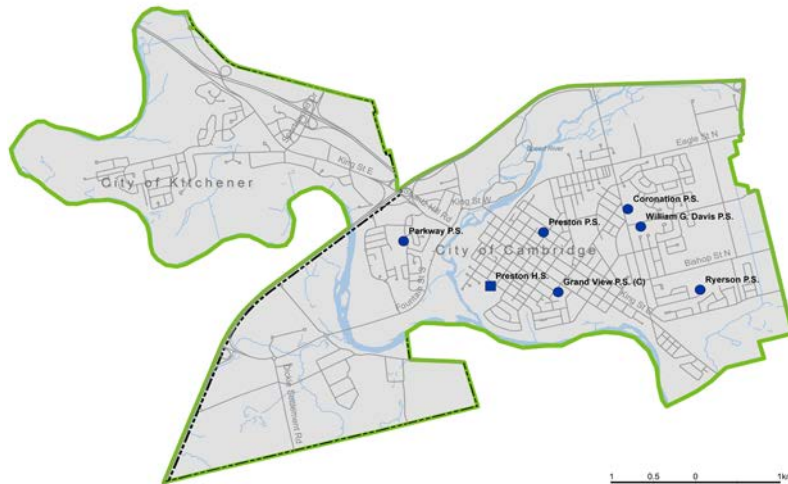
#### Short-Term Recommendations (Years 1-5)

101 pupil place addition to Parkway PS was submitted as Priority #8 in the 2017 Capital Priorities funding program.

#### Medium-Term Recommendations (Years 6-10)

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Coronation PS	432	448	442	444	415	392	405	399	401	388	389	392	384	382	385	387	388	-14%
Grand View (C) PS	349	319	336	335	315	349	326	323	322	317	311	294	302	302	314	320	321	0%
Parkway PS	245	186	180	182	165	160	225	236	250	270	271	279	287	285	283	286	286	54%
Preston PS	303	233	229	238	234	205	208	236	269	308	311	308	316	321	330	323	330	42%
Ryerson PS	366	464	492	528	538	553	509	496	485	481	472	456	473	469	477	478	478	3%
William G. Davis PS	455	395	422	439	418	397	423	432	454	456	474	461	413	410	419	415	428	8%
<b>Total Enrolment</b>	<b>2,150</b>	<b>2,045</b>	<b>2,101</b>	<b>2,166</b>	<b>2,085</b>	<b>2,056</b>	<b>2,096</b>	<b>2,122</b>	<b>2,181</b>	<b>2,220</b>	<b>2,228</b>	<b>2,189</b>	<b>2,174</b>	<b>2,170</b>	<b>2,209</b>	<b>2,209</b>	<b>2,229</b>	<b>9%</b>
<b>Total Ministry OTG</b>		<b>2,150</b>	<b>2,150</b>	<b>2,150</b>	<b>2,150</b>	<b>2,150</b>	<b>2,150</b>	<b>2,150</b>	<b>2,349</b>	<b>2,349</b>	<b>2,349</b>	<b>2,349</b>	<b>2,349</b>	<b>2,349</b>	<b>2,349</b>	<b>2,349</b>	<b>2,349</b>	
<b>Total Utilization (%)</b>		<b>95%</b>	<b>98%</b>	<b>101%</b>	<b>97%</b>	<b>96%</b>	<b>97%</b>	<b>99%</b>	<b>93%</b>	<b>95%</b>	<b>95%</b>	<b>93%</b>	<b>93%</b>	<b>92%</b>	<b>94%</b>	<b>94%</b>	<b>95%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>105</b>	<b>49</b>	<b>(16)</b>	<b>65</b>	<b>94</b>	<b>54</b>	<b>28</b>	<b>168</b>	<b>129</b>	<b>122</b>	<b>160</b>	<b>175</b>	<b>179</b>	<b>140</b>	<b>140</b>	<b>120</b>	



## REVIEW AREA E04 - CAMBRIDGE EAST (GREENWAY-CHAPLIN-FIDDLESTICKS)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Avenue Road PS	JK-8		464	6.25	1960	14%	2014
Clemens Mill PS	JK-8	1-8	527	9.97	1992	9%	2015
Elgin Street PS	JK-6	1-6	430	8.00	1995	9%	2015
Manchester PS	JK-6		426	4.11	1916	32%	2012
Saginaw PS	JK-6	1-3	458	6.92	1998	4%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
100%	96%	100%
125%	119%	116%
91%	91%	93%
90%	91%	89%
89%	104%	108%

### REVIEW AREA OVERVIEW

#### History

Manchester PS (455 Dundas Street North) has been identified as a property of interest by the Cambridge Municipal Heritage Advisory Committee.

2012 - Grade 7 was added to Avenue Road PS followed by the addition of Grade 8 in 2013. This change was a result of the *East Galt Accommodation Review* and closure of Lincoln Avenue Public School. An addition and renovation was undertaken to accommodate the senior elementary grades.

Clemens Mill PS - A 6-room portapak is on site.

2014 - An addition and major renovations undertaken at Manchester PS using primarily Full-Day Kindergarten (FDK) funding.

#### Overview

This area is stable and includes a wide range of neighbourhoods of various ages as well as potential for new development. The Saginaw Golf Course re-development plans are currently before the Ontario Municipal Board. The outcome of the hearing may impact projections for Clemens Mill and Saginaw Public Schools. Projected utilization at Clemens Mill Public School could result in the need for future additions, pending Ministry funding.

Additional future intensification may impact the projected utilizations in the medium- to long-term and will be reviewed and monitored.

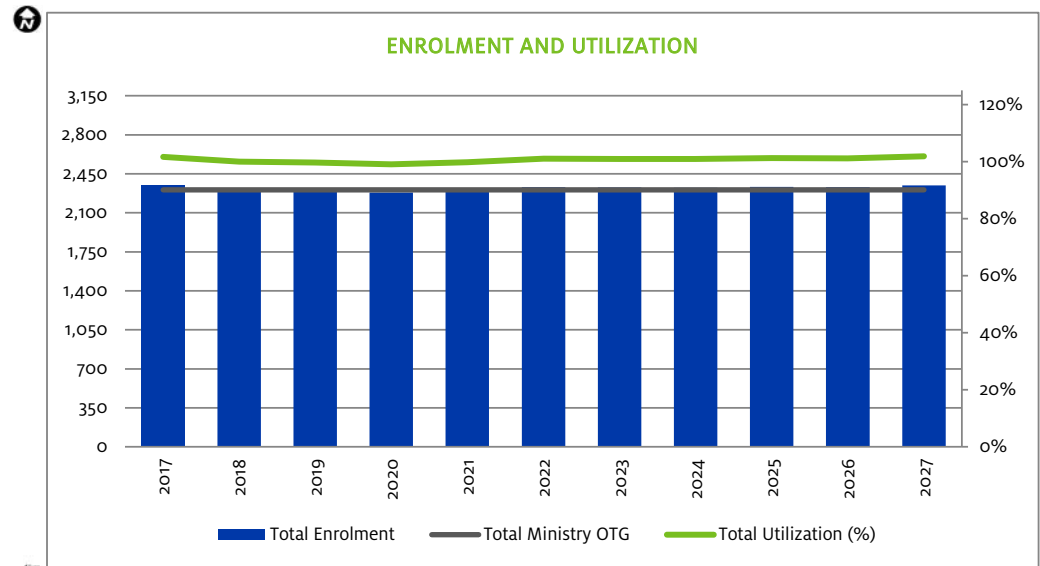
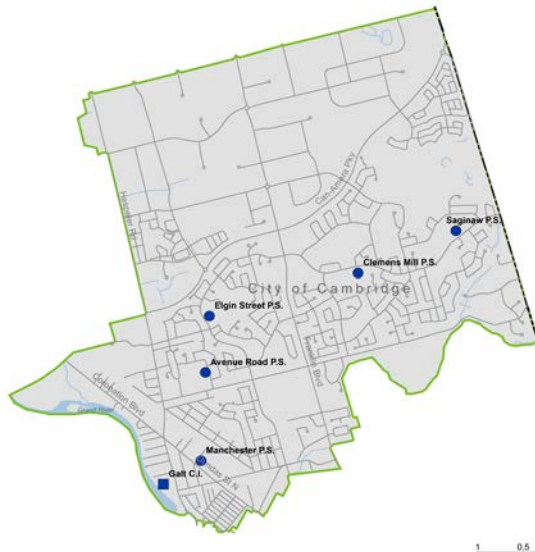
#### Short-Term Recommendations (Years 1-5)

#### Medium-Term Recommendations (Years 6-10)

Ongoing over-utilization at Clemens Mill PS may warrant Capital Priorities funding for a new classroom addition / replacement of the 6-room portapak.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Avenue Road PS	464	353	449	454	495	455	470	463	458	449	437	448	456	469	469	462	465	32%
Clemens Mill PS	527	715	730	736	661	670	695	658	641	607	623	629	611	599	609	607	611	-15%
Elgin Street PS	430	461	446	441	423	440	402	390	385	387	384	389	387	394	396	399	400	-13%
Manchester PS	426	318	311	338	354	382	375	384	386	391	394	386	387	379	379	379	379	19%
Saginaw PS	458	410	369	364	385	362	401	408	427	448	461	477	485	485	481	486	492	20%
<b>Total Enrolment</b>	<b>2,305</b>	<b>2,257</b>	<b>2,305</b>	<b>2,333</b>	<b>2,318</b>	<b>2,309</b>	<b>2,343</b>	<b>2,303</b>	<b>2,297</b>	<b>2,282</b>	<b>2,299</b>	<b>2,329</b>	<b>2,326</b>	<b>2,325</b>	<b>2,333</b>	<b>2,331</b>	<b>2,347</b>	<b>4%</b>
<b>Total Ministry OTG</b>		<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	<b>2,305</b>	
<b>Total Utilization (%)</b>		<b>98%</b>	<b>100%</b>	<b>101%</b>	<b>101%</b>	<b>100%</b>	<b>102%</b>	<b>100%</b>	<b>100%</b>	<b>99%</b>	<b>100%</b>	<b>101%</b>	<b>101%</b>	<b>101%</b>	<b>101%</b>	<b>101%</b>	<b>102%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>48</b>	<b>0</b>	<b>(28)</b>	<b>(13)</b>	<b>(4)</b>	<b>(38)</b>	<b>2</b>	<b>8</b>	<b>23</b>	<b>6</b>	<b>(24)</b>	<b>(21)</b>	<b>(20)</b>	<b>(28)</b>	<b>(26)</b>	<b>(42)</b>	



**REVIEW AREA E05 - CAMBRIDGE SOUTH (CHRISTOPHER-CHAMPLAIN)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Central PS	JK-6		308	3.50	1968	25%	2014
Stewart Avenue PS	JK-8		513	7.56	1953	28%	2012

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
85%	90%	88%
105%	99%	95%

**REVIEW AREA OVERVIEW**

**History**

No new schools have been constructed in this Review Area in the past 50 years; however, FCIs under 30% indicate they are in excellent condition.

2013 - Lincoln Avenue Public School was closed as a result of the *East Galt Elementary Pupil Accommodation Review* final recommendations.

Stewart Avenue PS - A 6-room portapak is on site.

Central PS - has been identified for accessibility improvements as part of the final phase of the Accessibility Plan.

**Overview**

This is a mature area of Cambridge with limited development currently proposed. The majority of planned residential development is high density including condominiums and apartments which typically result in low student yields.

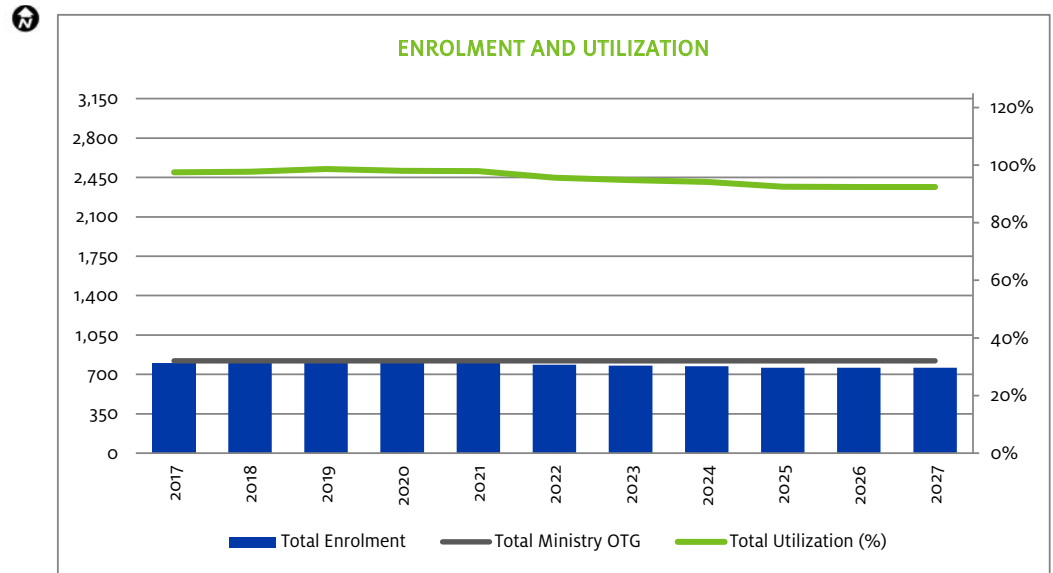
Growth and intensification may have long-term impacts on the review area facilities; this will be reviewed and monitored.

Short-Term Recommendations (Years 1-5)

Medium-Term Recommendations (Years 6-10)

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Central PS	308	243	263	242	271	270	263	262	269	272	276	277	276	270	271	271	272	12%
Stewart Avenue PS	513	588	549	554	559	559	537	540	541	533	528	509	502	503	488	487	487	-17%
<b>Total Enrolment</b>	<b>821</b>	<b>831</b>	<b>812</b>	<b>796</b>	<b>830</b>	<b>829</b>	<b>800</b>	<b>802</b>	<b>810</b>	<b>805</b>	<b>804</b>	<b>785</b>	<b>778</b>	<b>773</b>	<b>759</b>	<b>758</b>	<b>759</b>	<b>-9%</b>
<b>Total Ministry OTG</b>		<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	<b>821</b>	
<b>Total Utilization (%)</b>		<b>101%</b>	<b>99%</b>	<b>97%</b>	<b>101%</b>	<b>101%</b>	<b>97%</b>	<b>98%</b>	<b>99%</b>	<b>98%</b>	<b>98%</b>	<b>96%</b>	<b>95%</b>	<b>94%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(10)</b>	<b>9</b>	<b>25</b>	<b>(9)</b>	<b>(8)</b>	<b>21</b>	<b>19</b>	<b>11</b>	<b>17</b>	<b>17</b>	<b>36</b>	<b>43</b>	<b>48</b>	<b>62</b>	<b>63</b>	<b>62</b>	





**REVIEW AREA E06 - CAMBRIDGE SOUTHEAST (SOUTHEAST GALT)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Chalmers Street PS	JK-6		257	4.83	1960	26%	2014
Moffat Creek PS	JK-8	1-5	642	13.87	2012	-	Not Assessed

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
18.4%	22.5%	23.9%
10.5%	12.5%	14.9%

**REVIEW AREA OVERVIEW**

**History**

2008 - Alison Park PS fire resulted in its closure and led to the initiation of the *East Galt Elementary Pupil Accommodation Review (May 2008)*.

2012 - Alison Park PS boundary incorporated into the new Moffat Creek Public School.

2012 - Moffat Creek PS opened JK-7, Grade 8 added in 2013.

Chalmers Street PS - A 6-room portapak is on site.

**Overview**

This review area contains some newer residential growth primarily along the east side of Dundas Street. The timing of development may be impacted by delays to the east boundary road alignment connecting Townline Road to Dundas Street. There are plans for two elementary schools to be constructed in this review area, SE Cambridge (Joint Use) and SE Cambridge (Greengate).

As part of the 2016 Capital Priorities funding announcements, the Ministry of Education approved the funding of a new 519 pupil place JK-8 elementary school known as SE Cambridge (Greengate). The timing of opening is dependent upon development pacing and site registration.

**Short-Term Recommendations (Years 1-5)**

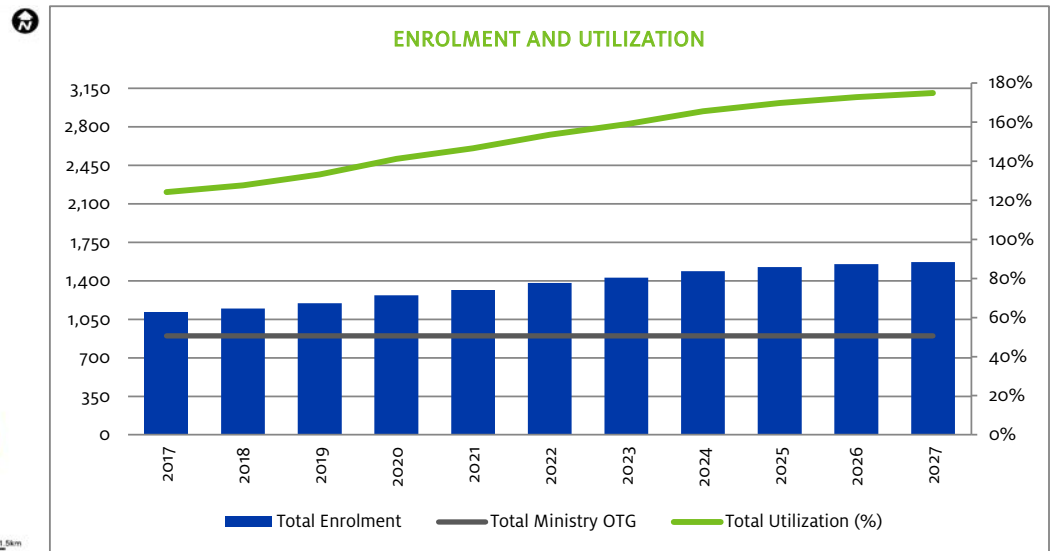
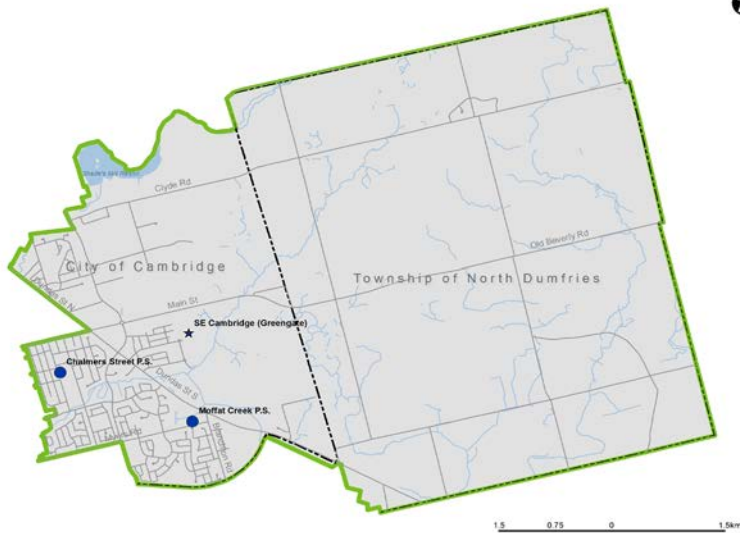
A boundary study will be required to establish the attendance boundary of the new SE Cambridge (Greengate) elementary school. This study will address the overutilization of review area schools.

**Medium-Term Recommendations (Years 6-10)**

A second new SE Cambridge (Joint Use) JK to 8 elementary school is proposed to be constructed pending Ministry funding approvals, timing is to-be-determined.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Chalmers Street PS	257	359	410	440	428	444	456	472	493	530	566	577	596	607	609	610	614	71%
Moffat Creek PS	642	424	573	644	685	648	660	676	704	739	751	802	833	881	917	942	958	126%
<b>Total Enrolment</b>	<b>899</b>	<b>783</b>	<b>983</b>	<b>1,084</b>	<b>1,113</b>	<b>1,092</b>	<b>1,116</b>	<b>1,148</b>	<b>1,197</b>	<b>1,269</b>	<b>1,317</b>	<b>1,380</b>	<b>1,429</b>	<b>1,487</b>	<b>1,525</b>	<b>1,552</b>	<b>1,572</b>	<b>101%</b>
<b>Total Ministry OTG</b>		<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	<b>899</b>	
<b>Total Utilization (%)</b>		<b>87%</b>	<b>109%</b>	<b>121%</b>	<b>124%</b>	<b>121%</b>	<b>124%</b>	<b>128%</b>	<b>133%</b>	<b>141%</b>	<b>146%</b>	<b>153%</b>	<b>159%</b>	<b>165%</b>	<b>170%</b>	<b>173%</b>	<b>175%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>116</b>	<b>(84)</b>	<b>(185)</b>	<b>(214)</b>	<b>(193)</b>	<b>(217)</b>	<b>(249)</b>	<b>(298)</b>	<b>(370)</b>	<b>(418)</b>	<b>(481)</b>	<b>(530)</b>	<b>(588)</b>	<b>(626)</b>	<b>(653)</b>	<b>(673)</b>	



## REVIEW AREA S01 - CAMBRIDGE

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Galt CI	9-12	9-12	1230	11.69	1853	24%	2012
Glenview Park SS	9-12		1308	14.47	1956	25%	2012
Jacob Hespeler SS	9-12		1257	27.51	1986	6%	2015
Preston HS	9-12		1116	20.20	1955	27%	2012
Southwood SS	9-12		912	19.81	1962	30%	2014

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
80%	86%	93%
69%	78%	81%
96%	87%	80%
102%	112%	107%
81%	86%	84%

### REVIEW AREA OVERVIEW

#### History

Galt CI - 210 Water Street, has a Designated Heritage Status relating to the frontal exterior and interior of the front entrance hall with memorial tablets.

Southwood SS - An 8-room portapak has been demolished in recent years.

#### Overview

Students from new residential development are projected to move through the system starting predominantly from the kindergarten/primary level. This means that new development has a greater impact at the secondary level later in the projection period (i.e., approximately 50 students in 2018 growing to over 600 by the end of the projection period).

Glenview Park Secondary School offers the International Baccalaureate (IB) magnet program.

Jacob Hespeler and Glenview Park Secondary Schools offer the Fast Forward magnet program.

Galt Collegiate Institute offers a French Immersion (FI) magnet program.

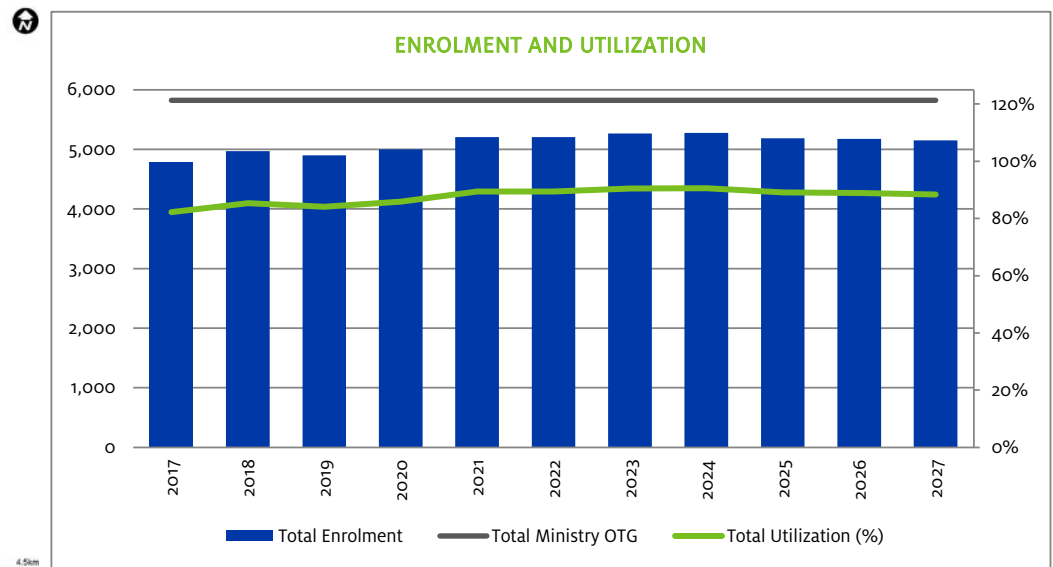
#### Short-Term Recommendations (Years 1-5)

#### Medium-Term Recommendations (Years 6-10)

Continue to monitor enrolment and utilization. A boundary study may be considered if utilizations become significantly imbalanced across the review area.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

SECONDARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Galt CI	1,230	1,124	1,049	1,022	955	924	966	979	969	986	1,036	1,053	1,078	1,091	1,108	1,127	1,138	1%
Glenview Park SS	1,308	934	879	821	873	880	876	899	931	955	987	1,020	1,035	1,055	1,062	1,058	1,058	13%
Jacob Hespeler SS	1,257	1,165	1,114	1,117	1,141	1,170	1,137	1,211	1,143	1,138	1,162	1,098	1,100	1,079	1,025	1,030	1,000	-14%
Preston HS	1,116	1,240	1,152	1,117	1,106	1,110	1,060	1,143	1,157	1,188	1,273	1,248	1,283	1,259	1,227	1,231	1,189	-4%
Southwood SS	912	874	848	789	805	765	751	739	700	732	748	788	771	790	765	730	764	-13%
<b>Total Enrolment</b>	<b>5,823</b>	<b>5,337</b>	<b>5,042</b>	<b>4,866</b>	<b>4,880</b>	<b>4,849</b>	<b>4,790</b>	<b>4,970</b>	<b>4,900</b>	<b>4,999</b>	<b>5,206</b>	<b>5,207</b>	<b>5,266</b>	<b>5,274</b>	<b>5,187</b>	<b>5,175</b>	<b>5,149</b>	<b>-4%</b>
<b>Total Ministry OTG</b>		<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	<b>5,823</b>	
<b>Total Utilization (%)</b>		<b>92%</b>	<b>87%</b>	<b>84%</b>	<b>84%</b>	<b>83%</b>	<b>82%</b>	<b>85%</b>	<b>84%</b>	<b>86%</b>	<b>89%</b>	<b>89%</b>	<b>90%</b>	<b>91%</b>	<b>89%</b>	<b>89%</b>	<b>88%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>486</b>	<b>781</b>	<b>957</b>	<b>943</b>	<b>974</b>	<b>1033</b>	<b>853</b>	<b>924</b>	<b>824</b>	<b>617</b>	<b>617</b>	<b>557</b>	<b>549</b>	<b>636</b>	<b>648</b>	<b>674</b>	



# CITY OF KITCHENER REVIEW AREAS AT A GLANCE

## STAKEHOLDER INPUT

### PLAN FOR PARTNERS

### INVEST IN THE CORE

### EQUITY AS A LENS FOR PLANNING

### SHARED SERVICE DELIVERY

### SUPPORT CHILD CARE SPACES

REVIEW AREA	SCHOOLS	REVIEW AREA	SCHOOLS
E07 - Kitchener Southwest (Huron-Rosenberg)	Jean Steckle Public School	E13 - Kitchener Central (Victoria Hills-Westmout)	A.R. Kaufman Public School
	Janet Metcalfe Public School		Empire Public School
E08 - Kitchener Southwest (Doon-Pioneer Park)	Brigadoon Public School		Westmount Public School
	Doon Public School		Westvale Public School
	Groh Public School	E14A - Kitchener Central (Downtown-Midtown)	Margaret Avenue Public School
	J.W. Gerth Public School		Prueter Public School
	Pioneer Park Public School		Suddaby Public School
E09 - Kitchener Central East (Chicopee-Kingsville)	Franklin Public School	E14B - Kitchener Central (Downtown-Midtown)	Courtland Avenue Public School
	Howard Robertson Public School		J.F. Carmichael Public School
	Rockway Public School		King Edward Public School
	Sheppard Public School		Queen Elizabeth Public School
	Sunnyside Public School	E15 - Kitchener East (Stanley Park)	Crestview Public School
	Wilson Public School		Mackenzie King Public School
E10 - Kitchener Central West (Alpine-Country Hills)	Alpine Public School	Smithson Public School	
	Country Hills Public School	Stanley Park Public School	
	Glencairn Public School	E16 - Kitchener East (Grand River South)	Chicopee Hills Public School
	Laurentian Public School		Lackner Woods Public School
	Trillium Public School	So2 - Kitchener Southwest	Forest Heights Collegiate Institute
E11 - Kitchener West (Laurentian West-Chandler)	Forest Hill Public School		Huron Heights Secondary School
	Queensmount Public School	So3 - Kitchener Cen- tral-East	Cameron Heights Collegiate Institute
	Southridge Public School		Eastwood Collegiate Institute
	W.T. Townshend Public School		Grand River Collegiate Institute
	Williamsburg Public School		Kitchener-Waterloo Collegiate Institute
E12 - Kitchener West (Forest Heights)	Driftwood Park Public School		
	John Darling Public School		
	Meadowlane Public School		
	Sandhills Public School		
	Westheights Public School		

## OVERVIEW

- In 2016, elementary and secondary school enrolment represented 43% of the District's total enrolment.
- There are six secondary schools with an overall utilization of 99% in 2016. The overall average Facility Condition Index for secondary schools is 18%.
- There are 24 elementary schools with an overall utilization of 93% in 2016. Utilizations vary among review areas and schools.
- The overall average Facility Condition Index for elementary schools is 19%.

For more on the Facility Condition Index refer to page 23. For more on school utilizations in Kitchener refer to Table 5 on pages 18 and 19.

## NEW SCHOOLS AND NEW SCHOOL BOUNDARY STUDIES

There are five designated elementary school sites in Kitchener:

- Eo7 Kitchener Southwest (short-term) x1 and (medium-term) x2 - Proposed new JK-8 Elementary School, Huron South (Tartan Ave) submitted as priority #2 in the 2017 Capital Priorities funding program. Proposed new Rosenberg I and Rosenberg II elementary schools to be constructed pending Ministry funding approvals, timing to be determined but anticipated to be in the medium- or even long-term.
- Eo8 Kitchener Southwest (short-term) - Proposed new JK-8 elementary school: Doon South II (Ormston, Kitchener) submitted as priority #7 in the 2017 Capital Priorities funding program.
- Eo9 Kitchener Central East (medium-term) - potential rebuild of Sunnyside PS being considered due to significant barriers to accessibility. Project would be subject to Ministry funding approvals.
- E12 Kitchener West (medium-term) - Proposed new Trussler North elementary school or an alternative to be constructed pending Ministry funding approvals, timing to be determined.
- So2 Kitchener Southwest (short-term) - The proposed new Southwest Kitchener secondary school was submitted as Priority #1 in the 2017 Capital Priorities funding program.

**These new schools will require boundary studies when the projects receive Ministry funding approvals and timing is known.**

## NEW CLASSROOM ADDITIONS

- E1o Kitchener Central West (short-term) - If over-utilization persists, a new classroom addition at Country Hills PS may be warranted. A funding request would be submitted through the Capital Priorities funding program.
- E13 Kitchener Central (medium-term)
- E16 Kitchener East (short-term) - A funding request for Lackner Woods PS would be submitted through the Capital Priorities funding program.

## NEW AND CONTINUED PARTNERSHIPS

Existing facility partnerships include:

- Health Services
- Service Organizations
- Municipal Recreational Facilities
- Child Care Centres

Existing communities where partnerships may be considered if there is sufficient space:

- Eo7, Eo8 and E11/E12 have been identified for potential partnership opportunities with WCDSB (short and medium-term)
- Eo9 Kitchener Central East (short-term)
- E14A Kitchener Central (medium-term) and E14B Kitchener Central (short-term)
- E16 Kitchener East (short-term) - There may be partnership or co-build opportunities at Lackner Woods PS if funding for a new classroom addition is approved.

There are also opportunities to collaborate through co-builds and/or joint use agreements as new schools and new school additions come online. Email [partnerships@wrdsb.ca](mailto:partnerships@wrdsb.ca) to be added to our email list or to inquire about space in schools.

## EXISTING COMMUNITY BOUNDARY STUDIES

- Eo9 Kitchener Central East (short-term)
- E13 Kitchener Central (medium-term)
- E14B Kitchener Central (short-term)
- E15 Kitchener East (short-term)
- E16 Kitchener East (short-term)
- So2 Kitchener Southwest (short-term)

## PUPIL ACCOMMODATION REVIEWS

- Eo9 Kitchener Central East (medium-term) - If intensification fails to boost utilization in the medium-term, there may be a need to evaluate alternatives (e.g. grade restructuring through a Pupil Accommodation Review).
- E12 Kitchener West (medium-term) - Consideration may be given to initiating a Pupil Accommodation Review with the intent to add Grades 7 and 8 at existing JK-6 schools, if enrolment and utilizations continue to be significantly imbalanced.
- E14B Kitchener Central (short-term) - Consideration could be given to initiating a Pupil Accommodation Review if enrolments and utilizations continue to decline further than shown here and neighbourhood turn-over does not materialize.
- So2 Kitchener Southwest and So3 Kitchener Central East (short-term).

## REVIEW AREA E07 - KITCHENER SOUTHWEST (HURON-ROSENBERG)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Jean Steckle PS	JK-8	1-3	715	6.00	2013	-	Not Assessed
Janet Metcalfe PS	JK-8		620	2.90	2018	-	Not Assessed

Note: Janet Metcalfe opens in 2018 with Grades JK to 7, Grade 8 to be added in 2019

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
109.0%	99.0%	87.0%
70.3%	106.1%	108.3%

### REVIEW AREA OVERVIEW

#### History

2013 - Jean Steckle PS opened JK-7, Grade 8 as added in 2014. Boundaries established as per the *Huron Village Boundary Study (2012-2013)*.

A boundary study (*Fischer-Hallman/Huron Boundary Study*) was completed during the 2017/18 school year for the new Janet Metcalfe PS opening in September 2018. On an interim basis, Jean Steckle PS will become JK-6 (JK-6 and Grade 8 in 2018; JK-6 only in 2019). All Grade 7 and 8 students will attend Janet Metcalfe PS. A boundary change was also approved between Jean Steckle PS and Janet Metcalfe PS for September 2018.

#### Overview

The proposed new Huron South (Tartan Ave) JK to 8 elementary school was submitted as Priority #2 in the 2017 Capital Priorities funding program.

Proposed new Rosenberg I and Rosenberg II have been identified as future JK to 8 elementary schools, the timing of opening is dependent upon Ministry funding approvals and development phasing.

Students from the Huron South Development Area are currently holding at Laurentian and Southridge Public Schools (E10 and E11).

#### Short-Term Recommendations (Years 1-5)

Proposed new JK-8 Elementary School, Huron South (Tartan Ave) submitted as priority #2 in the 2017 Capital Priorities funding program.

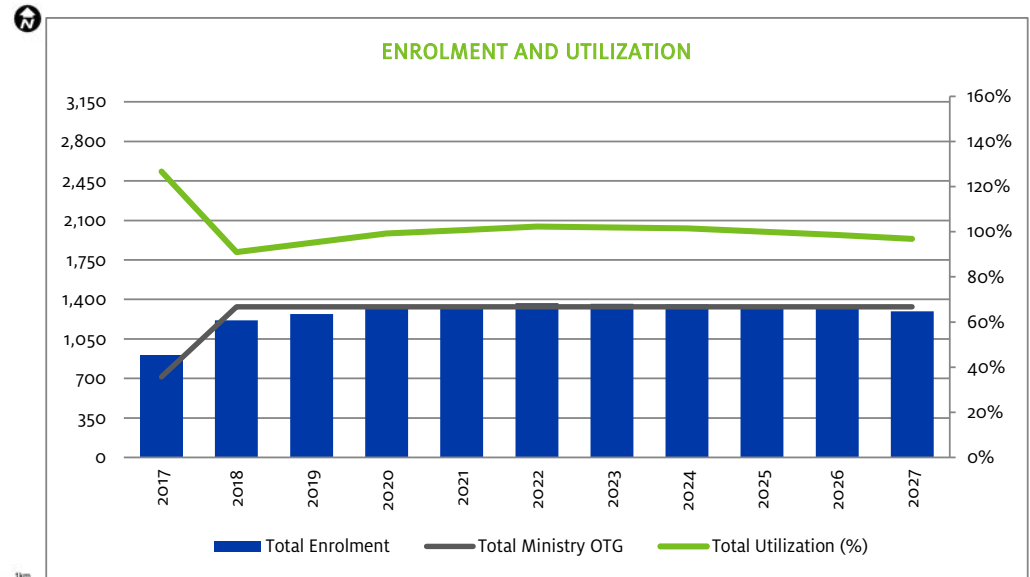
#### Medium-Term Recommendations (Years 6-10)

Proposed new Rosenberg I and Rosenberg II elementary schools to be constructed pending Ministry funding approvals, timing to be determined, could be beyond the 10-year time frame. Explore potential opportunities with the Waterloo Catholic District School Board to submit a capital request for accommodation solutions in E07.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Jean Steckle PS	715		531	702	814	886	906	779	752	725	717	708	688	668	653	638	622	17%
Janet Metcalfe PS	620							436	518	599	629	658	673	687	682	677	672	54%
<b>Total Enrolment</b>	<b>1335</b>		<b>531</b>	<b>702</b>	<b>814</b>	<b>886</b>	<b>906</b>	<b>1,215</b>	<b>1,270</b>	<b>1,324</b>	<b>1,345</b>	<b>1,366</b>	<b>1,361</b>	<b>1,355</b>	<b>1,335</b>	<b>1,315</b>	<b>1,294</b>	<b>144%</b>
<b>Total Ministry OTG</b>			<b>715</b>	<b>715</b>	<b>715</b>	<b>715</b>	<b>715</b>	<b>1,335</b>	<b>1,335</b>	<b>1,335</b>	<b>1,335</b>	<b>1,335</b>	<b>1,335</b>	<b>1,335</b>	<b>1,335</b>	<b>1,335</b>	<b>1,335</b>	
<b>Total Utilization (%)</b>			<b>74%</b>	<b>98%</b>	<b>114%</b>	<b>124%</b>	<b>127%</b>	<b>91%</b>	<b>95%</b>	<b>99%</b>	<b>101%</b>	<b>102%</b>	<b>102%</b>	<b>101%</b>	<b>100%</b>	<b>99%</b>	<b>97%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>			<b>184</b>	<b>13</b>	<b>(99)</b>	<b>(171)</b>	<b>(191)</b>	<b>120</b>	<b>66</b>	<b>11</b>	<b>(10)</b>	<b>(31)</b>	<b>(26)</b>	<b>(20)</b>	<b>0</b>	<b>20</b>	<b>42</b>	

\*\*Year of opening (2013) for Jean Steckle PS & (2018) for Janet Metcalfe PS





## REVIEW AREA E08 - KITCHENER SOUTHWEST (DOON-PIONEER PARK)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Brigadoon PS	JK-6	1-6	495	9.37	1992	11%	2015
Doon PS	7-8	7-8	331	13.42	1957	28%	2012
Groh PS	JK-7	1	597	6.80	2017	-	Not Assessed
J.W. Gerth PS	JK-6	1-6	582	4.99	2007	0%	2015
Pioneer Park PS	JK-6		294	6.07	1977	5%	2014

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
113%	107%	113%
110%	120%	117%
120%	156%	182%
93%	86%	84%
125%	191%	231%

### REVIEW AREA OVERVIEW

#### History

2014 - Grades 5 and 6 moved from J.W. Gerth PS to Doon PS as an interim measure to address overcrowding approved through the *Doon South Boundary Study (2013-2014)*. Grade 5 re-introduced in 2016 and Grade 6 in 2017.

2017 - Groh Public School opened with boundaries established as per the *Doon South Boundary Study (2013-2014)*.

Doon PS (1401 Doon Village Road) is located within the Upper Doon Heritage Conservation District.

Brigadoon PS - A 4-room portapak has been demolished in recent years.

#### Overview

Pioneer Park and Doon Public Schools are holding the Doon South II (Ormston) Development Area.

J.W. Gerth PS continues to see growth from new residential development, comprised of single detached and townhouse units.

To address projected over-utilization resulting from continued growth in new subdivisions, the proposed new Doon South II (Ormston) JK to 8 Elementary School was submitted as Priority #7 in the 2017 Capital Priorities funding program.

The timing of opening is dependent upon Ministry of Education Funding approvals and development phasing.

#### Short-Term Recommendations (Years 1-5)

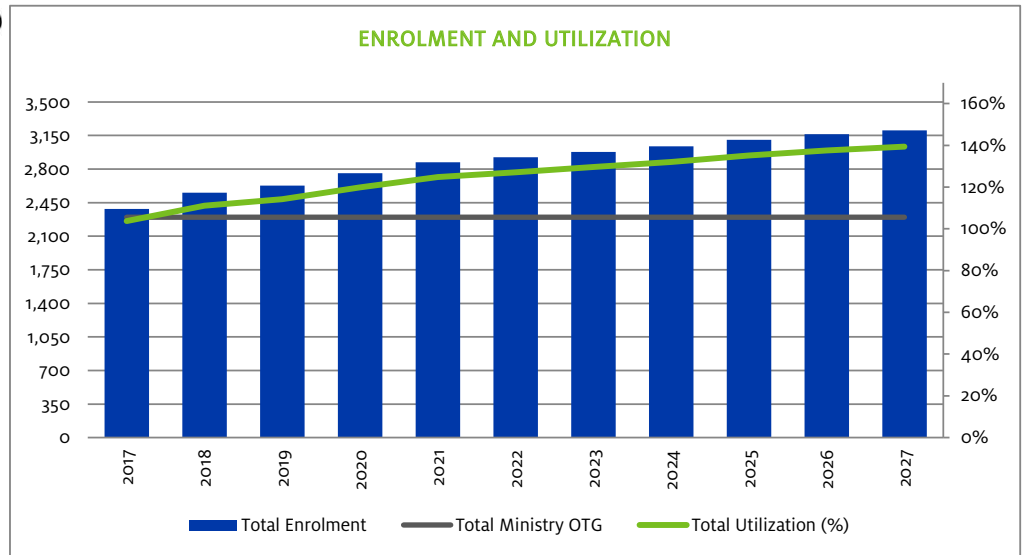
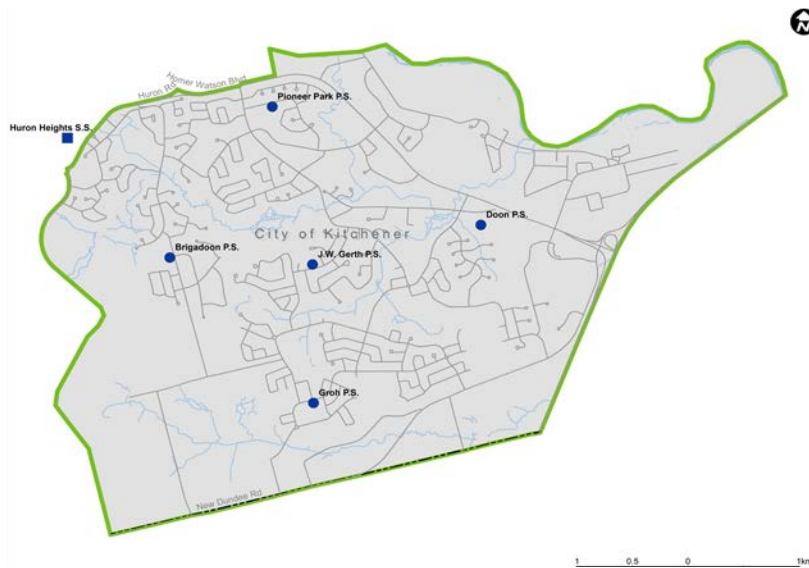
Proposed new JK-8 Elementary School, Doon South II (Ormston, Kitchener) submitted as priority #7 in the 2017 Capital Priorities funding program. Explore potential opportunities with the Waterloo Catholic District School Board to submit a capital request for accommodation solutions in Eo8.

#### Medium-Term Recommendations (Years 6-10)

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Brigadoon PS	495	511	530	527	533	601	543	560	556	570	560	532	532	522	534	547	560	10%
Doon PS	331	304	336	492	415	520	436	364	344	350	356	399	410	403	390	380	388	28%
Groh PS	597	0	0	0	0	0	516	719	788	832	891	929	979	1032	1067	1085	1089	111%
J.W. Gerth PS	582	643	716	619	597	728	557	543	534	541	521	500	487	480	485	490	488	-24%
Pioneer Park PS	294	360	368	332	344	389	332	367	405	463	542	563	572	597	631	660	678	88%
<b>Total Enrolment</b>	<b>2,299</b>	<b>1,818</b>	<b>1,950</b>	<b>1,970</b>	<b>1,889</b>	<b>2,238</b>	<b>2,384</b>	<b>2,553</b>	<b>2,627</b>	<b>2,757</b>	<b>2,870</b>	<b>2,922</b>	<b>2,979</b>	<b>3,035</b>	<b>3,106</b>	<b>3,162</b>	<b>3,204</b>	<b>76%</b>
<b>Total Ministry OTG</b>		<b>1,702</b>	<b>1,702</b>	<b>1,702</b>	<b>1,702</b>	<b>1,702</b>	<b>2,299</b>	<b>2,299</b>	<b>2,299</b>	<b>2,299</b>	<b>2,299</b>	<b>2,299</b>	<b>2,299</b>	<b>2,299</b>	<b>2,299</b>	<b>2,299</b>	<b>2,299</b>	
<b>Total Utilization (%)</b>		<b>107%</b>	<b>115%</b>	<b>116%</b>	<b>111%</b>	<b>131%</b>	<b>104%</b>	<b>111%</b>	<b>114%</b>	<b>120%</b>	<b>125%</b>	<b>127%</b>	<b>130%</b>	<b>132%</b>	<b>135%</b>	<b>138%</b>	<b>139%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(116)</b>	<b>(248)</b>	<b>(268)</b>	<b>(187)</b>	<b>(536)</b>	<b>(85)</b>	<b>(254)</b>	<b>(328)</b>	<b>(458)</b>	<b>(571)</b>	<b>(623)</b>	<b>(680)</b>	<b>(736)</b>	<b>(807)</b>	<b>(863)</b>	<b>(905)</b>	

\*\*Year of opening (2017) used for Groh PS



**REVIEW AREA E09 - KITCHENER CENTRAL EAST (CHICOPEE-KINGSVILLE)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Franklin PS	JK-6	1-6	606	6.30	1963	19%	2015
Howard Robertson PS	JK-6		504	8.88	1953	23%	2014
Rockway PS	JK-6		294	6.86	1961	23%	2014
Sheppard PS	JK-6	1-6	433	4.62	1929	22%	2014
Sunnyside PS	7-8		455	6.39	1941	20%	2014
Wilson Avenue PS	JK-6		510	8.27	1956	19%	2014

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
103%	113%	117%
77%	84%	89%
81%	83%	83%
82%	82%	80%
71%	74%	82%
107%	112%	115%

**REVIEW AREA OVERVIEW**

**History**

Average Age of schools is 67 years old; however, the facility condition is good.

2009 - Franklin Public School received a 107 pupil place addition through Primary Class Size funding.

Sheppard PS - 278 Weber Street East, is listed on the Municipal Heritage Register as a non-designated property of cultural heritage value or interest.

This review area was part of the *Grand River South/Sunnyside Pupil Accommodation Review* that resulted in the construction of Chicopee Hills Public School. Sheppard Public School was holding Chicopee Hills Public School area students until the new school opened in September 2017.

Sheppard PS - has been identified for accessibility improvements as part of the final phase of the Accessibility Plan.

**Overview**

This is a relatively stable review area with most schools underutilized. There is very little new residential development, apart from infill projects. However, there is potential for increasing density along Courtland Avenue which may have an impact on enrolment. Proposed developments will be reviewed and monitored.

**Short-Term Recommendations (Years 1-5)**

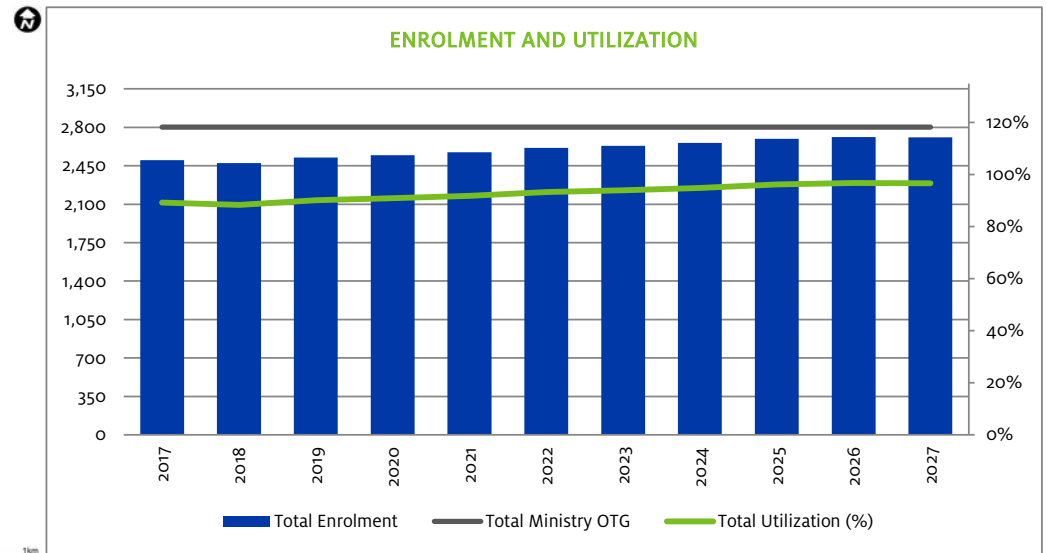
Continue to monitor enrolment and utilization, a boundary study may be considered in addition to identifying potential partnership opportunities where there is sufficient space.

**Medium-Term Recommendations (Years 6-10)**

If intensification fails to boost utilization in the medium term, there may be a need to evaluate alternatives (e.g., grade restructuring through a Pupil Accommodation Review). Sunnyside PS has significant accessibility barriers and as a result consideration may be given to rebuilding the school on the same site pending Ministry funding approvals.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Franklin PS	606	643	627	596	603	619	630	624	648	651	661	687	699	711	711	709	708	10%
Howard Robertson PS	504	459	436	460	431	400	375	388	386	396	412	423	435	448	449	449	450	-2%
Rockway PS	294	177	186	190	211	227	232	237	244	240	245	243	248	247	246	244	243	37%
Sheppard PS	433	446	462	512	494	485	379	357	354	355	353	354	350	350	349	347	345	-23%
Sunnyside PS	455	446	430	435	455	428	359	325	335	339	342	336	318	316	352	373	375	-16%
Wilson Avenue PS	510	476	471	477	478	516	526	544	556	566	562	572	582	586	588	589	588	24%
<b>Total Enrolment</b>	<b>2,802</b>	<b>2,647</b>	<b>2,612</b>	<b>2,670</b>	<b>2,672</b>	<b>2,675</b>	<b>2,501</b>	<b>2,474</b>	<b>2,524</b>	<b>2,546</b>	<b>2,574</b>	<b>2,614</b>	<b>2,631</b>	<b>2,659</b>	<b>2,695</b>	<b>2,711</b>	<b>2,708</b>	<b>2%</b>
<b>Total Ministry OTG</b>		<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	<b>2,802</b>	
<b>Total Utilization (%)</b>		<b>94%</b>	<b>93%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>89%</b>	<b>88%</b>	<b>90%</b>	<b>91%</b>	<b>92%</b>	<b>93%</b>	<b>94%</b>	<b>95%</b>	<b>96%</b>	<b>97%</b>	<b>97%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>155</b>	<b>190</b>	<b>132</b>	<b>130</b>	<b>127</b>	<b>301</b>	<b>328</b>	<b>278</b>	<b>256</b>	<b>228</b>	<b>188</b>	<b>171</b>	<b>144</b>	<b>108</b>	<b>91</b>	<b>94</b>	



## REVIEW AREA E10 - KITCHENER CENTRAL WEST (ALPINE-COUNTRY HILLS)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Alpine PS	JK-6		294	6.00	1974	6%	2014
Country Hills PS	JK-6		309	6.00	1976	15%	2015
Glencairn PS	JK-6		332	7.46	1988	15%	2014
Laurentian PS	7-8		421	9.74	1968	40%	2014
Trillium PS	JK-6		262	8.00	1972	21%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
94%	92%	88%
137%	158%	166%
89%	78%	73%
105%	103%	99%
87%	87%	88%

### REVIEW AREA OVERVIEW

#### History

2012 - Boundary changes implemented resulting from a 2011/12 *Forest Hill and Trillium Public School Boundary Study* (E11).

2013 - *Huron Village Boundary Study* (Alpine PS, Country Hills PS, Laurentian PS and Jean Steckle PS).

Enrolment at Country Hills, Laurentian and Alpine Public Schools was impacted by opening of Jean Steckle Public School in September 2013.

Glencairn PS - A 6-room portapak on site is being demolished (summer 2018).

#### Overview

Facilities in this area are generally small, but well-utilized. Sustained enrolment is expected; however Alpine PS and Laurentian PS may be affected if decisions are made regarding their holding area in E11.

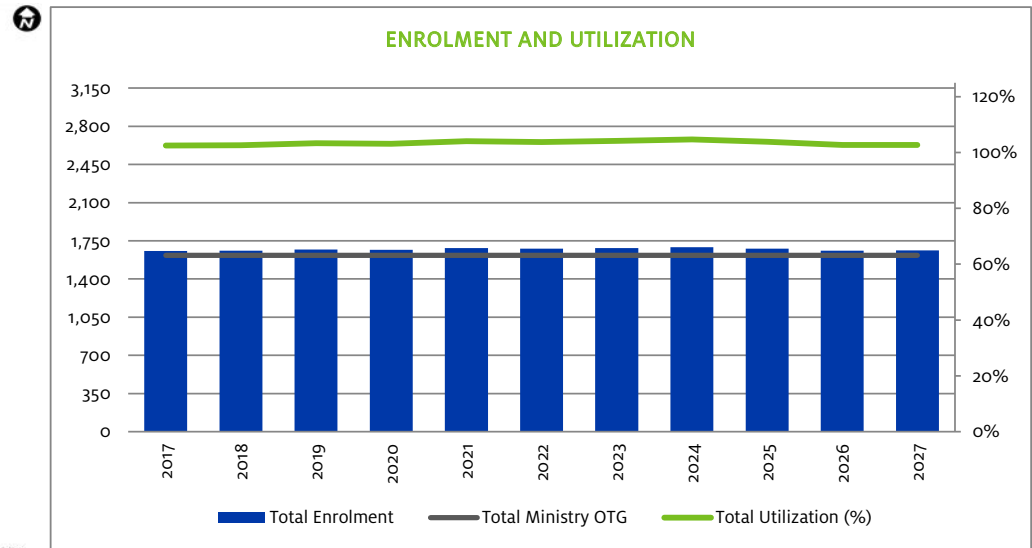
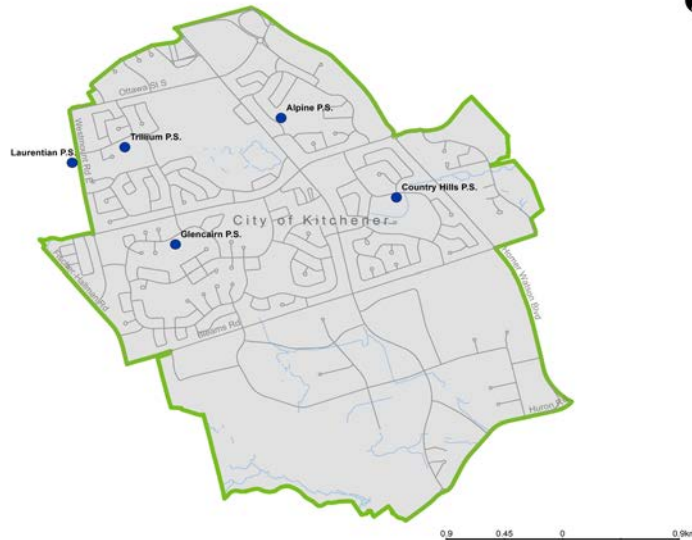
#### Short-Term Recommendations (Years 1-5)

If over-utilization persists, a new classroom addition at Country Hills PS may be warranted. A funding request would be submitted through the Capital Priorities funding program.

#### Medium-Term Recommendations (Years 6-10)

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Alpine PS	294	315	270	272	285	297	290	277	280	282	277	270	259	259	259	259	260	-18%
Country Hills PS	309	589	309	329	335	394	400	422	444	457	480	488	511	515	519	517	513	-13%
Glencairn PS	332	401	381	362	345	321	304	295	280	262	264	260	245	238	239	240	241	-40%
Laurentian PS	421	465	446	412	389	409	439	440	446	451	442	433	441	448	431	414	417	-10%
Trillium PS	262	243	251	236	218	203	225	227	221	216	220	228	229	233	232	231	231	-5%
<b>Total Enrolment</b>	<b>1,618</b>	<b>2,013</b>	<b>1,657</b>	<b>1,611</b>	<b>1,572</b>	<b>1,624</b>	<b>1,658</b>	<b>1,661</b>	<b>1,671</b>	<b>1,668</b>	<b>1,684</b>	<b>1,679</b>	<b>1,685</b>	<b>1,693</b>	<b>1,680</b>	<b>1,661</b>	<b>1,661</b>	<b>-17%</b>
<b>Total Ministry OTG</b>		<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	<b>1,618</b>	
<b>Total Utilization (%)</b>		<b>124%</b>	<b>102%</b>	<b>100%</b>	<b>97%</b>	<b>100%</b>	<b>102%</b>	<b>103%</b>	<b>103%</b>	<b>103%</b>	<b>104%</b>	<b>104%</b>	<b>104%</b>	<b>105%</b>	<b>104%</b>	<b>103%</b>	<b>103%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(395)</b>	<b>(39)</b>	<b>7</b>	<b>46</b>	<b>(6)</b>	<b>(40)</b>	<b>(43)</b>	<b>(53)</b>	<b>(50)</b>	<b>(66)</b>	<b>(60)</b>	<b>(67)</b>	<b>(75)</b>	<b>(62)</b>	<b>(43)</b>	<b>(43)</b>	



## REVIEW AREA E11 - KITCHENER WEST (LAURENTIAN WEST-CHANDLER)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Forest Hill PS	JK-6		560	7.25	1957	20%	2014
Queensmount PS	7-8		432	8.40	1964	31%	2014
Southridge PS	JK-6	1-6	518	8.40	1964	27%	2014
W.T. Townshend PS	JK-6	1-6	758	6.99	2003	0%	2015
Williamsburg PS	JK-6	1-6	770	5.15	2007	0%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
91%	86%	86%
101%	103%	86%
81%	102%	112%
93%	92%	95%
96%	96%	97%

### REVIEW AREA OVERVIEW

#### History

2009 - *Southwest Kitchener Elementary Schools Boundary Study* Special Committee of the Whole Meeting (2009-11-30), report included the following motion, "And that the Waterloo Region District School Board direct staff to continue to pursue accommodation alternatives, including additional facilities in the Laurentian West community, to secure a long-term Junior Kindergarten to grade 8 solution for the community."

2012 - Boundary changes implemented resulting from a 2011/12 *Forest Hill Public School and Trillium Public School Boundary Study*.

2017 - Fischer-Hallman/Huron Boundary Study outcome will eliminate holding of Mattamy's Wildflowers Development Area at Southridge PS in 2018.

Queensmount PS - an accessibility project was completed for the 2017/18 school year as part of the 2012-2017 Accessibility Plan.

Forest Hill PS - has been identified for accessibility improvements as part of the final phase of the Accessibility Plan.

#### Short-Term Recommendations (Years 1-5)

Southridge PS will be impacted by the recommendations for Huron South, see E07 Kitchener Southwest for more information.  
Monitor enrolment to determine the viability of re-introducing Grades 7 and 8 at W.T. Townshend Public School.

#### Overview

Southridge Public School is holding students from Huron South and West Kitchener Development Areas.

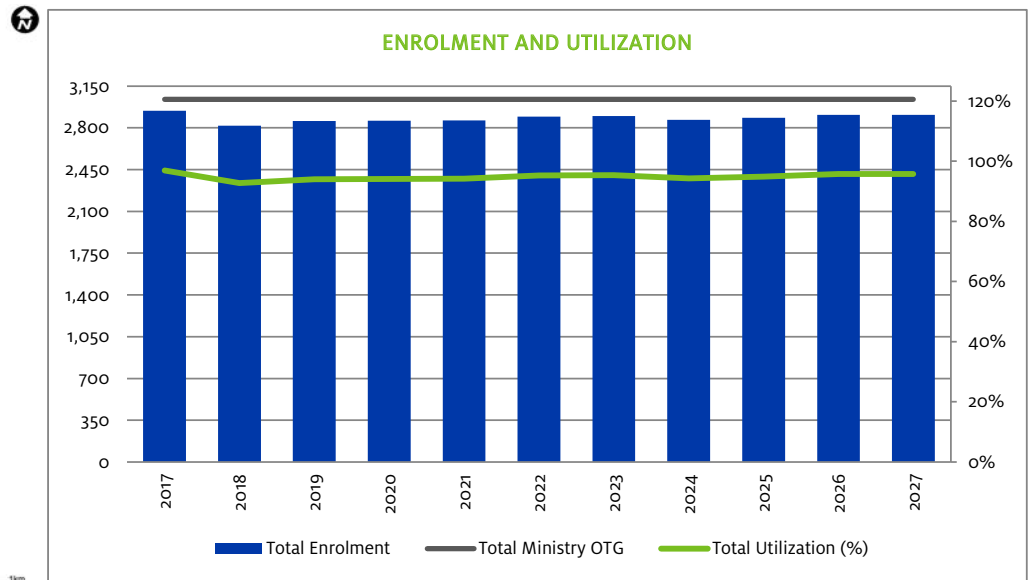
Pending the outcome of a boundary study, students included in Southridge's enrolment may be directed to Review Area E07 - Kitchener Southwest subject to the funding approval of a new JK-8 elementary school.

#### Medium-Term Recommendations (Years 6-10)

Explore potential opportunities with the Waterloo Catholic District School Board to submit a capital request for accommodation solutions in E11/12.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Forest Hill PS	560	501	538	547	526	523	519	512	507	495	486	479	473	479	483	483	483	-4%
Queensmount PS	432	459	470	414	411	433	406	437	443	410	404	446	425	352	351	369	374	-19%
Southridge PS	518	443	420	414	404	458	556	420	449	477	503	528	542	555	568	581	582	31%
W.T. Townshend PS	758	755	728	743	751	754	716	708	716	724	709	701	707	728	725	723	720	-5%
Williamsburg PS	770	798	788	778	750	754	747	742	743	753	761	739	753	752	756	752	749	-6%
<b>Total Enrolment</b>	<b>3,038</b>	<b>2,956</b>	<b>2,944</b>	<b>2,896</b>	<b>2,842</b>	<b>2,922</b>	<b>2,944</b>	<b>2,819</b>	<b>2,857</b>	<b>2,859</b>	<b>2,863</b>	<b>2,893</b>	<b>2,899</b>	<b>2,866</b>	<b>2,884</b>	<b>2,909</b>	<b>2,909</b>	<b>-2%</b>
<b>Total Ministry OTG</b>		<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	<b>3,038</b>	
<b>Total Utilization (%)</b>		<b>97%</b>	<b>97%</b>	<b>95%</b>	<b>94%</b>	<b>96%</b>	<b>97%</b>	<b>93%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>95%</b>	<b>95%</b>	<b>94%</b>	<b>95%</b>	<b>96%</b>	<b>96%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>82</b>	<b>94</b>	<b>142</b>	<b>196</b>	<b>116</b>	<b>94</b>	<b>219</b>	<b>181</b>	<b>179</b>	<b>175</b>	<b>145</b>	<b>139</b>	<b>172</b>	<b>154</b>	<b>129</b>	<b>130</b>	





## REVIEW AREA E12 - KITCHENER WEST (FOREST HEIGHTS)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Driftwood Park PS	JK-6	1-6	352	8.57	1989	14%	2014
John Darling PS	JK-6		324	6.45	1988	5%	2015
Meadowlane PS	JK-6		285	6.00	1969	33%	2014
Sandhills PS	JK-6	1-6	678	10.08	2000	0%	2015
Westheights PS	7-8	7-8	320	9.00	1977	Not Available	2014

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
125%	144%	175%
78%	80%	81%
91%	90%	86%
101%	95%	95%
171%	193%	207%

### REVIEW AREA OVERVIEW

#### History

2013 - a business case was submitted as Priority #2 to rebuild Meadowlane Public School. The Ministry response at that time was that a comprehensive review of the area would be required prior to a rebuild being funded. It was advised that consideration be given to the implementation of JK to Grade 8 schools.

Driftwood Park Public School - A 6-room portapak is on site. This school holds the Trussler Development Area south of Highway 7/8.

Meadowlane PS - has been identified for accessibility improvements as part of the final phase of the Accessibility Plan.

Westheights Public School - A 5-room portapak is on site.

#### Overview

This review area encompasses established neighbourhoods in Kitchener West as well as a development area south of Highway 7/8 known as Trussler North.

#### Short-Term Recommendations (Years 1-5)

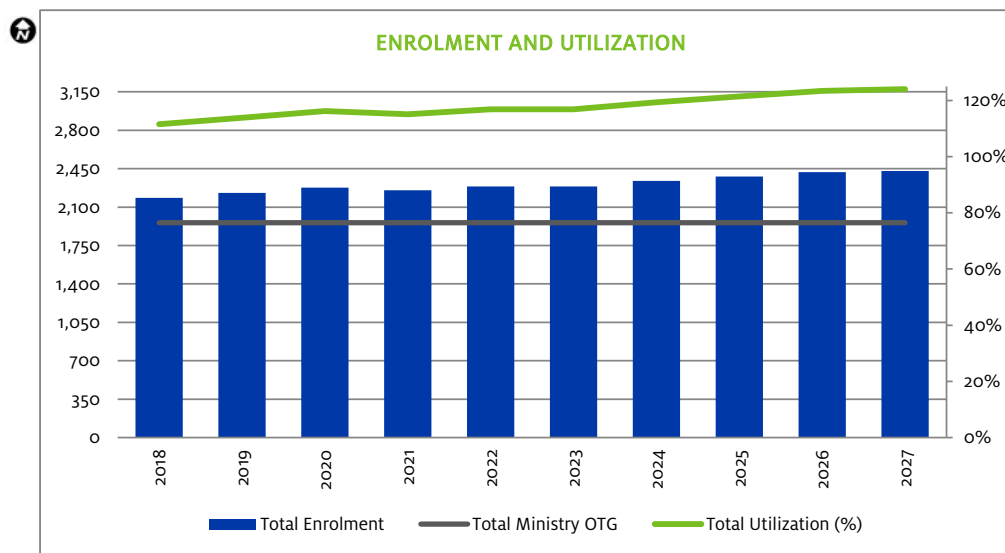
#### Medium-Term Recommendations (Years 6-10)

Consideration may be given to initiating a Pupil Accommodation Review with the intent to add Grades 7 and 8 at existing JK-6 schools, if enrolment and utilizations continue to be significantly imbalanced.

Proposed new Trussler North Elementary School or an alternative to be constructed pending Ministry funding approvals, timing to be determined. Explore potential opportunities with the Waterloo Catholic District School Board to submit a capital request for accommodation solutions in E11/12.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Driftwood Park PS	352	420	396	393	393	403	407	440	475	494	498	507	537	559	583	599	615	47%
John Darling PS	324	269	253	264	263	254	252	254	254	258	261	260	264	270	267	264	262	-3%
Meadowlane PS	285	240	227	232	251	271	258	258	255	266	255	258	247	247	250	247	244	2%
Sandhills PS	678	725	712	720	716	679	686	688	655	664	643	645	649	660	652	648	645	-11%
Westheights PS	320	509	552	538	511	556	557	546	592	596	598	619	592	603	628	660	664	30%
<b>Total Enrolment</b>	<b>1,959</b>	<b>2,163</b>	<b>2,140</b>	<b>2,147</b>	<b>2,134</b>	<b>2,163</b>	<b>2,160</b>	<b>2,185</b>	<b>2,230</b>	<b>2,278</b>	<b>2,254</b>	<b>2,288</b>	<b>2,288</b>	<b>2,339</b>	<b>2,379</b>	<b>2,418</b>	<b>2,430</b>	<b>12%</b>
<b>Total Ministry OTG</b>		<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	<b>1,959</b>	
<b>Total Utilization (%)</b>		<b>110%</b>	<b>109%</b>	<b>110%</b>	<b>109%</b>	<b>110%</b>	<b>110%</b>	<b>112%</b>	<b>114%</b>	<b>116%</b>	<b>115%</b>	<b>117%</b>	<b>117%</b>	<b>119%</b>	<b>121%</b>	<b>123%</b>	<b>124%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(204)</b>	<b>(181)</b>	<b>(188)</b>	<b>(175)</b>	<b>(204)</b>	<b>(201)</b>	<b>(226)</b>	<b>(271)</b>	<b>(319)</b>	<b>(295)</b>	<b>(329)</b>	<b>(329)</b>	<b>(380)</b>	<b>(420)</b>	<b>(459)</b>	<b>(471)</b>	



## REVIEW AREA E13 - KITCHENER CENTRAL (VICTORIA HILLS-WESTMOUNT)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
A.R. Kaufman PS	JK-8		481	7.88	1971	13%	2014
Empire PS	JK-6	1-6	452	7.00	1953	17%	2012
Westmount PS	JK-6	1-6	493	7.90	2015	-	Not Assessed
Westvale PS	JK-6	1-6	401	5.94	1991	2%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
86%	88%	99%
133%	146%	152%
108%	119%	108%
97%	95%	99%

### REVIEW AREA OVERVIEW

#### History

2013 - A major addition at Empire PS to add Full-Day Kindergarten classrooms and new gymnasium

2015 - Westmount Public School was rebuilt to increase its size and address facility condition.

Westvale PS - A 5-room portapak is on site.

A.R. Kaufman PS - A 6-room portapak has been demolished in recent years.

Empire PS - A 5-room portapak has been demolished in recent years.

#### Overview

This review area includes schools in the City of Waterloo and the City of Kitchener encompassing historic neighbourhoods and much newer residential subdivisions.

Grade 7/8 students from E13 JK to Grade 6 elementary schools are accommodated at Centennial and MacGregor Public Schools for Regular Track and French Immersion.

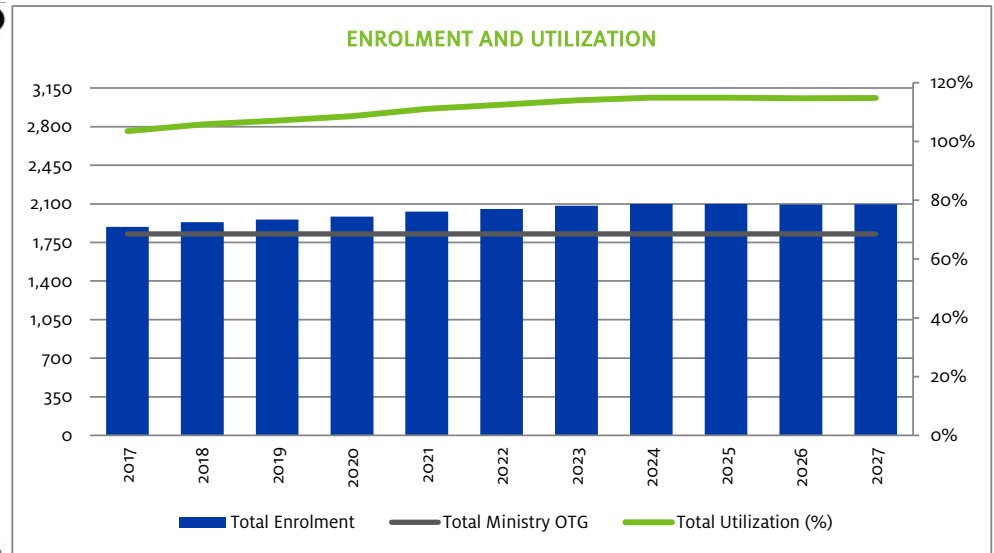
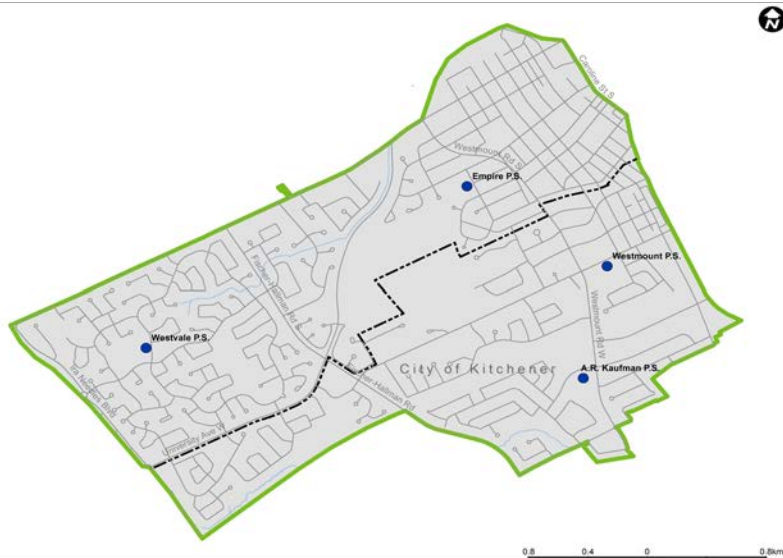
#### Short-Term Recommendations (Years 1-5)

#### Medium-Term Recommendations (Years 6-10)

Monitor enrolment at Empire Public School, a new classroom addition may be warranted. A funding request would be submitted to through the Capital Priorities funding program. Additionally, a boundary study may help to achieve enrolment balance in the review area.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
A.R. Kaufman PS	481	446	443	431	415	409	395	412	411	418	414	423	427	436	457	472	476	7%
Empire PS	452	549	554	604	572	561	580	600	611	622	651	660	678	689	692	687	689	25%
Westmount PS	493	420	407	386	389	455	524	532	554	572	582	589	584	581	559	542	533	27%
Westvale PS	401	417	404	397	377	391	391	390	382	372	383	383	393	392	392	394	399	-4%
<b>Total Enrolment</b>	<b>1,827</b>	<b>1,832</b>	<b>1,808</b>	<b>1,818</b>	<b>1,753</b>	<b>1,816</b>	<b>1,890</b>	<b>1,933</b>	<b>1,957</b>	<b>1,984</b>	<b>2,030</b>	<b>2,055</b>	<b>2,082</b>	<b>2,098</b>	<b>2,099</b>	<b>2,094</b>	<b>2,096</b>	<b>14%</b>
<b>Total Ministry OTG</b>		<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	<b>1,827</b>	
<b>Total Utilization (%)</b>		<b>100%</b>	<b>99%</b>	<b>100%</b>	<b>96%</b>	<b>99%</b>	<b>103%</b>	<b>106%</b>	<b>107%</b>	<b>109%</b>	<b>111%</b>	<b>112%</b>	<b>114%</b>	<b>115%</b>	<b>115%</b>	<b>115%</b>	<b>115%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(5)</b>	<b>19</b>	<b>9</b>	<b>74</b>	<b>11</b>	<b>(63)</b>	<b>(106)</b>	<b>(130)</b>	<b>(157)</b>	<b>(203)</b>	<b>(228)</b>	<b>(255)</b>	<b>(271)</b>	<b>(272)</b>	<b>(267)</b>	<b>(269)</b>	



**REVIEW AREA E14A - KITCHENER CENTRAL (DOWNTOWN-MIDTOWN)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Margaret Avenue PS	7-8		444	4.46	1894	40%	2012
Prueter PS	JK-6		372	7.12	1952	29%	2014
Suddaby PS	JK-6	1-6	552	3.42	1857	20%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
67%	75%	81%
74%	91%	104%
89%	94%	94%

**REVIEW AREA OVERVIEW**

**History**

2010 - *East Kitchener-Waterloo Elementary Schools Pupil Accommodation Review* identified possible accommodation review for Margaret Avenue PS prior to September 2014. This review has been deferred indefinitely due to likely capital requirements of a closure outcome.

Margaret Avenue PS - 325 Louisa Street, has a Designated Heritage Status (128 Margaret Avenue). An accessibility project was completed for the 2017/18 school year as part of the 2012-2017 Accessibility Plan.

Prueter and Suddaby Public Schools - have been identified for accessibility improvements as part of the final phase of the Accessibility Plan.

Suddaby PS - 171 Frederick Street, has a Designated Heritage Status.

**Overview**

This review area comprises Kitchener's Downtown-Midtown area and is a mix of historic homes and older subdivisions. The impact of intensification along the LRT corridor will be reviewed and monitored.

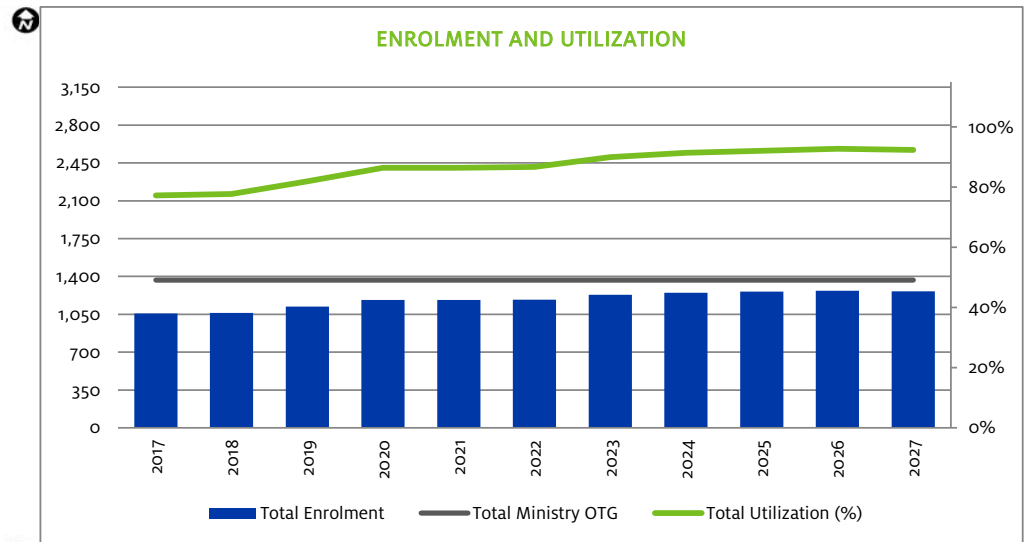
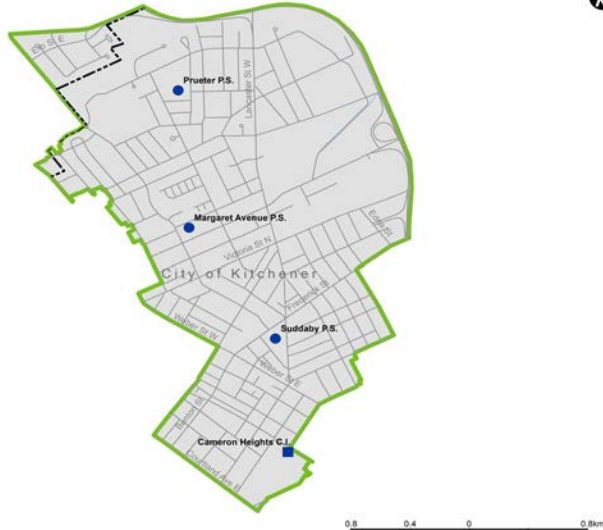
**Short-Term Recommendations (Years 1-5)**

**Medium-Term Recommendations (Years 6-10)**

Consideration may be given to pursuing partnership opportunities at Margaret Avenue PS and/or Prueter PS.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Margaret Avenue PS	444	286	296	305	295	309	315	298	337	365	336	333	360	370	373	375	361	26%
Prueter PS	372	248	241	241	239	244	261	274	287	301	316	337	351	363	371	378	385	55%
Suddaby PS	552	399	421	433	429	457	481	492	497	516	531	516	521	518	515	516	517	30%
<b>Total Enrolment</b>	<b>1,368</b>	<b>933</b>	<b>958</b>	<b>979</b>	<b>963</b>	<b>1,010</b>	<b>1,057</b>	<b>1,063</b>	<b>1,121</b>	<b>1,183</b>	<b>1,183</b>	<b>1,187</b>	<b>1,231</b>	<b>1,251</b>	<b>1,260</b>	<b>1,269</b>	<b>1,263</b>	<b>35%</b>
<b>Total Ministry OTG</b>		<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	<b>1,368</b>	
<b>Total Utilization (%)</b>		<b>68%</b>	<b>70%</b>	<b>72%</b>	<b>70%</b>	<b>74%</b>	<b>77%</b>	<b>78%</b>	<b>82%</b>	<b>86%</b>	<b>86%</b>	<b>87%</b>	<b>90%</b>	<b>91%</b>	<b>92%</b>	<b>93%</b>	<b>92%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>435</b>	<b>410</b>	<b>389</b>	<b>405</b>	<b>358</b>	<b>311</b>	<b>305</b>	<b>247</b>	<b>185</b>	<b>185</b>	<b>182</b>	<b>137</b>	<b>117</b>	<b>108</b>	<b>99</b>	<b>105</b>	



## REVIEW AREA E14B - KITCHENER CENTRAL (DOWNTOWN-MIDTOWN)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Courtland Avenue PS	7-8		349	4.41	1928	36%	2012
J.F. Carmichael PS	JK-6	1-6	552	5.27	1936	17%	2014
King Edward PS	JK-6		352	3.92	1905	52%	2014
Queen Elizabeth PS	JK-6		358	6.28	1952	14%	2014

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
64%	69%	70%
82%	74%	68%
89%	75%	71%
69%	56%	55%

### REVIEW AREA OVERVIEW

#### History

King Edward PS - 709 King Street West, is listed on the Municipal Heritage Register as a non-designated property of cultural heritage value or interest.

The average age of schools in this review area is 87, the FCIs are relatively good.

Courtland PS - an accessibility project was completed for the 2017/18 school year as part of the 2012-2017 Accessibility Plan.

J.F. Carmichael and King Edward Public Schools - have been identified for accessibility improvements as part of the final phase of the Accessibility Plan.

#### Overview

Renovations are being undertaken at Courtland Public School to add a community room (meeting space) as well as address accessibility requirements. There are outstanding accessibility issues at J.F. Carmichael and King Edward Public Schools.

This review area comprises Kitchener's Downtown-Midtown area and is a mix of historic homes and older subdivisions. The impact of intensification along the LRT corridor will be reviewed and monitored.

#### Short-Term Recommendations (Years 1-5)

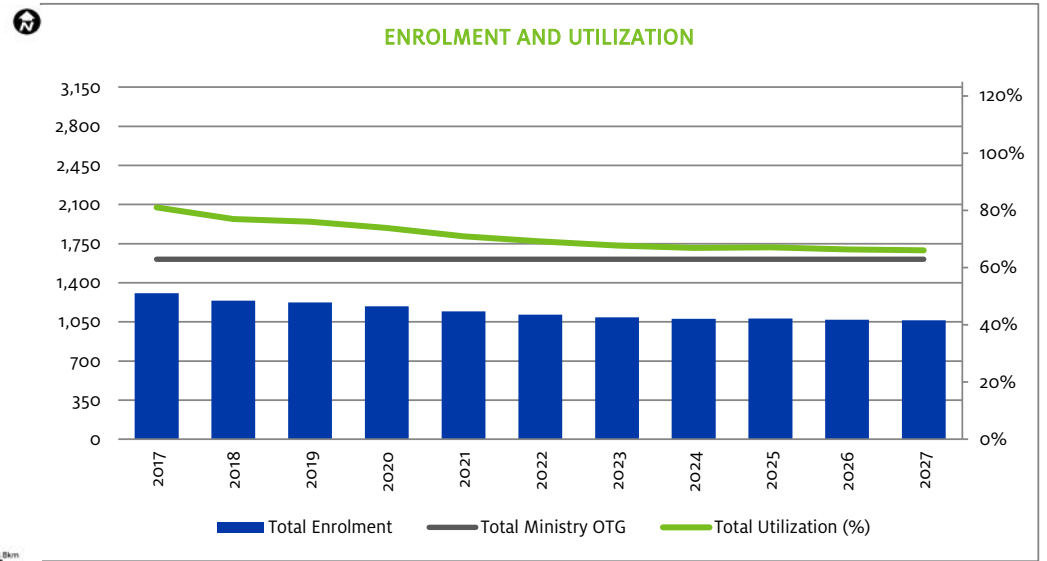
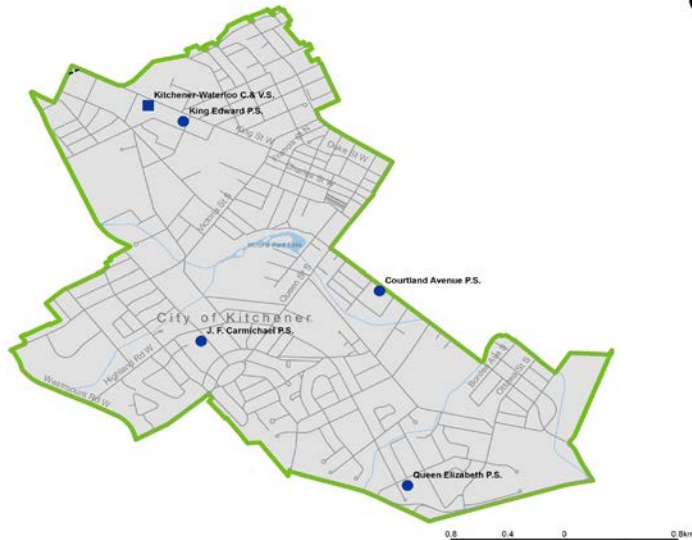
Continue to monitor enrolment and utilization, boundary study may be considered in addition to identifying potential partnership opportunities where there is sufficient space. Monitor impact of LRT on core area school enrolments.

#### Medium-Term Recommendations (Years 6-10)

Consideration could be given to initiating a Pupil Accommodation Review if enrolments and utilizations continue to decline further than the rates shown here and neighbourhood turn-over does not materialize. Partnership opportunities will also be explored as potential long-term solutions.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Courtland Avenue PS	349	240	220	201	210	221	229	225	255	263	236	240	244	249	254	245	243	1%
J.F. Carmichael PS	552	424	418	441	478	465	456	453	444	435	426	410	394	378	377	375	373	-12%
King Edward PS	352	323	298	288	294	327	318	315	296	280	275	263	252	251	250	249	249	-23%
Queen Elizabeth PS	358	247	250	268	264	280	303	247	230	212	207	201	200	198	198	198	198	-20%
<b>Total Enrolment</b>	<b>1,611</b>	<b>1,234</b>	<b>1,186</b>	<b>1,198</b>	<b>1,246</b>	<b>1,293</b>	<b>1,306</b>	<b>1,239</b>	<b>1,225</b>	<b>1,190</b>	<b>1,143</b>	<b>1,114</b>	<b>1,090</b>	<b>1,077</b>	<b>1,080</b>	<b>1,068</b>	<b>1,064</b>	<b>-14%</b>
<b>Total Ministry OTG</b>		<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	<b>1,611</b>	
<b>Total Utilization (%)</b>		<b>77%</b>	<b>74%</b>	<b>74%</b>	<b>77%</b>	<b>80%</b>	<b>81%</b>	<b>77%</b>	<b>76%</b>	<b>74%</b>	<b>71%</b>	<b>69%</b>	<b>68%</b>	<b>67%</b>	<b>67%</b>	<b>66%</b>	<b>66%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>377</b>	<b>425</b>	<b>413</b>	<b>365</b>	<b>318</b>	<b>305</b>	<b>372</b>	<b>386</b>	<b>421</b>	<b>468</b>	<b>497</b>	<b>521</b>	<b>534</b>	<b>531</b>	<b>543</b>	<b>547</b>	





## REVIEW AREA E15 - KITCHENER EAST (STANLEY PARK)

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Crestview PS	JK-6	1-6	525	9.87	1966	25%	2014
Mackenzie King PS	JK-6		363	7.20	1954	22%	2012
Smithson PS	JK-6		376	8.00	1953	33%	2012
Stanley Park PS	7-8	7-8	464	5.80	1964	33%	2014

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
72%	89%	108%
69%	99%	138%
65%	73%	72%
81%	81%	100%

### REVIEW AREA OVERVIEW

#### History

2011 - *Breslau/Stanley Park Elementary Schools Pupil Accommodation Review*.

2014 - Mackenzie King Public School received 164 pupil place addition as a result of the 2011 Pupil Accommodation Review.

2014 - Breslau Public School received 237 pupil place addition as a result of the 2011 Pupil Accommodation Review.

No school closures resulted from the review.

#### Overview

Crestview, Mackenzie King and Stanley Park Public Schools are holding Breslau's Riverland Development Area (E20), new development students are included in these enrolment projections.

Anticipated residential growth in the Mackenzie King PS neighbourhood may result in sustained enrolment numbers despite the potential loss of the holding students from Breslau when a new school is constructed.

#### Short-Term Recommendations (Years 1-5)

Over-utilization at Mackenzie King PS would be relieved if Riverland DA students are directed to Breslau as the result of a boundary study for the proposed new Hopewell Creek Elementary School (E20).

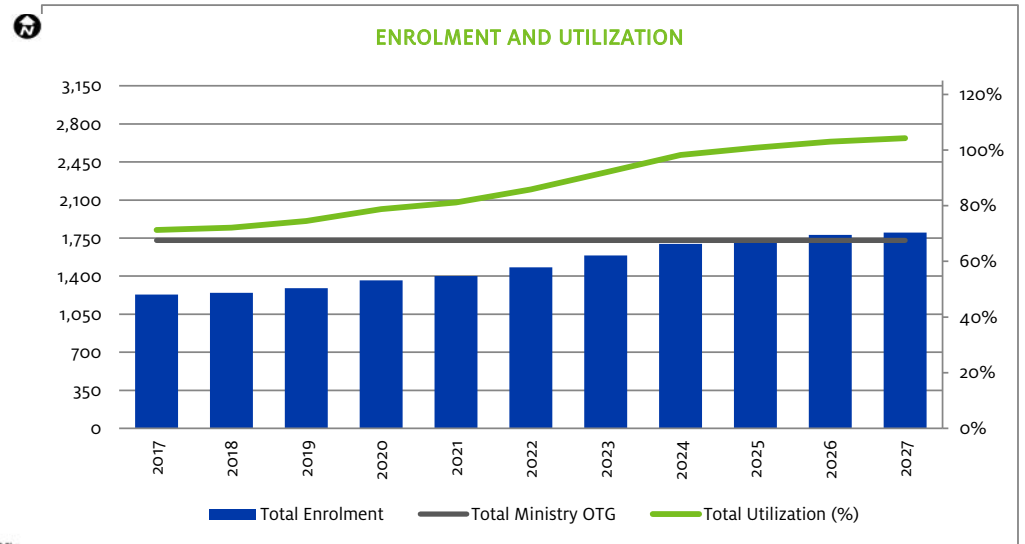
Apart from the holding school situation, this review area is projected to experience decline that may necessitate a boundary study in combination with E16.

#### Medium-Term Recommendations (Years 6-10)

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Crestview PS	525	434	387	373	365	377	365	378	399	422	450	469	486	508	526	544	565	30%
Mackenzie King PS	363	156	188	234	232	230	225	251	276	320	318	361	407	471	484	492	500	220%
Smithson PS	376	209	213	244	238	236	232	243	257	267	275	275	292	297	290	281	272	30%
Stanley Park PS	464	440	436	461	423	412	409	375	357	353	359	378	405	422	442	464	465	6%
<b>Total Enrolment</b>	<b>1,728</b>	<b>1,239</b>	<b>1,224</b>	<b>1,312</b>	<b>1,258</b>	<b>1,255</b>	<b>1,231</b>	<b>1,247</b>	<b>1,288</b>	<b>1,361</b>	<b>1,402</b>	<b>1,483</b>	<b>1,590</b>	<b>1,698</b>	<b>1,743</b>	<b>1,781</b>	<b>1,801</b>	<b>45%</b>
<b>Total Ministry OTG</b>		<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	<b>1,728</b>	
<b>Total Utilization (%)</b>		<b>72%</b>	<b>71%</b>	<b>76%</b>	<b>73%</b>	<b>73%</b>	<b>71%</b>	<b>72%</b>	<b>75%</b>	<b>79%</b>	<b>81%</b>	<b>86%</b>	<b>92%</b>	<b>98%</b>	<b>101%</b>	<b>103%</b>	<b>104%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>489</b>	<b>504</b>	<b>416</b>	<b>470</b>	<b>473</b>	<b>497</b>	<b>482</b>	<b>440</b>	<b>367</b>	<b>326</b>	<b>246</b>	<b>138</b>	<b>30</b>	<b>(15)</b>	<b>(53)</b>	<b>(73)</b>	

\*PORT is portable classroom capacity, Total is OTG plus Portable Classrooms



**REVIEW AREA E16 - KITCHENER EAST (RAND RIVER SOUTH)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Chicopee Hills PS	JK-8		623	5.52	2017	-	Not Assessed
Lackner Woods PS	JK-6		412	7.02	2001	0%	2015

*Note: Chicopee Hills PS is JK to 7 in 2017*

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
111%	115%	115%
110%	137%	153%

**REVIEW AREA OVERVIEW**

**History**

2011 - *Grand River South/Sunnyside Pupil Accommodation Review* recommendations included a new addition at Lackner Woods Public School, this project has not received funding approvals.

2017 - Opening of Chicopee Hills Public School as a JK to Grade 7 school, Grade 8 will be added in 2018/19.

**Overview**

This community is continuing to experience growth and over-utilization in part due to the continuing residential development underway in the Explorer's Walk neighbourhood west of the river. This area is a mix of single detached and townhouse units.

Lackner Woods PS has some site constraints relating to slope that would need to be considered if a classroom addition is pursued.

The overall site at Chicopee Hills PS is 18.81 acres however the Board does not intend to retain the balance of these lands in the long-term.

**Short-Term Recommendations (Years 1-5)**

Continue to seek Capital Priorities funding for a new classroom addition at Lackner Woods Public School and pursue partnership or co-build opportunities. A boundary study with E15 may be warranted.

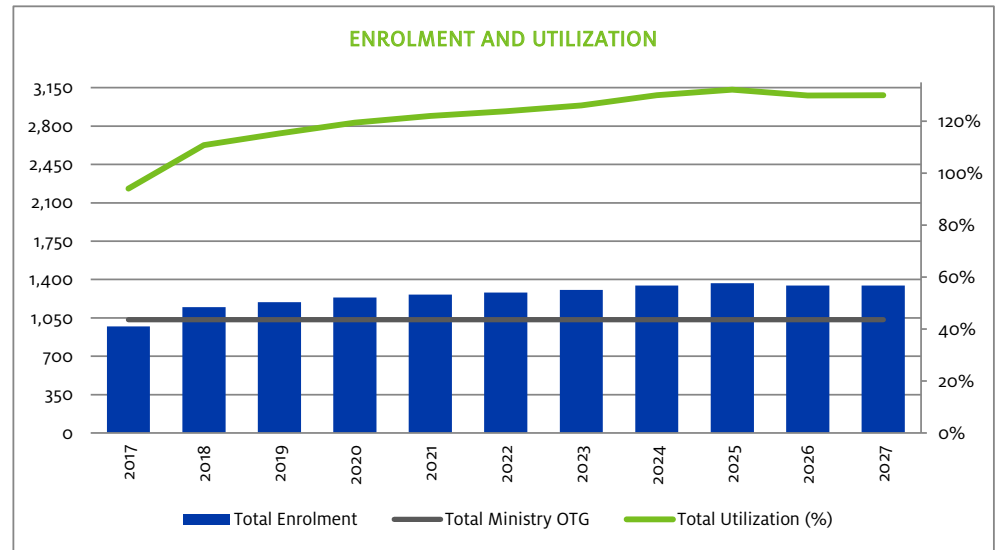
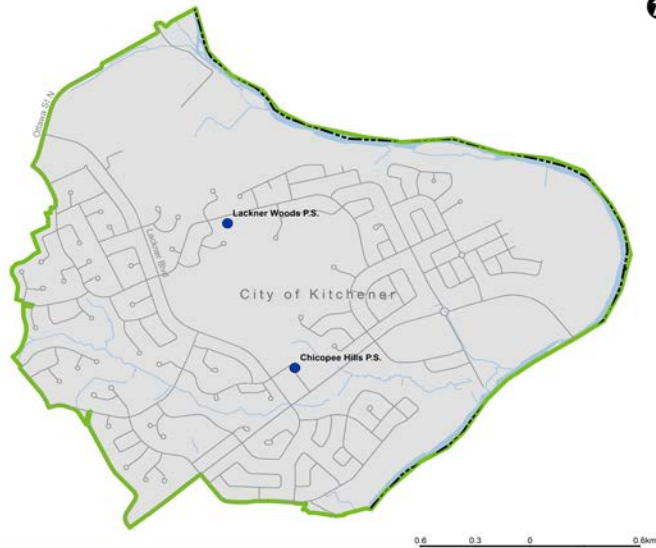
**Medium-Term Recommendations (Years 6-10)**

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Chicopee Hills PS	623						571	693	703	702	708	719	712	737	747	718	717	26%
Lackner Woods PS	412	563	573	565	570	619	402	454	490	534	555	563	592	608	620	627	628	12%
<b>Total Enrolment</b>	<b>1,035</b>	<b>563</b>	<b>573</b>	<b>565</b>	<b>570</b>	<b>619</b>	<b>973</b>	<b>1,147</b>	<b>1,193</b>	<b>1,236</b>	<b>1,263</b>	<b>1,281</b>	<b>1,305</b>	<b>1,345</b>	<b>1,367</b>	<b>1,344</b>	<b>1,345</b>	<b>139%</b>
<b>Total Ministry OTG</b>		<b>412</b>	<b>412</b>	<b>412</b>	<b>412</b>	<b>412</b>	<b>1,035</b>	<b>1,035</b>	<b>1,035</b>	<b>1,035</b>	<b>1,035</b>	<b>1,035</b>	<b>1,035</b>	<b>1,035</b>	<b>1,035</b>	<b>1,035</b>	<b>1,035</b>	
<b>Total Utilization (%)</b>		<b>137%</b>	<b>139%</b>	<b>137%</b>	<b>138%</b>	<b>150%</b>	<b>94%</b>	<b>111%</b>	<b>115%</b>	<b>119%</b>	<b>122%</b>	<b>124%</b>	<b>126%</b>	<b>130%</b>	<b>132%</b>	<b>130%</b>	<b>130%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(151)</b>	<b>(161)</b>	<b>(153)</b>	<b>(158)</b>	<b>(207)</b>	<b>62</b>	<b>(112)</b>	<b>(158)</b>	<b>(201)</b>	<b>(228)</b>	<b>(246)</b>	<b>(270)</b>	<b>(310)</b>	<b>(332)</b>	<b>(309)</b>	<b>(310)</b>	

\*PORT is portable classroom capacity, Total is OTG plus Portable Classrooms

\*\*Year of opening (2017) used for Chicopee Hills PS



## REVIEW AREA S02 - KITCHENER SOUTHWEST

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Forest Heights CI	9-12	9-12	1278	24.94	1964	22%	2012
Huron Heights SS	9-12		1245	18.77	2006	0%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
85%	114%	137%
134%	138%	146%

### REVIEW AREA OVERVIEW

#### History

Forest Heights Collegiate Institute - 255 Fischer Hallman Road, is listed on the Municipal Heritage Register as a non-designated property of cultural heritage value or interest.

Forest Heights Collegiate Institute is the holding school for designated Development Areas in south Kitchener.

Forest Heights CI - A 6-room portapak has been demolished in recent years.

#### Overview

Forest Heights Collegiate Institute has been steadily declining over the past 5 years while at the same time, Huron Heights Secondary School has been steadily growing as a result of the rapid pace of residential development in Southwest Kitchener.

On-The-Ground capacities are subject to change pending their review.

#### Short-Term Recommendations (Years 1-5)

An interim solution is required to address immediate overcrowding pressures at Huron Heights SS. A boundary study is needed and a Pupil Accommodation Review for Kitchener Secondary Schools is also being considered. The proposed new Southwest Kitchener Secondary School was submitted as Priority #1 in the 2017 Capital Priorities funding program.

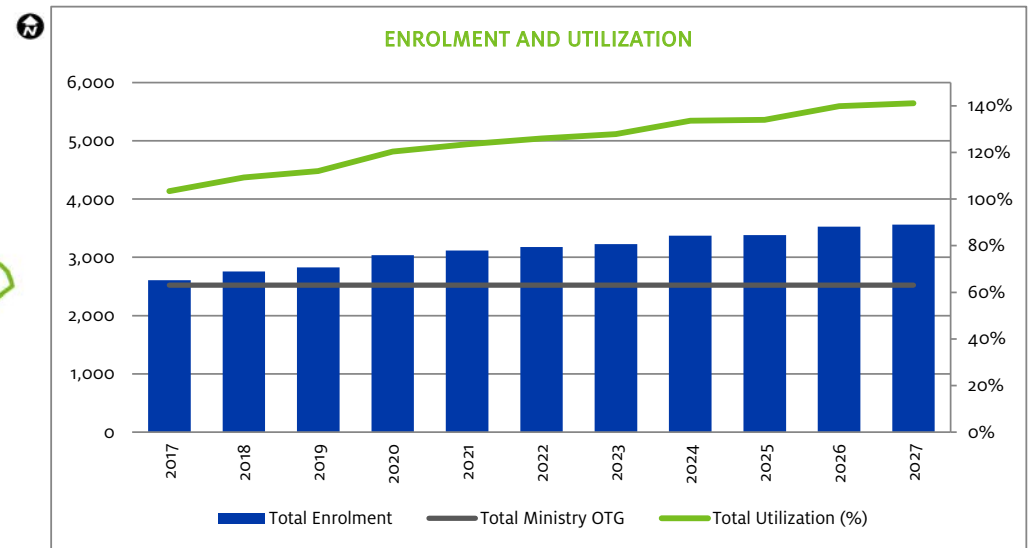
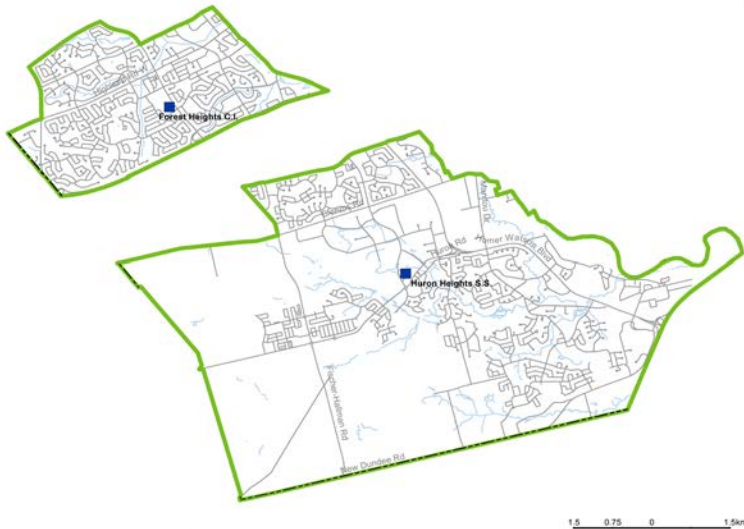
#### Medium-Term Recommendations (Years 6-10)

Medium-term solutions are pending the outcome of the Secondary Pupil Accommodation Review (PAR) if undertaken along with S03 schools.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

SECONDARY SCHOOL	CAPACITY		HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS									% CHANGE FROM 2012	
	OTG		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026		2027
Forest Heights CI	1,278		1,480	1,390	1,318	1,228	1,092	1,071	1,085	1,081	1,216	1,346	1,457	1,562	1,675	1,662	1,740	1,748	18%
Huron Heights SS	1,245		1,345	1,330	1,269	1,334	1,376	1,537	1,671	1,747	1,820	1,770	1,722	1,663	1,695	1,720	1,787	1,813	35%
<b>Total Enrolment</b>	<b>2,523</b>		<b>2,825</b>	<b>2,720</b>	<b>2,587</b>	<b>2,562</b>	<b>2,468</b>	<b>2,608</b>	<b>2,756</b>	<b>2,827</b>	<b>3,036</b>	<b>3,116</b>	<b>3,179</b>	<b>3,226</b>	<b>3,370</b>	<b>3,382</b>	<b>3,527</b>	<b>3,561</b>	<b>26%</b>
<b>Total Ministry OTG</b>			<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	<b>2,523</b>	
<b>Total Utilization (%)</b>			<b>112%</b>	<b>108%</b>	<b>103%</b>	<b>102%</b>	<b>98%</b>	<b>103%</b>	<b>109%</b>	<b>112%</b>	<b>120%</b>	<b>124%</b>	<b>126%</b>	<b>128%</b>	<b>134%</b>	<b>134%</b>	<b>140%</b>	<b>141%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>			<b>(302)</b>	<b>(197)</b>	<b>(64)</b>	<b>(39)</b>	<b>55</b>	<b>(85)</b>	<b>(233)</b>	<b>(304)</b>	<b>(513)</b>	<b>(593)</b>	<b>(656)</b>	<b>(703)</b>	<b>(847)</b>	<b>(859)</b>	<b>(1004)</b>	<b>(1038)</b>	

\*PORT is portable classroom capacity, Total is OTG plus Portable Classrooms



## REVIEW AREA S03 - KITCHENER CENTRAL-EAST

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Cameron Heights CI	9-12		1605	7.57	1969	36%	2012
Eastwood CI	9-12		1263	10.86	1955	12%	2015
Grand River CI	9-12	9-12	1323	20.10	1965	31%	2014
Kitchener-Waterloo CI	9-12	9-12	1617	11.24	1881	9%	2014

Note: Grand River CI utilizations include the new addition in the 5 and 10-year snapshots.

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
111%	112%	112%
112%	100%	102%
100%	116%	126%
84%	96%	103%

### REVIEW AREA OVERVIEW

#### History

2009 to 2015 - Secondary School Boundary Study, Westvale neighbourhood assigned to Kitchener-Waterloo Collegiate Institute.

Kitchener-Waterloo Collegiate Institute - 787 King Street West, has a Designated Heritage Status.

Cameron Heights Collegiate Institute - 301 Charles Street East, is listed on the Municipal Heritage Register as a non-designated property of cultural heritage value or interest.

As part of the 2016 Capital Priorities funding program, the Ministry of Education approved a 138 pupil place addition at Grand River Collegiate Institute, resulting in a new OTG capacity of 1755. The addition is expected to be completed in 2019.

#### Short-Term Recommendations (Years 1-5)

A Pupil Accommodation Review for Kitchener Secondary Schools is being considered (See S02).

#### Overview

The opening of the proposed new Kitchener Secondary School in S02 could impact enrolments in this review area.

A secondary school Pupil Accommodation Review has been identified as one method to address overcrowding at Eastwood Collegiate Institute, as well as other program delivery considerations. At the time of this report, a PAR has not been initiated.

International Baccalaureate is offered at Cameron Heights Secondary School, while Eastwood CI has the Integrated Arts magnet program as well as programs for English Language Learners.

Grand River CI offers the Extended French program which is different from the French Immersion program available at Kitchener-Waterloo CI.

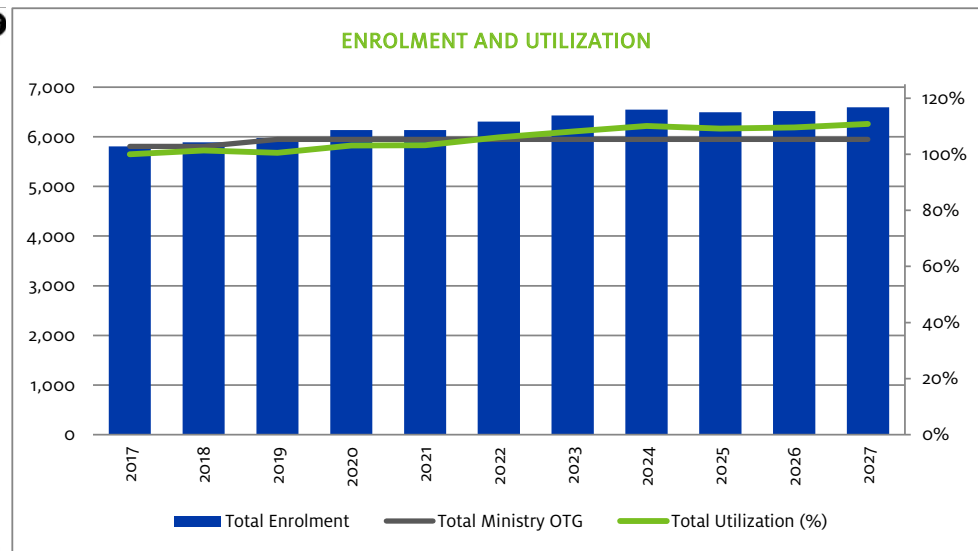
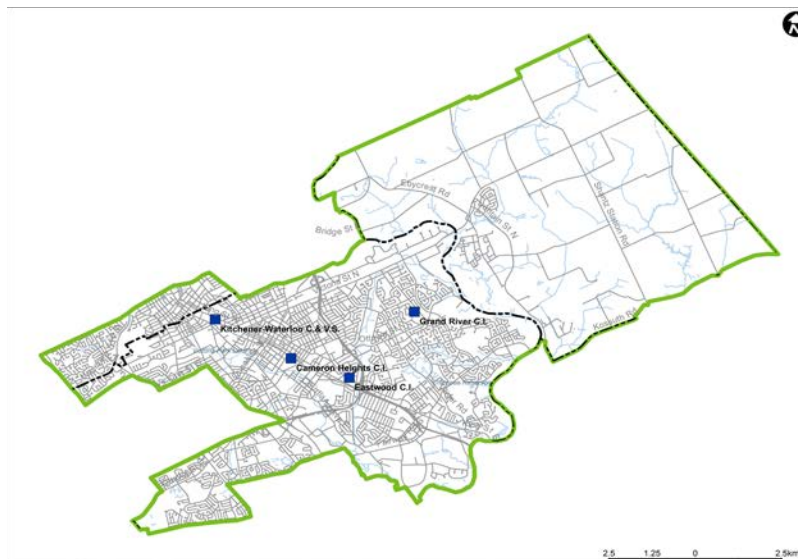
Grand River CI and Kitchener-Waterloo CI both offer the Fast Forward program.

#### Medium-Term Recommendations (Years 6-10)

Long-term solutions are pending the outcome of the Secondary Pupil Accommodation Review (PAR), if undertaken with S02 schools.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

SECONDARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Cameron Heights CI	1,605	1,952	1,979	1,950	1,752	1,886	1,851	1,786	1,789	1,882	1,797	1,796	1,798	1,821	1,798	1,778	1,795	-8%
Eastwood CI	1,263	1,491	1,400	1,341	1,317	1,348	1,403	1,416	1,429	1,329	1,221	1,263	1,293	1,303	1,279	1,261	1,282	-14%
Grand River CI	1,323	1,515	1,491	1,382	1,347	1,319	1,224	1,320	1,373	1,466	1,609	1,702	1,772	1,805	1,799	1,852	1,846	22%
Kitchener-Waterloo CI	1,617	1,132	1,142	1,207	1,245	1,282	1,328	1,365	1,387	1,456	1,508	1,546	1,565	1,618	1,615	1,624	1,667	47%
<b>Total Enrolment</b>	<b>5,808</b>	<b>6,090</b>	<b>6,012</b>	<b>5,880</b>	<b>5,661</b>	<b>5,835</b>	<b>5,806</b>	<b>5,887</b>	<b>5,976</b>	<b>6,133</b>	<b>6,135</b>	<b>6,306</b>	<b>6,428</b>	<b>6,547</b>	<b>6,491</b>	<b>6,515</b>	<b>6,591</b>	<b>8%</b>
<b>Total Ministry OTG</b>		<b>5,808</b>	<b>5,808</b>	<b>5,808</b>	<b>5,808</b>	<b>5,808</b>	<b>5,808</b>	<b>5,808</b>	<b>5,946</b>	<b>5,946</b>	<b>5,946</b>	<b>5,946</b>	<b>5,946</b>	<b>5,946</b>	<b>5,946</b>	<b>5,946</b>	<b>5,946</b>	
<b>Total Utilization (%)</b>		<b>105%</b>	<b>104%</b>	<b>101%</b>	<b>97%</b>	<b>100%</b>	<b>100%</b>	<b>101%</b>	<b>101%</b>	<b>103%</b>	<b>103%</b>	<b>106%</b>	<b>108%</b>	<b>110%</b>	<b>109%</b>	<b>110%</b>	<b>111%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(282)</b>	<b>(204)</b>	<b>(72)</b>	<b>147</b>	<b>(27)</b>	<b>2</b>	<b>(79)</b>	<b>(30)</b>	<b>(187)</b>	<b>(189)</b>	<b>(360)</b>	<b>(482)</b>	<b>(601)</b>	<b>(545)</b>	<b>(569)</b>	<b>(645)</b>	





# TOWNSHIP REVIEW AREAS AT A GLANCE

## STAKEHOLDER INPUT

PLAN FOR PARTNERS

SCHOOLS AS COMMUNITY SPACES

EQUITY AS A LENS FOR PLANNING

EQUAL OPPORTUNITIES OF URBAN SCHOOLS

SUPPORT CHILD CARE SPACES

REVIEW AREA	SCHOOLS
E17 - Wilmot Township	Baden Public School
	Forest Glen Public School
	Grandview (NH) Public School
	New Dundee Public School
	Sir Adam Beck Public School
E18 - Wellesley & Woolwich Townships	Conestogo Public School
	Floradale Public School
	Linwood Public School
	St. Jacobs Public School
	Wellesley Public School
E19 - Woolwich Township (Elmira)	John Mahood Public School
	Park Manor Public School
	Riverside Public School
E20 - Woolwich Township (Breslau)	Breslau Public School
E21 - North Dumfries Township	Ayr Public School
	Cedar Creek Public School
So4 - Wellesley-Wilmot-Woolwich	Waterloo-Oxford District Secondary School
	Elmira District Secondary School

### OVERVIEW

- In 2016, elementary and secondary school enrolment represented 14% of the District's total enrolment.
- There are two secondary schools with an overall utilization of 117% in 2016. The overall average Facility Condition Index for secondary schools is 29%.
- There are 16 elementary schools with an overall utilization of 101% in 2016. Utilizations vary among review areas and schools.
- The overall average Facility Condition Index for elementary schools is 22%

For more on the Facility Condition Index refer to page 23. For more information on utilization see Table 6 Township Utilization Summary on page 20.

### NEW SCHOOLS AND NEW SCHOOL BOUNDARY STUDIES

There is one designated school site in the Townships:

- E20 Woolwich Township (short-term) - Proposed new JK-8 Elementary School, Breslau-Hopewell Creek (Thomasfield), submitted as priority #4 in the 2017 Capital Priorities funding program.

This new school will require a boundary study when the project receives Ministry funding approvals and timing is known.

### NEW CLASSROOM ADDITIONS

- E19 Woolwich Township (short-term) - An addition at John Mahood PS was submitted as Priority #5 in the 2017 Capital Priorities funding program.
- E19 Woolwich Township (medium-term) - If over-utilization materializes as projected, a new classroom addition at Riverside PS may be warranted. A funding request would be submitted through the Capital Priorities funding program.
- E21 North Dumfries Township (short-term) - If over-utilization materializes as projected, a new classroom addition at Ayr PS may be warranted. A funding request would be submitted through the Capital Priorities funding program.
- So4 Wellesley-Wilmot-Woolwich Townships (short-term and medium-term) - An addition at Waterloo-Oxford DSS was submitted as Priority #6 in the 2017 Capital Priorities funding program. In the medium-term, a classroom addition may also be warranted at Elmira DSS. A funding request would be submitted through the Capital Priorities funding program.

### NEW AND CONTINUED PARTNERSHIPS

Existing facility partnerships include:

- Health Services
- Service Organizations
- Municipal Recreational Facilities
- Child Care Centres

Existing communities where partnerships may be considered if there is sufficient space:

- E17 Wilmot Township (short-term)

There are also opportunities to collaborate through co-builds and/or joint use agreements as new schools and new school additions come online. Email [partnerships@wrdsb.ca](mailto:partnerships@wrdsb.ca) to be added to our email list or to inquire about space in schools.

### EXISTING COMMUNITY BOUNDARY STUDIES

- E17 Wilmot Township (short-term)
- E21 North Dumfries Township (short-term)

### PUPIL ACCOMMODATION REVIEWS

None proposed at this time.

## REVIEW AREA E17 - WILMOT TOWNSHIP

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Baden PS	JK-8	1-8	605	5.37	2006	1%	2015
Forest Glen PS	JK-8		446	11.78	1973	23%	2015
Grandview (NH) PS	JK-6		179	6.90	1949	20%	2015
New Dundee PS	JK-6		228	4.51	1928	33%	2012
Sir Adam Beck PS	JK-8		565	8.56	2010	0%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
100%	101%	97%
113%	107%	107%
127%	137%	130%
72%	64%	57%
109%	115%	119%

### REVIEW AREA OVERVIEW

#### History

2014 - *Baden Elementary Schools Boundary Study* recommendations included a boundary change for Baden Public School. New Dundee and Sir Adam Beck's Grade 7 and 8 students were redirected from Baden Public School to Sir Adam Beck Public School.

2016 - A three classroom addition was undertaken at Sir Adam Beck Public School to accommodate the addition of Grades 7 and 8.

Forest Glen PS - A 6-room portapak has been demolished in recent years.

New Dundee PS - has been identified for accessibility improvements as part of the final phase of the Accessibility Plan.

#### Overview

The Education Development Charges Background Study (2016) indicates that almost 3,000 new dwelling units are projected for the township in the next 15 years. Nearly 90% of the development will be in the form of single and semi-detached units and less than 2% is expected to be in the form of apartment units, the remainder would be townhouse/multi units.

Future development plans between New Hamburg and Baden will be reviewed for accommodation needs

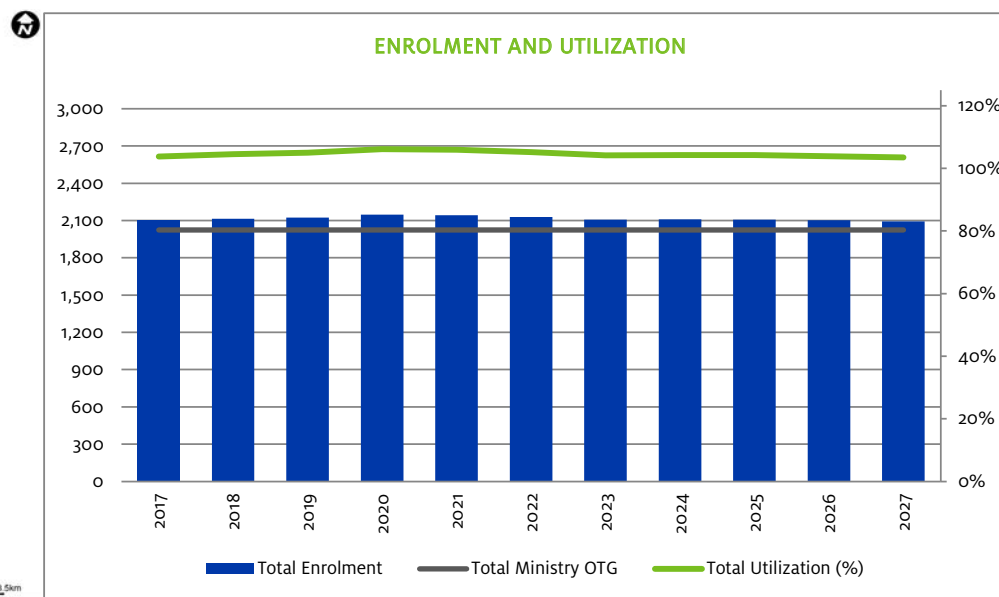
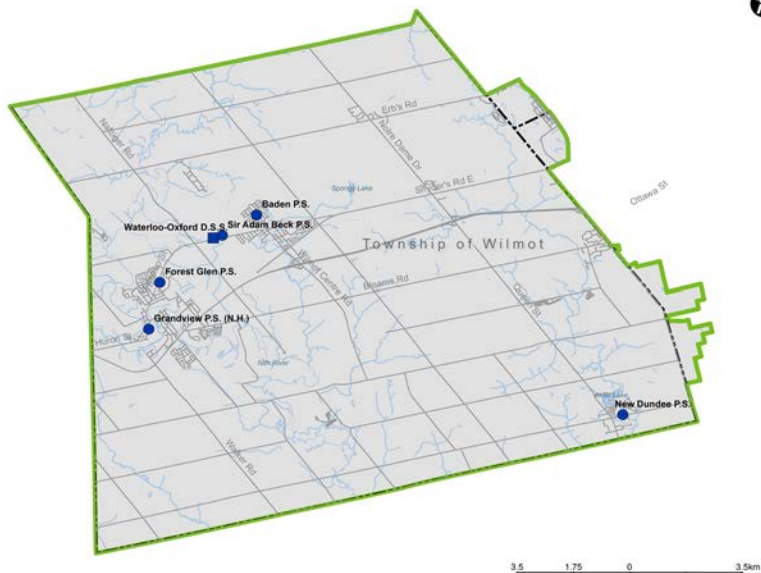
#### Short-Term Recommendations (Years 1-5)

Continue to monitor enrolment and utilization, a boundary study may be considered in addition to identifying potential partnership opportunities where there is sufficient space.

#### Medium-Term Recommendations (Years 6-10)

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Baden PS	605	651	715	754	687	612	602	605	605	600	606	610	602	591	594	581	584	-10%
Forest Glen PS	446	510	493	495	486	486	507	504	491	503	497	478	467	480	484	483	476	-7%
Grandview (NH) PS	179	211	213	216	207	210	220	227	237	241	238	246	246	248	237	235	233	10%
New Dundee PS	228	226	209	197	185	175	164	165	161	151	147	146	139	136	135	133	130	-43%
Sir Adam Beck PS	565	392	411	435	517	608	607	613	629	651	655	649	652	654	658	670	670	71%
<b>Total Enrolment</b>	<b>2023</b>	<b>1990</b>	<b>2,041</b>	<b>2,097</b>	<b>2,082</b>	<b>2,091</b>	<b>2,100</b>	<b>2,114</b>	<b>2,124</b>	<b>2,146</b>	<b>2,144</b>	<b>2,129</b>	<b>2,107</b>	<b>2,109</b>	<b>2,108</b>	<b>2,102</b>	<b>2,093</b>	<b>5%</b>
<b>Total Ministry OTG</b>		<b>2023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	<b>2,023</b>	
<b>Total Utilization (%)</b>		<b>98%</b>	<b>101%</b>	<b>104%</b>	<b>103%</b>	<b>103%</b>	<b>104%</b>	<b>105%</b>	<b>105%</b>	<b>106%</b>	<b>106%</b>	<b>105%</b>	<b>104%</b>	<b>104%</b>	<b>104%</b>	<b>104%</b>	<b>103%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>33</b>	<b>(18)</b>	<b>(74)</b>	<b>(59)</b>	<b>(68)</b>	<b>(77)</b>	<b>(91)</b>	<b>(101)</b>	<b>(123)</b>	<b>(121)</b>	<b>(106)</b>	<b>(84)</b>	<b>(86)</b>	<b>(85)</b>	<b>(79)</b>	<b>(70)</b>	



**REVIEW AREA E18 - WELLESLEY & WOOLWICH TOWNSHIPS**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Conestogo PS	JK-8		262	8.82	1904	25%	2012
Floradale PS	JK-8		340	9.83	2010	-	Not Assessed
Linwood PS	JK-8		528	11.18	1966	26%	2014
St. Jacobs PS	JK-8		320	4.65	1929	32%	2014
Wellesley PS	JK-8		714	9.72	1966	14%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
105%	86%	84%
70%	72%	75%
73%	66%	67%
94%	103%	104%
103%	101%	96%

**REVIEW AREA OVERVIEW**

**History**

2010 - Floradale PS was rebuilt through Prohibitive to Repair (PTR) funds.

2013 - *Woolwich & Wellesley Elementary Schools Pupil Accommodation Review* resulted in the closure of Three Bridges Public School at the end of the 2013/14 school year.

Conestogo and St. Jacobs Public Schools - have been identified for accessibility improvements as part of the final phase of the Accessibility Plan.

**Overview**

The Education Development Charges Background Study (2016) indicates that over 500 new dwelling units are projected for Wellesley over the next 15 years, the vast majority are expected to be single or semi-detached units with just under 15% being split into townhouse and apartment units.

The Wellesley Settlement Area expansion lands proposal will be monitored for potential impact on Wellesley Public School which is already at capacity with limited opportunities for expansion.

Growth occurring in the village of St. Jacobs will be monitored.

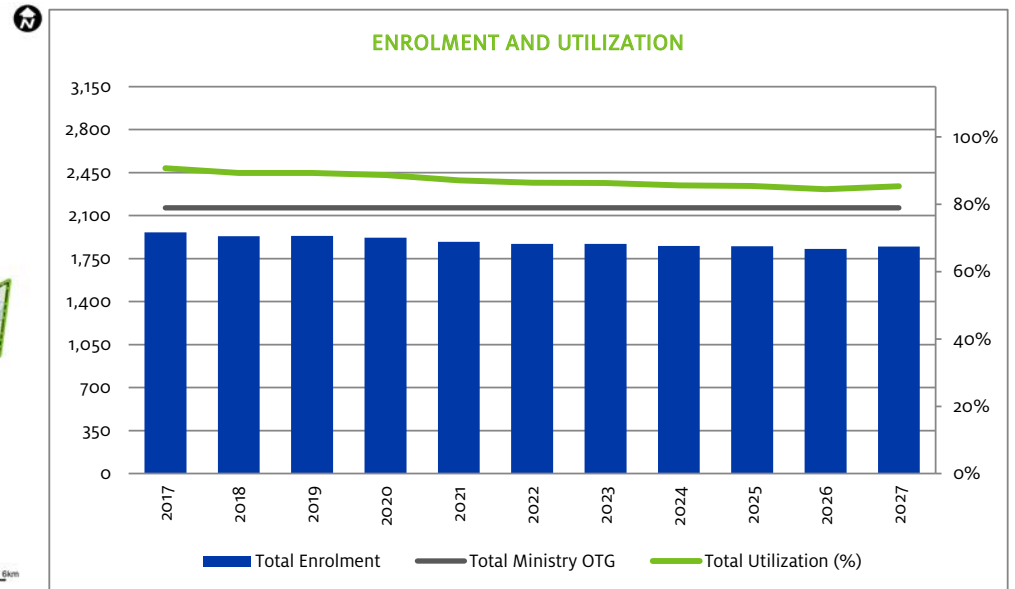
**Short-Term Recommendations (Years 1-5)**

Consideration may be given to identifying additional elementary school sites should residential development unit types and counts provide sufficient enrolment to warrant it.

**Medium-Term Recommendations (Years 6-10)**

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Conestogo PS	262	339	325	320	307	297	285	274	251	246	228	225	226	217	219	219	220	-35%
Floradale PS	340	268	247	250	237	246	241	236	245	251	253	245	250	249	247	255	254	-5%
Linwood PS	528	431	414	452	418	398	403	386	383	369	361	349	348	344	351	337	355	-18%
St. Jacobs PS	320	314	326	294	285	302	300	302	311	317	325	330	340	345	343	331	334	6%
Wellesley PS	714	690	727	743	738	760	734	735	743	738	719	721	705	698	690	687	685	-1%
<b>Total Enrolment</b>	<b>2,164</b>	<b>2,042</b>	<b>2,039</b>	<b>2,059</b>	<b>1,985</b>	<b>2,003</b>	<b>1,963</b>	<b>1,933</b>	<b>1,933</b>	<b>1,920</b>	<b>1,886</b>	<b>1,870</b>	<b>1,869</b>	<b>1,853</b>	<b>1,850</b>	<b>1,829</b>	<b>1,848</b>	<b>-10%</b>
<b>Total Ministry OTG</b>		<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	<b>2,164</b>	
<b>Total Utilization (%)</b>		<b>94%</b>	<b>94%</b>	<b>95%</b>	<b>92%</b>	<b>93%</b>	<b>91%</b>	<b>89%</b>	<b>89%</b>	<b>89%</b>	<b>87%</b>	<b>86%</b>	<b>86%</b>	<b>86%</b>	<b>85%</b>	<b>85%</b>	<b>85%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>122</b>	<b>125</b>	<b>105</b>	<b>179</b>	<b>161</b>	<b>201</b>	<b>231</b>	<b>231</b>	<b>244</b>	<b>278</b>	<b>294</b>	<b>295</b>	<b>311</b>	<b>314</b>	<b>335</b>	<b>316</b>	



**REVIEW AREA E19 - WOOLWICH TOWNSHIP (ELMIRA)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
John Mahood PS	JK-6	1-6	381	6.35	1953	13%	2012
Park Manor PS	7-8	7-8	271	8.83	1972	31%	2014
Riverside PS	JK-6		557	6.82	2016	-	Not Assessed

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
116%	140%	162%
80%	98%	120%
80%	107%	117%

**REVIEW AREA OVERVIEW**

**History**

2016 - Riverside Public School was relocated and reconstructed on a new site. This rebuild was undertaken to accommodate new development on the north side of Elmira.

2016 - Grade 6 was redirected from Park Manor Public School to Riverside and John Mahood Public Schools.

**Overview**

To address over-utilization at John Mahood PS, a new addition was submitted as Priority #5 in the 2017 Capital Priorities funding program.

The Education Development Charges Background Study (2016) indicates that nearly 3,000 new dwelling units are projected for the township in the next 15 years.

In Elmira, development is in both the north and south parts of town. About 60% of the development will be in the form of single and semi-detached units and less than 25% townhouse or multi units. The remainder of the units are apartments.

Woolwich Township has implemented an annual permit cap on some residential development. This has an impact on the pace of enrolment growth.

**Short-Term Recommendations (Years 1-5)**

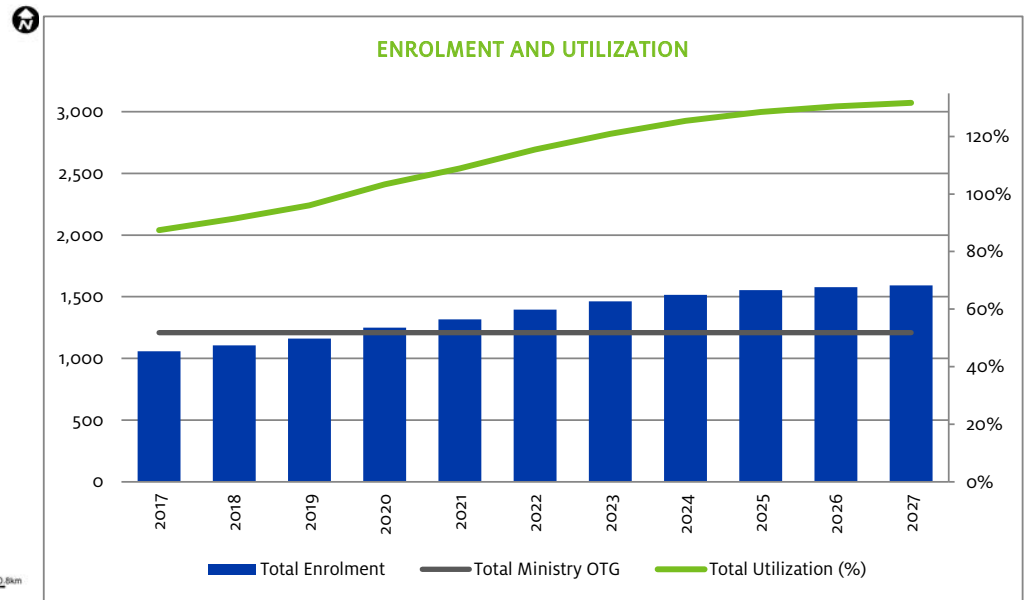
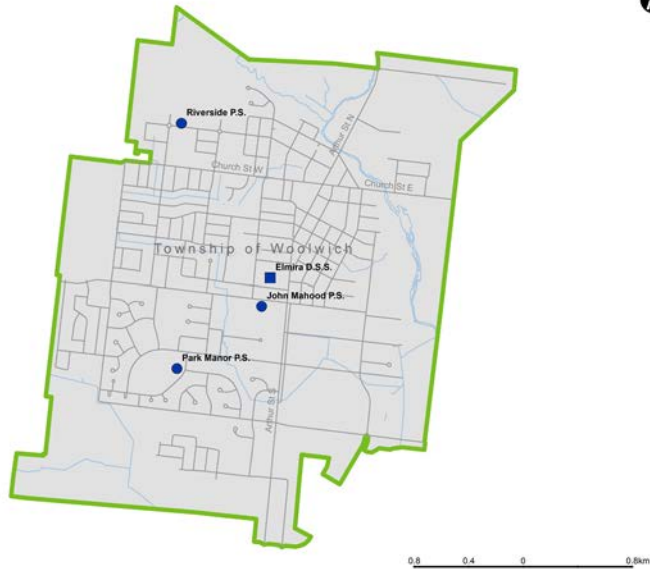
An addition at John Mahood PS was submitted as Priority #5 in the 2017 Capital Priorities funding program. Timing is dependent upon Ministry funding approval.

**Medium-Term Recommendations (Years 6-10)**

If over-utilization materializes as projected, a new classroom addition at Riverside PS may be warranted. A funding request would be submitted through the Capital Priorities funding program.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
John Mahood PS	381	393	415	401	418	465	432	443	456	495	507	533	559	584	603	610	617	57%
Park Manor PS	271	292	301	310	311	212	211	216	220	227	244	265	272	285	300	317	326	12%
Riverside PS	557	303	300	298	311	375	414	446	485	528	566	598	631	647	651	651	649	114%
<b>Total Enrolment</b>	<b>1,209</b>	<b>988</b>	<b>1,016</b>	<b>1,009</b>	<b>1,040</b>	<b>1,052</b>	<b>1,057</b>	<b>1,105</b>	<b>1,161</b>	<b>1,250</b>	<b>1,317</b>	<b>1,396</b>	<b>1,462</b>	<b>1,516</b>	<b>1,553</b>	<b>1,577</b>	<b>1,592</b>	<b>61%</b>
<b>Total Ministry OTG</b>		<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	<b>1,209</b>	
<b>Total Utilization (%)</b>		<b>82%</b>	<b>84%</b>	<b>83%</b>	<b>86%</b>	<b>87%</b>	<b>87%</b>	<b>91%</b>	<b>96%</b>	<b>103%</b>	<b>109%</b>	<b>115%</b>	<b>121%</b>	<b>125%</b>	<b>128%</b>	<b>130%</b>	<b>132%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>221</b>	<b>193</b>	<b>200</b>	<b>169</b>	<b>157</b>	<b>152</b>	<b>104</b>	<b>48</b>	<b>(41)</b>	<b>(108)</b>	<b>(187)</b>	<b>(253)</b>	<b>(307)</b>	<b>(344)</b>	<b>(368)</b>	<b>(383)</b>	





**REVIEW AREA E20 - WOOLWICH TOWNSHIP (BRESLAU)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Breslau PS	JK-8	1-2	565	8.28	1950	22%	2012	119%	118%	115%

**REVIEW AREA OVERVIEW**

**History**

2011 - *Breslau/Stanley Park Elementary Schools Pupil Accommodation Review.*

2014 - Breslau Public School received 237 pupil place addition as a result of the 2011 Pupil Accommodation Review and to support enrolment growth from new residential development.

**Overview**

Students from the residential development in the area are being held at Crestview, Mackenzie King and Stanley Park Public Schools in E15.

The proposed new JK to 8 Elementary School for Breslau-Hopewell Creek (Thomasfield) was submitted as Priority #4 in the 2017 Capital Priorities funding program.

The timing of opening is dependent upon Ministry of Education Funding approvals and development phasing.

Woolwich Township has implemented annual permit cap on some residential development. This has an impact on the pace of enrolment growth.

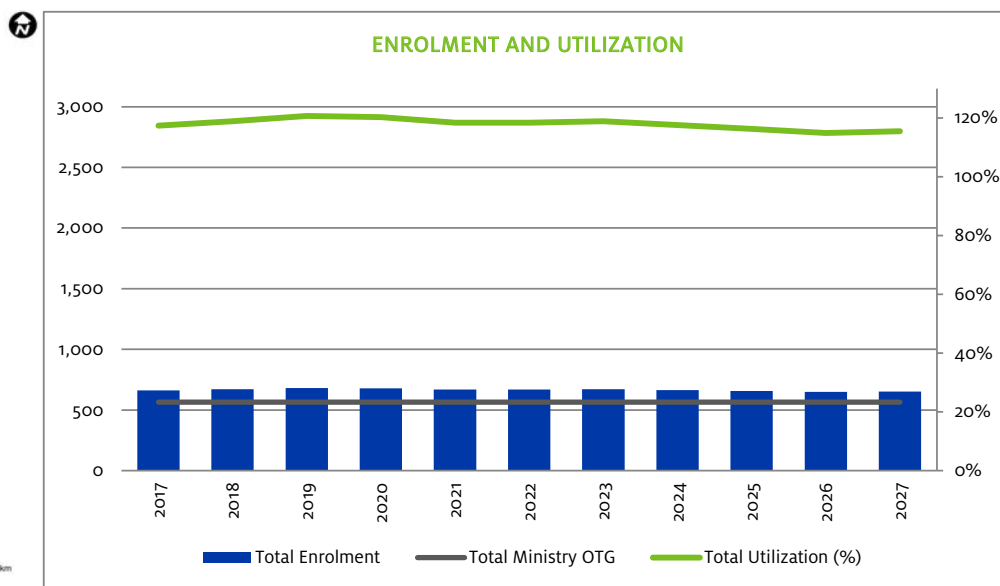
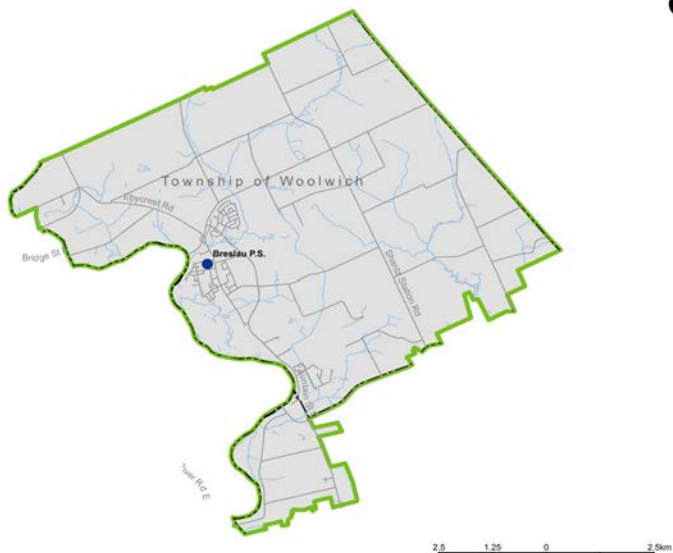
**Short-Term Recommendations (Years 1-5)**

Proposed new JK-8 Elementary School, Breslau-Hopewell Creek (Thomasfield) submitted as priority #4 in the 2017 Capital Priorities funding program. A boundary study is required to establish the attendance boundary for the new school once approved.

**Medium-Term Recommendations (Years 6-10)**

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Breslau PS	565	632	633	592	613	657	663	672	682	679	669	669	672	664	657	649	652	3%
<b>Total Enrolment</b>	<b>565</b>	<b>632</b>	<b>633</b>	<b>592</b>	<b>613</b>	<b>657</b>	<b>663</b>	<b>672</b>	<b>682</b>	<b>679</b>	<b>669</b>	<b>669</b>	<b>672</b>	<b>664</b>	<b>657</b>	<b>649</b>	<b>652</b>	<b>3%</b>
<b>Total Ministry OTG</b>		<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	<b>565</b>	
<b>Total Utilization (%)</b>		<b>112%</b>	<b>112%</b>	<b>105%</b>	<b>108%</b>	<b>116%</b>	<b>117%</b>	<b>119%</b>	<b>121%</b>	<b>120%</b>	<b>118%</b>	<b>118%</b>	<b>119%</b>	<b>118%</b>	<b>116%</b>	<b>115%</b>	<b>115%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(67)</b>	<b>(68)</b>	<b>(27)</b>	<b>(48)</b>	<b>(92)</b>	<b>(98)</b>	<b>(107)</b>	<b>(117)</b>	<b>(114)</b>	<b>(104)</b>	<b>(104)</b>	<b>(107)</b>	<b>(99)</b>	<b>(92)</b>	<b>(84)</b>	<b>(87)</b>	



**REVIEW AREA E21 - NORTH DUMFRIES TOWNSHIP**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Ayr PS	JK-6		179	7.00	1898	45%	2012
Cedar Creek PS	JK-8	1	271	10.15	1999	Not Available	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
113%	112%	130%
187%	137%	141%

*Note: Cedar Creek PS utilizations include the new addition in the 5 and 10-year snapshots.*

**REVIEW AREA OVERVIEW**

**History**

Ayr PS - 150 Hall Street, Ayr has a Designated Heritage Status relating to its ornamental cupola housing the school bell. A 6-room portapak is on site (4 classrooms and 2 rooms for the library). Ayr PS has been identified for accessibility improvements as part of the final phase of the Accessibility Plan.

Cedar Creek PS - As part of the 2016 Capital Priorities funding, the Ministry of Education approved a 190 pupil place addition at Cedar Creek PS, the resulting OTG will be 461. The addition also includes a new Child Care Facility as well as a Family Centre. The addition is expected to be completed in 2019.

Cedar Creek PS - A 6-room portapak has been demolished in recent years.

**Overview**

The Education Development Charges Background Study (2016) indicates that over 2,000 new dwelling units are projected for North Dumfries.

The vast majority of new units are expected to be single and semi-detached units (around 80%) with the remaining units being divided between townhouse and apartment units.

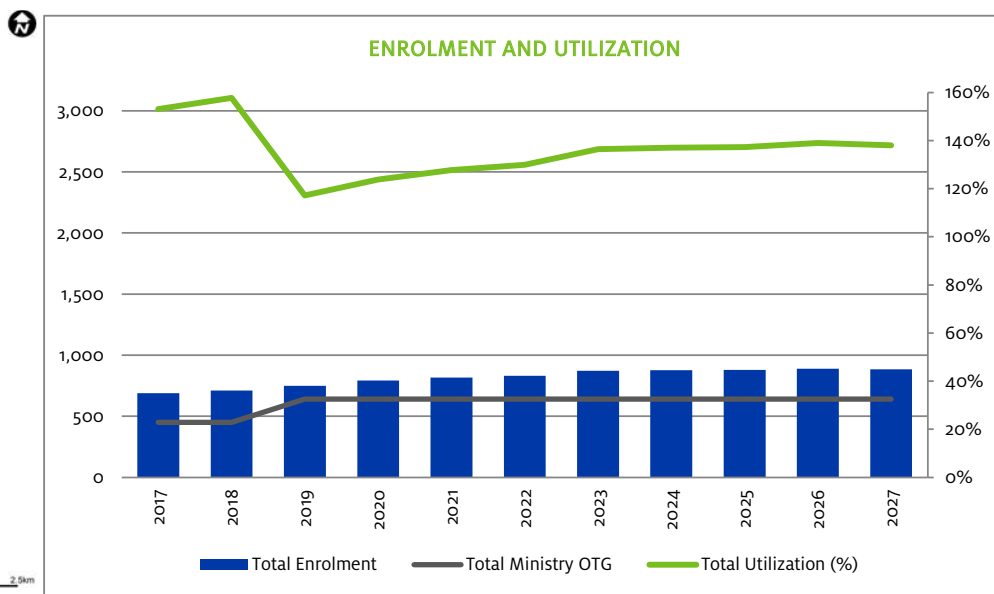
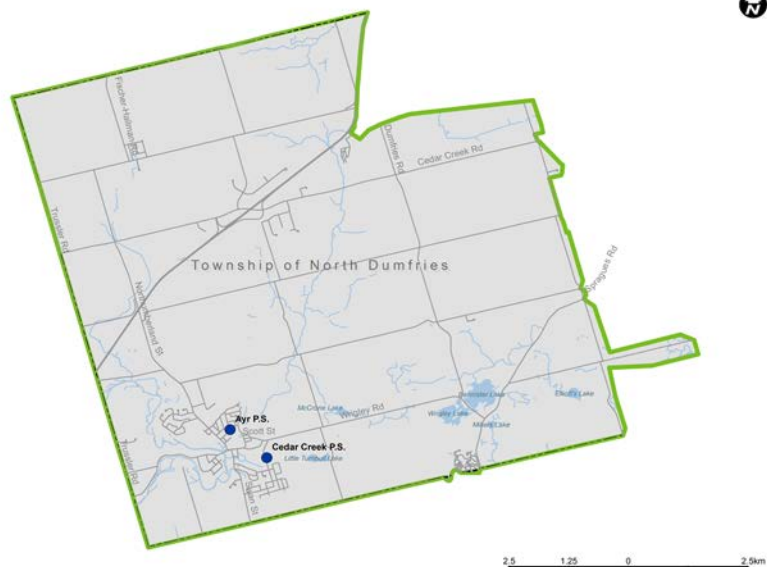
**Short-Term Recommendations (Years 1-5)**

A boundary study may be required to address enrolment imbalance between the two review area schools. If over-utilization materializes as projected, a new classroom addition at Ayr PS may be warranted. A funding request would be submitted through the Capital Priorities funding program.

**Medium-Term Recommendations (Years 6-10)**

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	
Ayr PS	179	210	207	206	210	208	203	202	195	189	197	201	210	217	223	227	232	11%
Cedar Creek PS	271	470	479	472	463	475	486	508	555	604	620	631	662	660	656	662	651	39%
<b>Total Enrolment</b>	<b>450</b>	<b>680</b>	<b>686</b>	<b>678</b>	<b>673</b>	<b>683</b>	<b>689</b>	<b>710</b>	<b>750</b>	<b>793</b>	<b>817</b>	<b>832</b>	<b>873</b>	<b>877</b>	<b>879</b>	<b>890</b>	<b>884</b>	<b>30%</b>
<b>Total Ministry OTG</b>		<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>640</b>	<b>640</b>	<b>640</b>	<b>640</b>	<b>640</b>	<b>640</b>	<b>640</b>	<b>640</b>	<b>640</b>	
<b>Total Utilization (%)</b>		<b>151%</b>	<b>152%</b>	<b>151%</b>	<b>150%</b>	<b>152%</b>	<b>153%</b>	<b>158%</b>	<b>117%</b>	<b>124%</b>	<b>128%</b>	<b>130%</b>	<b>136%</b>	<b>137%</b>	<b>137%</b>	<b>139%</b>	<b>138%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(230)</b>	<b>(236)</b>	<b>(228)</b>	<b>(223)</b>	<b>(233)</b>	<b>(239)</b>	<b>(260)</b>	<b>(110)</b>	<b>(153)</b>	<b>(177)</b>	<b>(192)</b>	<b>(233)</b>	<b>(237)</b>	<b>(239)</b>	<b>(250)</b>	<b>(244)</b>	



**REVIEW AREA S04 - WELLESLEY-WILMOT-WOOLWICH**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Elmira DSS	9-12		1062	8.19	1938	26%	2012
Waterloo-Oxford DSS	9-12		1185	28.19	1955	31%	2012

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
123%	131%	129%
116%	119%	120%

**REVIEW AREA OVERVIEW**

**History**

Waterloo Oxford District Secondary School - An eight-room portapak is on site.

**Overview**

Secondary schools in the Townships are experiencing over-utilization. An addition to Waterloo-Oxford DSS was submitted as Priority #6 in the 2017 Capital Priorities funding program. Growth in Baden and New Hamburg will be monitored for impacts at Waterloo-Oxford DSS.

**Short-Term Recommendations (Years 1-5)**

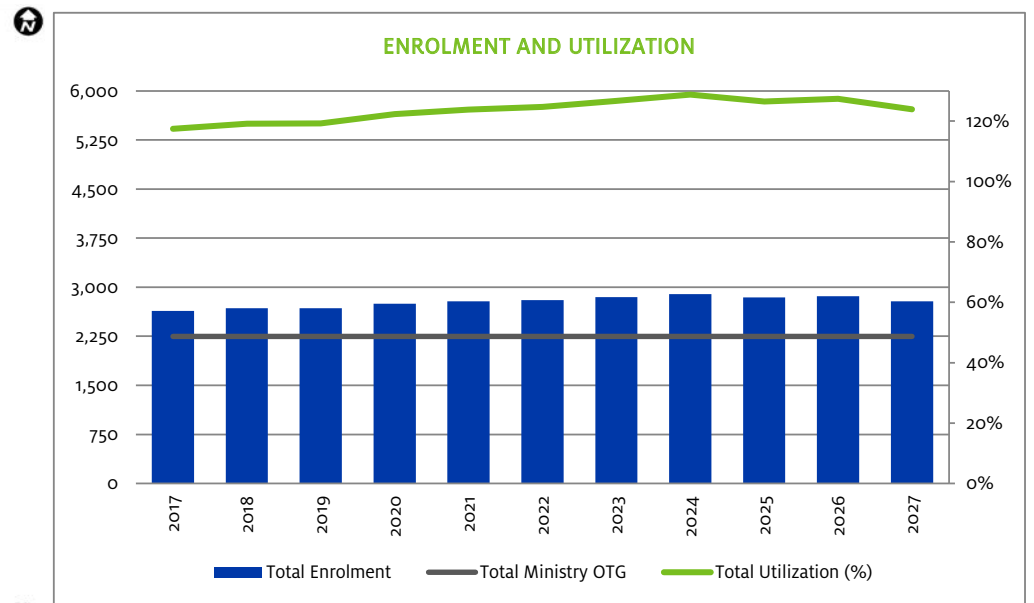
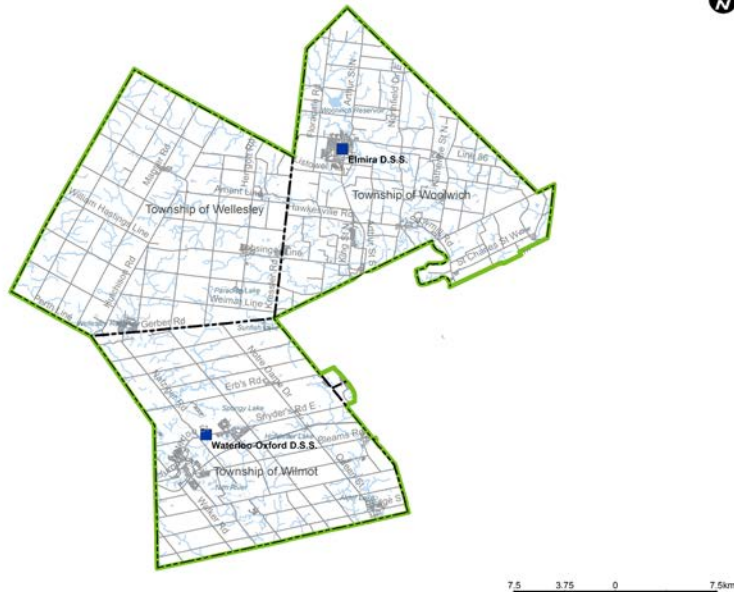
An addition at Waterloo-Oxford DSS was submitted as Priority #6 in the 2017 Capital Priorities funding program. Timing is dependent upon Ministry funding approvals.

**Medium-Term Recommendations (Years 6-10)**

If over-utilization persists, seek Capital Priorities funding for a new classroom addition at Elmira District Secondary School.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

SECONDARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Elmira DSS	1,062	1,383	1,398	1,388	1,364	1,331	1,299	1,306	1,323	1,376	1,381	1,389	1,393	1,406	1,378	1,395	1,366	-1%
Waterloo-Oxford DSS	1,185	1,337	1,323	1,316	1,340	1,308	1,339	1,372	1,357	1,372	1,401	1,412	1,453	1,487	1,465	1,468	1,419	6%
<b>Total Enrolment</b>	<b>2,247</b>	<b>2,720</b>	<b>2,721</b>	<b>2,704</b>	<b>2,704</b>	<b>2,639</b>	<b>2,638</b>	<b>2,678</b>	<b>2,680</b>	<b>2,748</b>	<b>2,782</b>	<b>2,801</b>	<b>2,846</b>	<b>2,893</b>	<b>2,843</b>	<b>2,862</b>	<b>2,785</b>	<b>2%</b>
<b>Total Ministry OTG</b>		<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	<b>2,247</b>	
<b>Total Utilization (%)</b>		<b>121%</b>	<b>121%</b>	<b>120%</b>	<b>120%</b>	<b>117%</b>	<b>117%</b>	<b>119%</b>	<b>119%</b>	<b>122%</b>	<b>124%</b>	<b>125%</b>	<b>127%</b>	<b>129%</b>	<b>127%</b>	<b>127%</b>	<b>124%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(473)</b>	<b>(474)</b>	<b>(457)</b>	<b>(457)</b>	<b>(392)</b>	<b>(391)</b>	<b>(431)</b>	<b>(433)</b>	<b>(501)</b>	<b>(535)</b>	<b>(554)</b>	<b>(599)</b>	<b>(646)</b>	<b>(596)</b>	<b>(615)</b>	<b>(538)</b>	



# CITY OF WATERLOO REVIEW AREAS AT A GLANCE

## STAKEHOLDER INPUT

PLAN FOR PARTNERS

SCHOOLS AS COMMUNITY SPACES

EQUITY AS A LENS FOR PLANNING

FLEXIBLE DESIGN AND BUILD

SUPPORT CHILD CARE SPACES

REVIEW AREA	SCHOOLS
E22 - Waterloo West (Clair Hills-Columbia Forest)	Abraham Erb Public School
	Edna Staebler Public School
	Laurelwood Public School
	Vista Hills Public School
E23 - Waterloo Central West (Beechwood)	Centennial (W) Public School
	Keatsway Public School
	Mary Johnston Public School
E24 - Waterloo Central North (Lakeshore-Lincoln)	Cedarbrae Public School
	Elizabeth Ziegler Public School
	Lincoln Heights Public School
	MacGregor Public School
	N.A. MacEachern Public School
	Northlake Woods Public School
	Winston Churchill Public School
E25 - Waterloo East (Eastbridge-Colonial Acres-Lexington)	Bridgeport Public School
	Lester B. Pearson Public School
	Lexington Public School
	Millen Woods Public School
	Sadowne Public School
S05 - Waterloo	Bluevale Collegiate Institute
	Sir John A. Macdonald Secondary School
	Waterloo Collegiate Institute

### OVERVIEW

- In 2016, elementary and secondary school enrolment represented 19% of the District's total enrolment.
- There are three secondary schools with an overall utilization of 97% in 2016. The overall average Facility Condition Index for secondary schools is 16%.
- There are 19 elementary schools with an overall utilization of 98% in 2016. Utilizations vary among review areas and schools.
- The overall average Facility Condition Index for elementary schools is 18 per cent.

For more on the Facility Condition Index refer to page 23. For more information on utilization see Table 7: Waterloo Utilization Summary on page 21.

### NEW SCHOOLS AND NEW SCHOOL BOUNDARY STUDIES

There is one designated school site in Waterloo:

- E22 Waterloo West (medium-term) - Proposed new Beaver Creek Meadows elementary school.

This new school will require a boundary study when the project receives Ministry funding approvals and timing is known.

### NEW CLASSROOM ADDITIONS

- E22 Waterloo West (short-term) - A classroom addition / replacement of the portapak may be warranted at Laurelwood PS. A funding request will be submitted through Capital Priorities.
- E23 Waterloo West (short-term)

### EXISTING COMMUNITY BOUNDARY STUDIES

- E22 Waterloo West (short-term) - Implement phase two of the West Waterloo Elementary Schools Boundary Study, intent to provide relief to Vista Hills PS.
- E23 Waterloo West (short-term) - A comprehensive boundary study may be needed for E23/24 Grade 7 and 8 to balance enrolment and adjust feeder boundaries.
- E25 Waterloo East (short-term) - A boundary study may be undertaken for Millen Woods PS and Lincoln Heights PS to review options for the Carriage Crossing Neighbourhood.
- S05 Waterloo (short-term)

### NEW AND CONTINUED PARTNERSHIPS

Existing facility partnerships include:

- Health Services
- Municipal Recreational Facilities
- Service Organizations
- Child Care Centres

Existing communities where partnerships may be considered if there is sufficient space:

- E24 Waterloo Central North (short-term)
- S05 – Waterloo (short-term) - Continue to collaborate on the WCI/Northdale Community Hub, in addition to identifying additional potential partnership opportunities where there is sufficient space.

There are also opportunities to collaborate through co-builds and/or joint use agreements as new schools and new school additions come online.

Email [partnerships@wrdsb.ca](mailto:partnerships@wrdsb.ca) to be added to our email list or to inquire about space in schools.

### PUPIL ACCOMMODATION REVIEWS

- E25 Waterloo East (short-term) - Consider a rebuild of Lexington PS or potentially initiate a Pupil Accommodation Review and incorporate the Falconridge Drive Site.
- E24 Waterloo Central North (medium-term)- Consider initiating a Pupil Accommodation Review where under-utilization persists.



**REVIEW AREA E22 - WATERLOO WEST (CLAIR HILLS-COLUMBIA FOREST)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Abraham Erb PS	JK-6	1-6	487	5.99	2005	2%	2015
Edna Staebler PS	JK-8	1-8	720	5.86	2008	2%	2015
Laurelwood PS	JK-8	1-8	366	8.04	1998	35%	2015
Vista Hills PS	JK-8	1-7	643	6.02	2016	-	Not Assessed

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
86%	79%	74%
90%	85%	83%
154%	140%	151%
122%	185%	183%

Note: FI at Vista Hills PS will grow to 1-8 in 2018

**REVIEW AREA OVERVIEW**

**History**

2015 - *West Waterloo Elementary Schools Boundary Study*.

2016 - Vista Hills Public School opened as a result of the boundary study, this had an impact on Edna Staebler PS enrolments. Vista Hills PS offered JK-7 in 2016 and JK-8 in 2017.

Laurelwood PS - A 6-room portapak is on site.

**Overview**

According to the EDC Background Study (2016) the Beaver Creek Meadows District Plan Study indicates the potential for the development of more than 2,000 residential units. About half of the units are expected to be single and semi-detached units and half multi/apartment units.

Phase two of the West Waterloo Elementary Schools boundary study (2015) could be implemented between December 2018-2020 through the completion of a new boundary study. Abraham Erb Public School area Grade 7 and 8s could be redirected to Laurelwood PS, providing relief to Vista Hills Public School.

**Short-Term Recommendations (Years 1-5)**

Boundary study to implement phase two of the *West Waterloo Elementary Schools Boundary Study*, intent to provide relief to Vista Hills PS. Seek Capital Priorities funding to replace the portapak at Laurelwood PS with permanent pupil places.

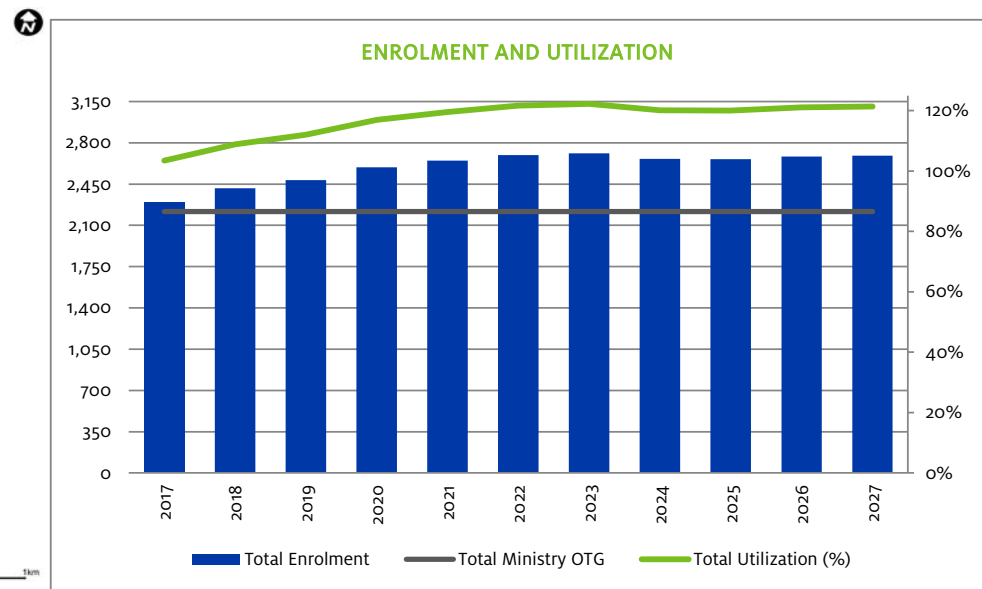
**Medium-Term Recommendations (Years 6-10)**

Proposed new Beaver Creek Meadows elementary school, to be constructed pending Ministry funding approvals, timing TBD.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Abraham Erb PS	487	417	454	420	426	422	420	417	399	396	393	384	369	364	364	363	361	-14%
Edna Staebler PS	720	802	845	879	907	732	689	651	640	639	624	613	607	596	601	601	599	-25%
Laurelwood PS	366	700	696	714	708	624	569	563	536	540	539	513	515	515	524	546	553	-21%
Vista Hills PS	643	0	0	0	0	402	615	783	908	1018	1094	1187	1218	1188	1171	1174	1178	193%
<b>Total Enrolment</b>	<b>2,216</b>	<b>1,919</b>	<b>1,995</b>	<b>2,013</b>	<b>2,041</b>	<b>2,180</b>	<b>2,293</b>	<b>2,413</b>	<b>2,482</b>	<b>2,592</b>	<b>2,650</b>	<b>2,696</b>	<b>2,709</b>	<b>2,662</b>	<b>2,661</b>	<b>2,683</b>	<b>2,691</b>	<b>40%</b>
<b>Total Ministry OTG</b>		<b>1,573</b>	<b>1,573</b>	<b>1,573</b>	<b>1,573</b>	<b>2,216</b>	<b>2,216</b>	<b>2,216</b>	<b>2,216</b>	<b>2,216</b>	<b>2,216</b>	<b>2,216</b>	<b>2,216</b>	<b>2,216</b>	<b>2,216</b>	<b>2,216</b>	<b>2,216</b>	
<b>Total Utilization (%)</b>		<b>122%</b>	<b>127%</b>	<b>128%</b>	<b>130%</b>	<b>98%</b>	<b>103%</b>	<b>109%</b>	<b>112%</b>	<b>117%</b>	<b>120%</b>	<b>122%</b>	<b>122%</b>	<b>120%</b>	<b>120%</b>	<b>121%</b>	<b>121%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(346)</b>	<b>(422)</b>	<b>(440)</b>	<b>(468)</b>	<b>36</b>	<b>(77)</b>	<b>(197)</b>	<b>(266)</b>	<b>(376)</b>	<b>(434)</b>	<b>(480)</b>	<b>(493)</b>	<b>(446)</b>	<b>(445)</b>	<b>(467)</b>	<b>(475)</b>	

\*Year of Opening (2016) used for Vista Hills PS % change



**REVIEW AREA E23 - WATERLOO CENTRAL WEST (BEECHWOOD)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Centennial (W) PS	7-8	7-8	294	9.31	1968	Not Available	2014
Keatsway PS	JK-6	1-6	294	5.76	1976	17%	2015
Mary Johnston PS	JK-6	1-6	433	8.18	1987	7%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
145%	150%	159%
140%	141%	129%
102%	101%	101%

**REVIEW AREA OVERVIEW**

**History**

2015 - *West Waterloo Elementary Schools Boundary Study* involved Mary Johnston PS; however, no changes made to Mary Johnston PS's boundary.

Centennial (W) PS - An 8-room portapak has been demolished in recent years.

**Overview**

This review area appears to have stable enrolment but is experiencing significant over-utilization.

**Short-Term Recommendations (Years 1-5)**

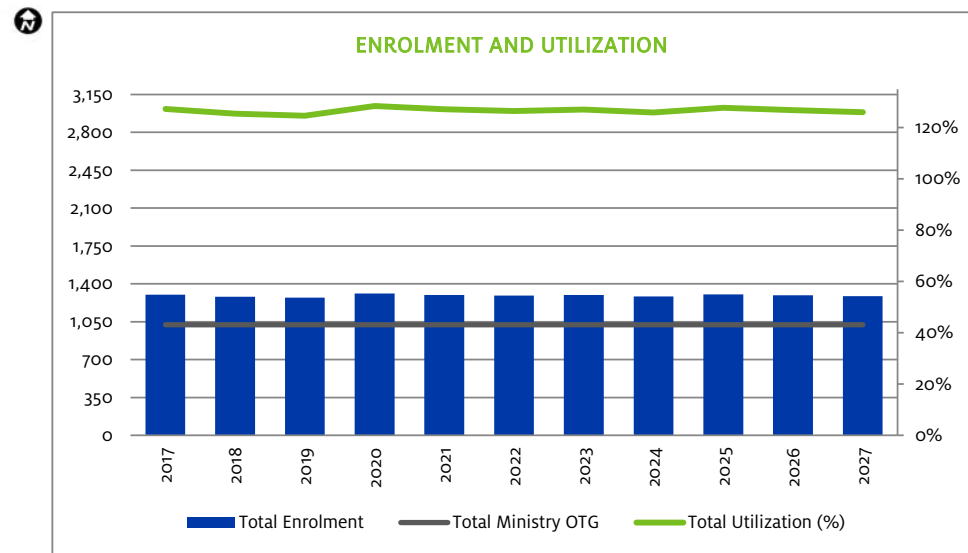
If over-utilization persists, seek Capital Priorities funding for a new classroom addition.

A comprehensive boundary study may be needed for E23/24 Grade 7 and 8 to balance enrolment and adjust feeder boundaries.

**Medium-Term Recommendations (Years 6-10)**

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Centennial (W) PS	294	482	422	466	457	451	469	428	418	453	440	440	446	456	477	471	468	-3%
Keatsway PS	294	402	350	346	387	379	394	411	411	411	415	414	403	385	384	382	380	-5%
Mary Johnston PS	433	425	449	435	438	427	436	442	443	447	442	437	449	445	443	440	438	3%
<b>Total Enrolment</b>	<b>1,021</b>	<b>1,309</b>	<b>1,221</b>	<b>1,247</b>	<b>1,282</b>	<b>1,257</b>	<b>1,299</b>	<b>1,280</b>	<b>1,272</b>	<b>1,311</b>	<b>1,298</b>	<b>1,291</b>	<b>1,297</b>	<b>1,285</b>	<b>1,304</b>	<b>1,294</b>	<b>1,287</b>	<b>-2%</b>
<b>Total Ministry OTG</b>		<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	<b>1,021</b>	
<b>Total Utilization (%)</b>		<b>128%</b>	<b>120%</b>	<b>122%</b>	<b>126%</b>	<b>123%</b>	<b>127%</b>	<b>125%</b>	<b>125%</b>	<b>128%</b>	<b>127%</b>	<b>126%</b>	<b>127%</b>	<b>126%</b>	<b>128%</b>	<b>127%</b>	<b>126%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(288)</b>	<b>(200)</b>	<b>(226)</b>	<b>(261)</b>	<b>(236)</b>	<b>(278)</b>	<b>(259)</b>	<b>(251)</b>	<b>(290)</b>	<b>(277)</b>	<b>(270)</b>	<b>(276)</b>	<b>(264)</b>	<b>(283)</b>	<b>(273)</b>	<b>(266)</b>	



**REVIEW AREA E24 - WATERLOO CENTRAL NORTH (LAKESHORE-LINCOLN)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Cedarbrae PS	JK-6		409	12.90	1968	30%	2012
Elizabeth Ziegler PS	JK-6	1-6	437	9.95	1931	37%	2012
Lincoln Heights PS	JK-8		467	10.39	1964	33%	2014
MacGregor PS	7-8	7-8	391	6.48	1951	31%	2012
N.A. MacEachern PS	JK-6	1-6	309	6.02	1974	15%	2015
Northlake Woods PS	JK-8		510	7.04	1996	3%	2015
Winston Churchill PS	JK-6		216	5.20	1965	31%	2014

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
62%	54%	50%
100%	97%	103%
85%	91%	90%
122%	129%	131%
102%	145%	211%
72%	72%	67%
130%	118%	103%

**REVIEW AREA OVERVIEW**

**History**

Elizabeth Ziegler PS - 90 Moore Avenue South, has a Designated Heritage Status.

Winston Churchill PS - an accessibility project was completed for the 2017/18 school year as part of the 2012-2017 Accessibility Plan.

Cedarbrae, Elizabeth Ziegler and Lincoln Heights Public Schools have been identified for accessibility improvements as part of the final phase of the Accessibility Plan.

2010 - *East Kitchener-Waterloo Elementary Schools Pupil Accommodation Review* identified possible accommodation review for MacGregor PS prior to September 2014. This review has been deferred indefinitely due to likely capital requirements of a closure outcome.

**Overview**

This review includes a wide range of residential development ages as evidenced by the school ages, dating back to 1931 at Elizabeth Ziegler PS. There appears to be significant imbalance in the review area. N.A. MacEachern Public School is holding the Beaver Creek Meadows Development Area from E22.

**Short-Term Recommendations (Years 1-5)**

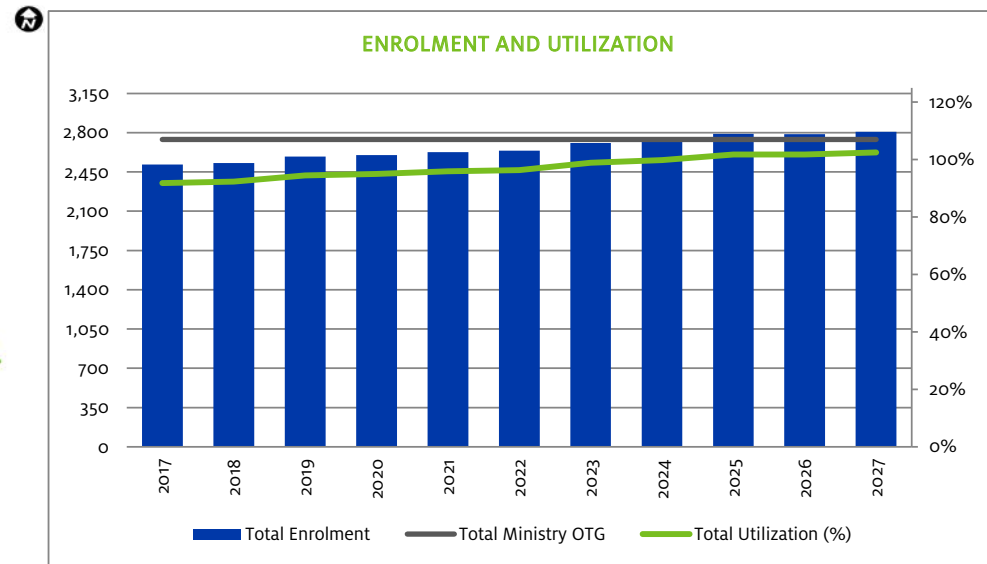
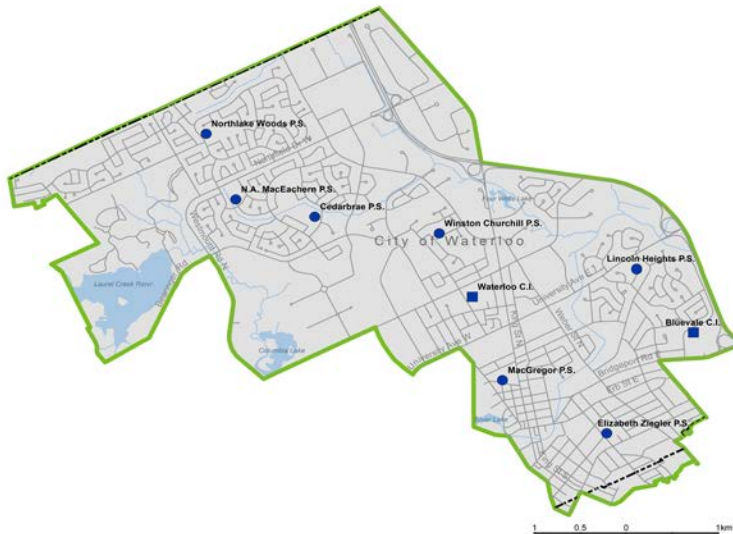
N.A. MacEachern PS enrolment would be reduced by the opening of the proposed new Beaver Creek Meadows elementary school in E22. A boundary study to balance enrolment and/or partnerships may be considered where there is sufficient space.

**Medium-Term Recommendations (Years 6-10)**

A Pupil Accommodation Review may be considered for review area schools where under-utilization persists.

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Cedarbrae PS	409	162	186	206	244	251	252	253	247	238	233	220	218	206	207	206	206	27%
Elizabeth Ziegler PS	437	421	447	464	456	475	447	438	442	431	427	424	445	440	447	450	450	7%
Lincoln Heights PS	467	325	333	340	336	347	368	399	428	430	439	424	419	418	425	416	421	30%
MacGregor PS	391	402	394	403	433	463	477	478	495	518	499	503	516	528	539	519	513	28%
N.A. MacEachern PS	309	315	295	314	322	312	317	314	335	359	398	448	505	547	591	620	652	107%
Northlake Woods PS	510	417	387	380	381	375	379	366	368	370	373	366	363	363	350	351	343	-18%
Winston Churchill PS	216	246	244	241	229	256	275	281	272	255	259	256	242	234	229	226	223	-9%
<b>Total Enrolment</b>	<b>2,739</b>	<b>2,288</b>	<b>2,286</b>	<b>2,348</b>	<b>2,401</b>	<b>2,479</b>	<b>2,515</b>	<b>2,529</b>	<b>2,588</b>	<b>2,601</b>	<b>2,628</b>	<b>2,639</b>	<b>2,708</b>	<b>2,735</b>	<b>2,789</b>	<b>2,788</b>	<b>2,807</b>	<b>23%</b>
<b>Total Ministry OTG</b>		<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	<b>2,739</b>	
<b>Total Utilization (%)</b>		<b>84%</b>	<b>83%</b>	<b>86%</b>	<b>88%</b>	<b>91%</b>	<b>92%</b>	<b>92%</b>	<b>94%</b>	<b>95%</b>	<b>96%</b>	<b>96%</b>	<b>99%</b>	<b>100%</b>	<b>102%</b>	<b>102%</b>	<b>102%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>451</b>	<b>453</b>	<b>391</b>	<b>338</b>	<b>260</b>	<b>224</b>	<b>210</b>	<b>151</b>	<b>138</b>	<b>112</b>	<b>100</b>	<b>31</b>	<b>4</b>	<b>(50)</b>	<b>(49)</b>	<b>(68)</b>	



**REVIEW AREA E25 - WATERLOO EAST (EASTBRIDGE-COLONIAL ACRES-LEXINGTON)**

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Bridgeport PS	JK-6		507	7.41	1948	14%	2015
Lester B. Pearson PS	JK-8	1-8	654	8.79	2002	0%	2015
Lexington PS	JK-6		113	6.37	1955	Not Available	2014
Millen Woods PS	JK-6	1-6	496	5.17	2011	-	Not Assessed
Sandowne PS	JK-6	1-6	458	8.86	1975	15%	2015

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
77%	74%	70%
110%	98%	100%
317%	399%	374%
76%	74%	72%
71%	72%	71%

**REVIEW AREA OVERVIEW**

**History**

2008 - *Northeast Waterloo Boundary Study* final decision came on June 10, 2009, recommendations included the opening of Millen Woods Public School.

2009 - *East Kitchener-Waterloo Pupil Accommodation Review* final decision came on June 21, 2010. A 13 classroom addition was recommended for Lexington Public School. This business case was never approved by the Ministry and is no longer within the priority list. The construction of a new elementary school on the 410 Falconridge Drive site was approved through this PAR but it has not received Ministry funding approval. It has not been a strong enough business case to warrant a funding submission since 2012.

Lexington PS - A 12-room portapak is on site. Gymnasium structure is not permanent construction.

**Overview**

This review area includes schools in the City of Kitchener and the City of Waterloo west of the Grand River. There is a mix of housing types from historic homes to new residential subdivisions. Millen Woods PS is the most recent school, constructed in the review area in 2011.

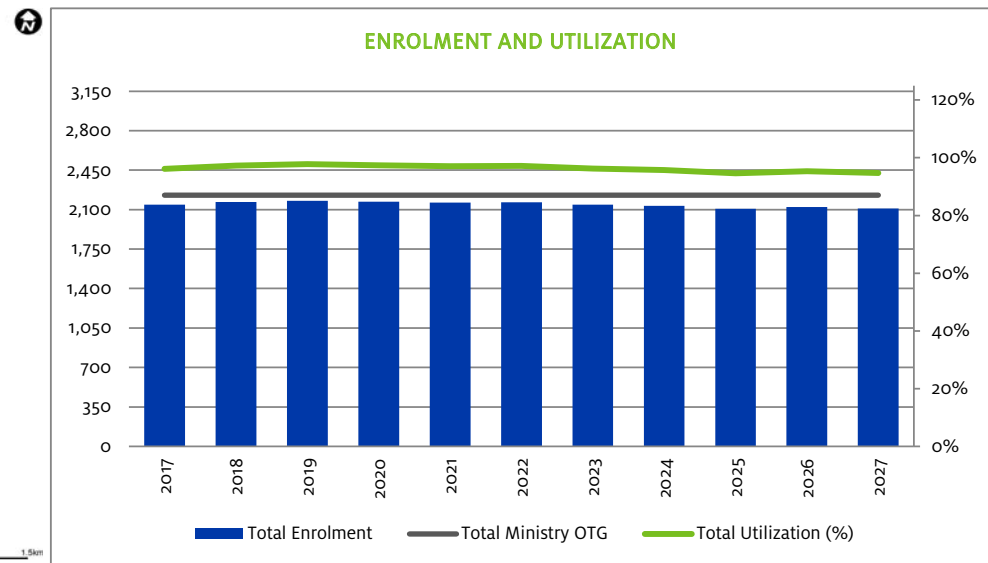
**Short-Term Recommendations (Years 1-5)**

Consider a rebuild of Lexington PS or potentially initiate a Pupil Accommodation Review and incorporate the Falconridge Drive Site. A boundary study may be undertaken for Millen Woods PS and Lincoln Heights PS to review options for the Carriage Crossing Neighbourhood.

**Medium-Term Recommendations (Years 6-10)**

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

ELEMENTARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Bridgeport PS	507	442	416	404	383	392	391	389	372	378	375	374	378	369	358	356	353	-20%
Lester B. Pearson PS	654	722	727	720	731	736	725	716	713	682	658	640	636	633	633	656	653	-10%
Lexington PS	113	244	246	232	253	272	313	359	394	414	438	451	438	434	427	424	423	73%
Millen Woods PS	496	406	421	399	387	385	392	377	363	358	359	368	358	364	361	360	357	-12%
Sandowne PS	458	378	375	372	329	327	322	326	337	336	332	332	335	333	330	327	325	-14%
<b>Total Enrolment</b>	<b>2,228</b>	<b>2,192</b>	<b>2,185</b>	<b>2,127</b>	<b>2,083</b>	<b>2,112</b>	<b>2,143</b>	<b>2,167</b>	<b>2,179</b>	<b>2,169</b>	<b>2,162</b>	<b>2,165</b>	<b>2,144</b>	<b>2,132</b>	<b>2,108</b>	<b>2,124</b>	<b>2,111</b>	<b>-4%</b>
<b>Total Ministry OTG</b>		<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	<b>2,228</b>	
<b>Total Utilization (%)</b>		<b>98%</b>	<b>98%</b>	<b>95%</b>	<b>93%</b>	<b>95%</b>	<b>96%</b>	<b>97%</b>	<b>98%</b>	<b>97%</b>	<b>97%</b>	<b>97%</b>	<b>96%</b>	<b>96%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>36</b>	<b>43</b>	<b>101</b>	<b>145</b>	<b>116</b>	<b>85</b>	<b>62</b>	<b>49</b>	<b>59</b>	<b>66</b>	<b>63</b>	<b>84</b>	<b>96</b>	<b>120</b>	<b>105</b>	<b>117</b>	





REVIEW AREA S05 - WATERLOO

REVIEW AREA SCHOOLS	REGULAR TRACK	FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
Bluevale CI	9-12		1389	19.92	1972	16%	2014
Sir John A. Macdonald SS	9-12		1548	18.39	2003	0%	2015
Waterloo CI	9-12	9-12	1203	16.90	1959	31%	2012

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
99%	103%	92%
104%	121%	118%
111%	109%	116%

Note: FI program at Waterloo CI is Extended French only

REVIEW AREA OVERVIEW

History

2010 - Major addition and renovations at Bluevale CI

2012 - SJAM/KCI Boundary Study resulted in the redirection of some Sir John A. Macdonald SS students to Kitchener-Waterloo CI in September 2012.

Waterloo CI - identified as requiring upgrades for accessibility as part of the accessibility plan. Work deferred pending outcome of the WCI/Northdale Community Hub Study.

Overview

Waterloo Collegiate Institute was identified as having significant deficiencies in accessibility. This information led to the school being considered as a rebuild candidate through partnership opportunities. In 2016 phase one of the *WCI/Northdale Community Hub Feasibility study* was completed. WRDSB continues to collaborate with the City of Waterloo and Wilfrid Laurier University on this study with the intent of identifying options for reconstructing Waterloo CI.

The EDC background study identifies an additional Waterloo/Woolwich Secondary School beyond the 10-year forecast.

Sir John A. Macdonald SS offers the Fast Forward program. Waterloo CI offers English as a Second Language and Instrumental Strings.

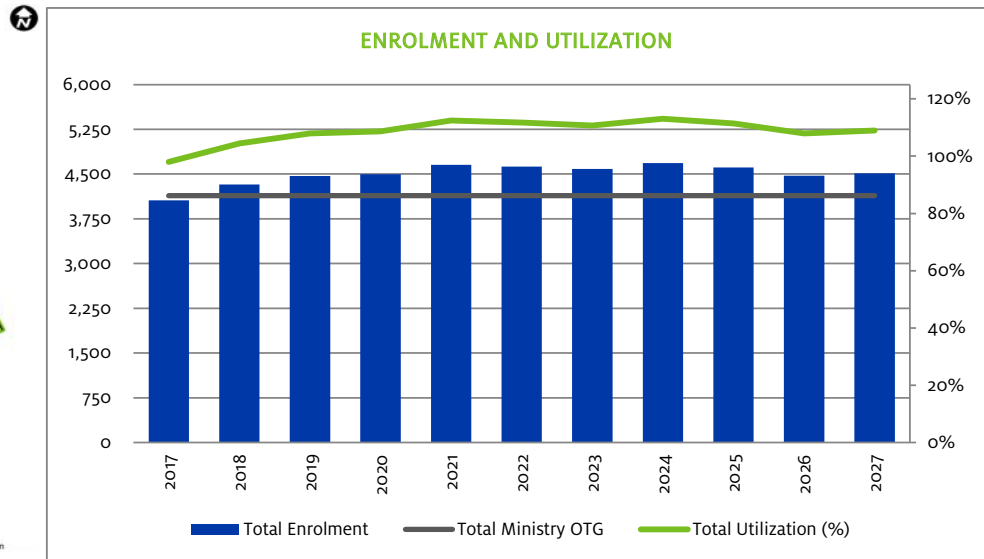
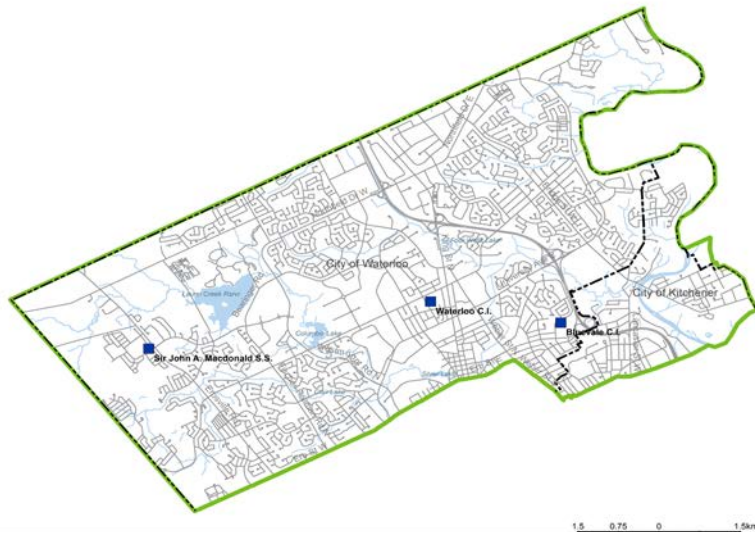
Short-Term Recommendations (Years 1-5)

Continue to monitor enrolment and utilization, a boundary study may be warranted. Continue to collaborate on the WCI/Northdale Community Hub, in addition to identifying additional potential partnership opportunities where there is sufficient space.

Medium-Term Recommendations (Years 6-10)

HISTORIC AND PROJECTED ENROLMENT BY SCHOOL

SECONDARY SCHOOL	CAPACITY OTG	HISTORIC ENROLMENT (ACTUAL)					CUR. YR. 2017	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2012
		2012	2013	2014	2015	2016		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
Bluevale CI	1,389	1,308	1,258	1,244	1,259	1,292	1,290	1,378	1,389	1,392	1,453	1,431	1,426	1,400	1,336	1,291	1,281	-2%
Sir John A. Macdonald SS	1,548	1,488	1,437	1,431	1,413	1,445	1,444	1,607	1,739	1,791	1,866	1,877	1,847	1,930	1,880	1,824	1,833	23%
Waterloo CI	1,203	1,522	1,403	1,311	1,297	1,289	1,325	1,339	1,342	1,316	1,337	1,317	1,312	1,352	1,397	1,355	1,395	-8%
<b>Total Enrolment</b>	<b>4,140</b>	<b>4,318</b>	<b>4,098</b>	<b>3,986</b>	<b>3,969</b>	<b>4,026</b>	<b>4,059</b>	<b>4,323</b>	<b>4,470</b>	<b>4,498</b>	<b>4,656</b>	<b>4,624</b>	<b>4,585</b>	<b>4,682</b>	<b>4,613</b>	<b>4,470</b>	<b>4,510</b>	<b>4%</b>
<b>Total Ministry OTG</b>		<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	<b>4,140</b>	
<b>Total Utilization (%)</b>		<b>104%</b>	<b>99%</b>	<b>96%</b>	<b>96%</b>	<b>97%</b>	<b>98%</b>	<b>104%</b>	<b>108%</b>	<b>109%</b>	<b>112%</b>	<b>112%</b>	<b>111%</b>	<b>113%</b>	<b>111%</b>	<b>108%</b>	<b>109%</b>	
<b>Pupil Place (Shortfall)/Surplus</b>		<b>(178)</b>	<b>42</b>	<b>154</b>	<b>171</b>	<b>114</b>	<b>81</b>	<b>(183)</b>	<b>(330)</b>	<b>(358)</b>	<b>(516)</b>	<b>(484)</b>	<b>(445)</b>	<b>(542)</b>	<b>(473)</b>	<b>(330)</b>	<b>(370)</b>	



“We are extremely proud of the efforts to make our facilities inclusive and accessible in order to support the needs of each and every learner.”

—IAN GAUDET, CONTROLLER OF FACILITY SERVICES

# INDEX

SCHOOL (ALPHABETICAL)	REVIEW AREA
A.R. Kaufman Public School	E13 - Kitchener Central (Victoria Hills-Westmount)
Abraham Erb Public School	E22 - Waterloo West (Clair Hills-Columbia Forest)
Alpine Public School	E10 - Kitchener Central West (Alpine-Country Hills)
Avenue Road Public School	E04 - Cambridge East (Greenway-Chaplin-Fiddlesticks)
Ayr Public School	E21 - North Dumfries Township
Baden Public School	E17 - Wilmot Township
Blair Road Public School	E01 - Cambridge West (West Galt-Blair Road)
Bluevale Collegiate Institute	S05 - S05 - Waterloo Secondary
Breslau Public School	E20 - Woolwich Township (Breslau)
Bridgeport Public School	E25 - Waterloo East (Eastbridge-Colonial Acres-Lexington)
Brigadoon Public School	E08 - Kitchener Southwest (Doon-Pioneer Park)
Cameron Heights Collegiate Institute	S03 - Kitchener Central-East Secondary
Cedar Creek Public School	E21 - North Dumfries Township
Cedarbrae Public School	E24 - Waterloo Central North (Lakeshore-Lincoln)
Centennial (C) Public School	E02 - Cambridge Northeast (Hespeler)
Centennial (W) Public School	E23 - Waterloo Central West (Laurelwood-Beechwood)
Central Public School	E05 - Cambridge South (Christopher-Champlain)
Chalmers Street Public School	E06 - Cambridge Southeast (Southeast Galt)
Chicopee Hills Public School	E16 - Kitchener East (Grand River South)
Clemens Mill Public School	E04 - Cambridge East (Greenway-Chaplin-Fiddlesticks)
Conestogo Public School	E18 - Wellesley & Woolwich Townships
Coronation Public School	E03 - Cambridge Northwest (Preston)
Country Hills Public School	E10 - Kitchener Central West (Alpine-Country Hills)
Courtland Avenue Public School	E14B - Kitchener Central (Downtown-Midtown)
Crestview Public School	E15 - Kitchener East (Stanley Park)
Doon Public School	E08 - Kitchener Southwest (Doon-Pioneer Park)
Driftwood Park Public School	E12 - Kitchener West (Forest Heights)
Eastwood Collegiate Institute	S03 - Kitchener Central-East Secondary
Edna Staebler Public School	E22 - Waterloo West (Clair Hills-Columbia Forest)
Elgin Street Public School	E04 - Cambridge East (Greenway-Chaplin-Fiddlesticks)
Elizabeth Ziegler Public School	E24 - Waterloo Central North (Lakeshore-Lincoln)

SCHOOL (ALPHABETICAL)	REVIEW AREA
Elmira District Secondary School	So4 - Wellesley-Wilmot-Woolwich Townships Secondary
Empire Public School	E13 - Kitchener Central (Victoria Hills-Westmount)
Floradale Public School	E18 - Wellesley & Woolwich Townships
Forest Glen Public School	E17 - Wilmot Township
Forest Heights Collegiate Institute	So2 - Kitchener Southwest Secondary
Forest Hill Public School	E11 - Kitchener West (Laurentian West-Chandler)
Franklin Public School	E09 - Kitchener Central East (Chicopee-Kingsville)
Galt Collegiate Institute	So1 - Cambridge Secondary
Glencairn Public School	E10 - Kitchener Central West (Alpine-Country Hills)
Glenview Park Secondary School	So1 - Cambridge Secondary
Grand River Collegiate Institute	So3 - So3 - Kitchener Central-East Secondary
Grand View (C) Public School	E03 - Cambridge Northwest (Preston)
Grandview (NH) Public School	E17 - Wilmot Township
Groh Public School	E08 - Kitchener Southwest (Doon-Pioneer Park)
Hespeler Public School	E02 - Cambridge Northeast (Hespeler)
Highland Public School	E01 - Cambridge West (West Galt-Blair Road)
Hillcrest Public School	E02 - Cambridge Northeast (Hespeler)
Howard Robertson Public School	E09 - Kitchener Central East (Chicopee-Kingsville)
Huron Heights Secondary School	So2 - Kitchener Southwest Secondary
J.F. Carmichael Public School	E14B - Kitchener Central (Downtown-Midtown)
J.W. Gerth Public School	E08 - Kitchener Southwest (Doon-Pioneer Park)
Jacob Hespeler Secondary School	So1 - Cambridge Secondary
Janet Metcalfe Public School	E07 - Kitchener Southwest (Huron-Rosenberg)
Jean Steckle Public School	E07 - Kitchener Southwest (Huron-Rosenberg)
John Darling Public School	E12 - Kitchener West (Forest Heights)
John Mahood Public School	E19 - Woolwich Township (Elmira)
Keatsway Public School	E23 - Waterloo Central West (Laurelwood-Beechwood)
King Edward Public School	E14B - Kitchener Central (Downtown-Midtown)
Kitchener-Waterloo Collegiate Institute	So3 - Kitchener Central-East Secondary
Lackner Woods Public School	E16 - Kitchener East (Grand River South)
Laurelwood Public School	E22 - Waterloo West (Clair Hills-Columbia Forest)

SCHOOL (ALPHABETICAL)	REVIEW AREA
Laurentian Public School	E10 - Kitchener Central West (Alpine-Country Hills)
Lester B. Pearson Public School	E25 - Waterloo East (Eastbridge-Colonial Acres-Lexington)
Lexington Public School	E25 - Waterloo East (Eastbridge-Colonial Acres-Lexington)
Lincoln Heights Public School	E24 - Waterloo Central North (Lakeshore-Lincoln)
Linwood Public School	E18 - Wellesley & Woolwich Townships
MacGregor Public School	E24 - Waterloo Central North (Lakeshore-Lincoln)
Mackenzie King Public School	E15 - Kitchener East (Stanley Park)
Manchester Public School	E04 - Cambridge East (Greenway-Chaplin-Fiddlesticks)
Margaret Avenue Public School	E14A - Kitchener Central (Downtown-Midtown)
Mary Johnston Public School	E23 - Waterloo Central West (Laurelwood-Beechwood)
Meadowlane Public School	E12 - Kitchener West (Forest Heights)
Millen Woods Public School	E25 - Waterloo East (Eastbridge-Colonial Acres-Lexington)
Moffat Creek Public School	E06 - Cambridge Southeast (Southeast Galt)
N.A. MacEachern Public School	E24 - Waterloo Central North (Lakeshore-Lincoln)
New Dundee Public School	E17 - Wilmot Township
Northlake Woods Public School	E24 - Waterloo Central North (Lakeshore-Lincoln)
Park Manor Public School	E19 - Woolwich Township (Elmira)
Parkway Public School	E03 - Cambridge Northwest (Preston)
Pioneer Park Public School	E08 - Kitchener Southwest (Doon-Pioneer Park)
Preston High School	S01 - Cambridge Secondary
Preston Public School	E03 - Cambridge Northwest (Preston)
Prueter Public School	E14A - Kitchener Central (Downtown-Midtown)
Queen Elizabeth Public School	E14B - Kitchener Central (Downtown-Midtown)
Queensmount Public School	E11 - Kitchener West (Laurentian West-Chandler)
Riverside Public School	E19 - Woolwich Township (Elmira)
Rockway Public School	E09 - Kitchener Central East (Chicopee-Kingsville)
Ryerson Public School	E03 - Cambridge Northwest (Preston)
Saginaw Public School	E04 - Cambridge East (Greenway-Chaplin-Fiddlesticks)
Sandhills Public School	E12 - Kitchener West (Forest Heights)
Sandowne Public School	E25 - Waterloo East (Eastbridge-Colonial Acres-Lexington)
Sheppard Public School	E09 - Kitchener Central East (Chicopee-Kingsville)

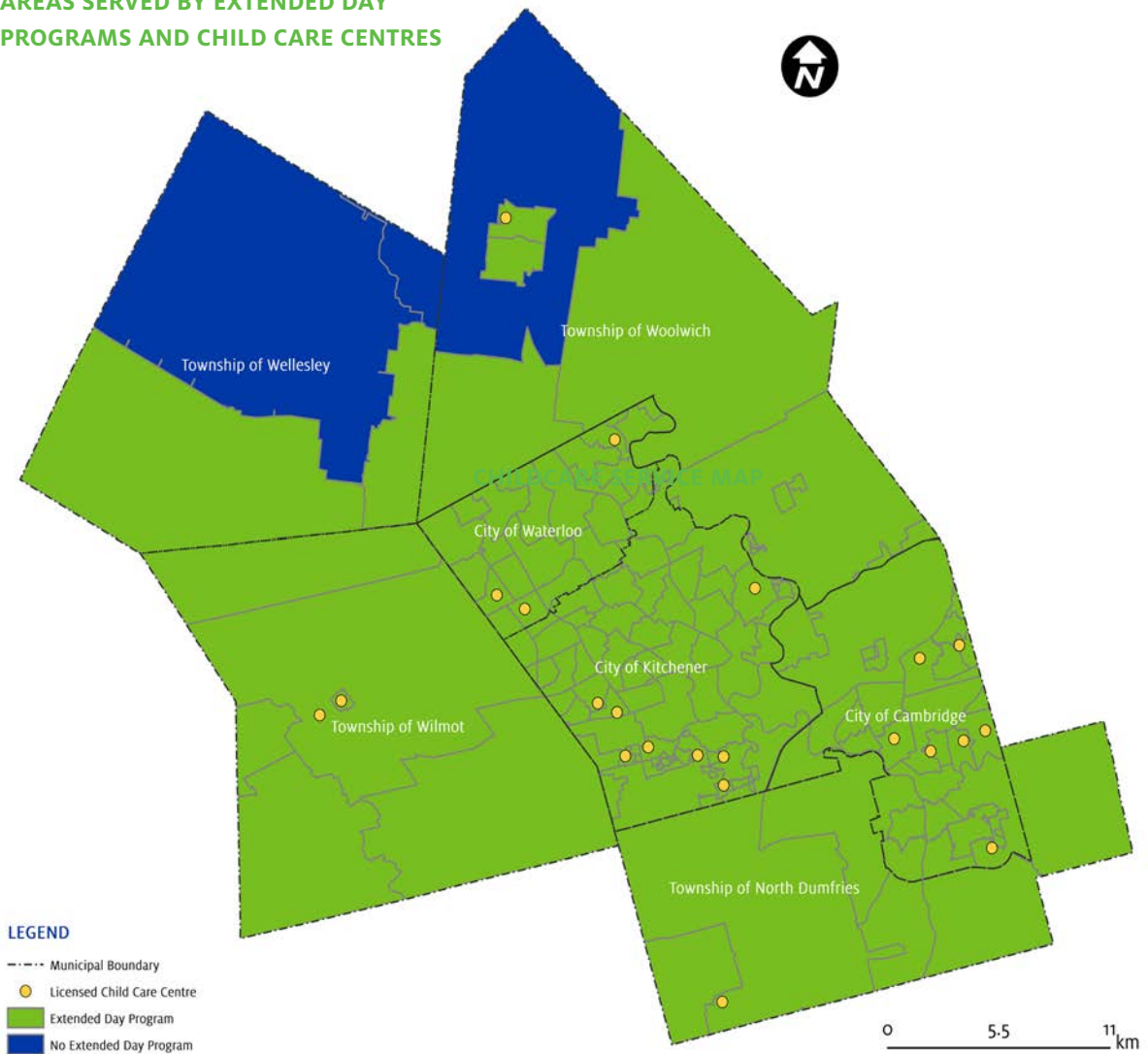
SCHOOL (ALPHABETICAL)	REVIEW AREA
Silverheights Public School	E02 - Cambridge Northeast (Hespeler)
Sir Adam Beck Public School	E17 - Wilmot Township
Sir John A. Macdonald Secondary School	S05 - Waterloo Secondary
Smithson Public School	E15 - Kitchener East (Stanley Park)
Southridge Public School	E11 - Kitchener West (Laurentian West-Chandler)
Southwood Secondary School	S01 - Cambridge Secondary
St. Andrew's Public School	E01 - Cambridge West (West Galt-Blair Road)
St. Jacobs Public School	E18 - Wellesley & Woolwich Townships
Stanley Park Public School	E15 - Kitchener East (Stanley Park)
Stewart Avenue Public School	E05 - Cambridge South (Christopher-Champlain)
Suddaby Public School	E14A - Kitchener Central (Downtown-Midtown)
Sunnyside Public School	E09 - Kitchener Central East (Chicopee-Kingsville)
Tait Street Public School	E01 - Cambridge West (West Galt-Blair Road)
Trillium Public School	E10 - Kitchener Central West (Alpine-Country Hills)
Vista Hills Public School	E22 - Waterloo West (Clair Hills-Columbia Forest)
W.T. Townshend Public School	E11 - Kitchener West (Laurentian West-Chandler)
Waterloo Collegiate Institute	S05 - Waterloo Secondary
Waterloo-Oxford District Secondary School	S04 - Wellesley-Wilmot-Woolwich Townships Secondary
Wellesley Public School	E18 - Wellesley & Woolwich Townships
Westheights Public School	E12 - Kitchener West (Forest Heights)
Westmount Public School	E13 - Kitchener Central (Victoria Hills-Westmount)
Westvale Public School	E13 - Kitchener Central (Victoria Hills-Westmount)
William G. Davis Public School	E03 - Cambridge Northwest (Preston)
Westvale Public School	E13 - Kitchener Central (Victoria Hills-Westmount)
William G. Davis Public School	E03 - Cambridge Northwest (Preston)
Williamsburg Public School	E11 - Kitchener West (Laurentian West-Chandler)
Wilson Avenue Public School	E09 - Kitchener Central East (Chicopee-Kingsville)
Winston Churchill Public School	E24 - Waterloo Central North (Lakeshore-Lincoln)
Woodland Park Public School	E02 - Cambridge Northeast (Hespeler)

# APPENDIX A - CHILD CARE LOCATIONS

## CHILD CARE LOCATIONS - PURPOSE BUILT PROGRAMS

- Baden PS
- Brigadoon PS
- Cedar Creek PS (Future)
- Centennial PS (C)
- Clemens Mill PS
- Edna Staebler PS
- Elgin Street PS
- Groh PS
- J.W. Gerth PS
- Janet Metcalfe PS (Future)
- Jean Steckle PS
- Lackner Woods PS
- Millen Woods PS
- Moffat Creek PS
- Riverside PS
- Ryerson PS
- Saginaw PS
- Sir Adam Beck PS
- W.T. Townsend PS
- Westvale PS
- Williamsburg PS
- Woodland Park PS

## AREAS SERVED BY EXTENDED DAY PROGRAMS AND CHILD CARE CENTRES



**LEGEND**

- - - Municipal Boundary
- Licensed Child Care Centre
- Extended Day Program
- No Extended Day Program

Note: No before and after care programs operate in Linwood or Floradale Public Schools



# APPENDIX B - GLOSSARY

## GLOSSARY OF TERMS

### OTG

OTG stands for 'On-The-Ground' Capacity, and is the official operating capacity of the school. This number does not include portables or portapak.

### Portables (Port)

Portable classrooms are removable and not included in a school's operating capacity (OTG). Typically, an effort is made to place junior-intermediate students rather than primary students in portable classrooms wherever possible. Where sustained over-utilization has resulted in ongoing use of portable classrooms, consideration is given to obtaining funding for a new classroom addition to replace the portables. This is true for schools with portapak modules as well.

### Portapak

Portapaks are a series of portable classrooms attached to the school building. Like portables, portapaks are not included in the school's official operating capacity (OTG). While portapaks are technically removable and non-permanent, they are not considered relocatable in the same way portable classrooms are.

### Pupil Place Shortfall/Surplus

This metric looks at the difference between projected enrolment and available on-the-ground capacity and identifies how much empty space is present where there is under-utilization and how much of a pupil place shortfall exists where there is over-utilization.

### Utilization

Utilization refers to the enrolment of a school building in comparison to its capacity. The utilization rate is calculated by dividing the enrolment of a school by its on-the-ground capacity. Portable and portapak classrooms do not factor into a school's projected utilization. The utilization snapshots shown by review area include projected capacity increases where projects have received funding approval whereas unfunded projects are not included in the projected capacity. Utilization rates above 125% have been highlighted in red.

## LTAP BUZZWORDS

### Enrolment and Utilization Chart

Each review area has an enrolment and utilization chart. This chart displays total projected enrolments and total capacity against the left-hand y axis. The right-hand y axis depicts the projected total utilization rate of the review area.

### Key Map

The key map shows each review area and the schools it contains.

### Residential Development Unit Types

Enrolment projections depend on careful tracking of the number and type of residential units being constructed across the region. Residential unit types may include the following:

- Single detached / semi-detached units, these are typically the largest contributor to enrolment numbers from new growth.
- Townhouse units are considered medium density and have a mid-range yield of new students.
- Condominium and apartment buildings while offering the highest density of dwelling units in an area traditionally yield the lowest enrolment numbers from new growth. Many units may contain 2 or fewer bedrooms.

### Review Area

In the LTAP, a review area is a grouping of schools that helps to assess the trends of an area comprehensively. There are 25 elementary and five secondary review areas in the LTAP. The LTAP is grouped by municipality with secondary review areas falling after elementary review areas.

## FACILITY TERMS

### Facility Condition Index - FCI

FCI is a percentage measure of a school's outstanding renewal needs compared to the total replacement cost. A low FCI is preferable to a high FCI. It should be noted that FCIs are reported as a snapshot and may not reflect work completed since the time of the assessment.

### FCI Assessment Year

Schools are assessed in five-year assessment cycles. It helps to note the year an assessment was undertaken in recognizing that the FCI is a snapshot of the required renewal and repair work for a given school at that time.

## POLICY AND PROCEDURE

### Boundary Study

A boundary study is a public process to change school attendance areas. Often boundaries change when a new school opens, grades or programs change or schools are facing significant enrolment imbalance. More information can be found in [Administrative Procedure 4991 - Boundary Studies](#).

### Community Partners, Partnership Opportunities

It is a cooperative and collaborative relationship between school boards and community organizations for the use of buildings and sites, which include various levels of government, the public and community agencies as defined within [Administrative Procedure 4990 – Community Planning and Facility Partnerships](#). Partnerships are intended to provide an opportunity to reduce facility costs and/or improve educational opportunities for students. Offering space in schools to partners can strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of and improve access to, services for students and the wider community.

### Development Areas

Development Areas are established when growth is expected to be maintained for extended periods of time and schools in the immediate areas surrounding the development are overcrowded or future funding/timing of construction for new school(s)/additions is uncertain. More information can be found in [Administrative Procedure 4992 - Temporary Student Accommodation for Development Areas](#). There is also a [planning webpage](#) dedicated to the assignment of Development Areas to holding schools. Holding schools are the schools that receive a Development Area assignment.

### Pupil Accommodation Review

This is the process needed to close or consolidate a school or program pending certain criteria. The review includes significant consultation and is subject to board approval. Refer to [Board Policy 4000 - Pupil Accommodation Review \(Consolidation or Closure\)](#) for information. However, it should be noted that given changes to the Pupil Accommodation Review Guidelines, the Board will be required to update this policy prior to undertaking any new school closure studies.

# APPENDIX C - STAKEHOLDER INPUT

## SUMMARY OF STAKEHOLDER INPUT INTO THE DEVELOPMENT OF THE LONG-TERM ACCOMMODATION PLAN

### Program Delivery

- Consider alternative models e.g. split campuses with different grade structures
- de-streaming/transitional schools
- Plan for e-learning, technology, home learning
- Be responsive to diverse learning styles
- 7-12 or K-12 school models
- Range of program in each secondary school

### Transportation

- More active transportation
- Local walkable schools

### Looking Forward

- Assess the impact of the LRT and increased density/intensification
- Prioritize lower socio-economic schools, collaborate with community
- Invest in core schools
- All students to have equitable access to programs and facilities, consider rural vs urban school locations and student access
- Seek additional lands for new schools as well as existing schools with smaller sites

### Avoid

- Selling property in the core, don't ignore the core
- Doing things the same way they were always done
- Significant transitions for students e.g. multiple boundary studies
- Sprawling schools and campuses
- Windowless classrooms
- Beige portables
- Closing schools by using them for community services in addition to classes
- Grade 7/8 schools

### School Design

- Flexible room design to allow for changing uses over time, be nimble in the design for shifting uses of the space, it should be adaptable
- Satellite campuses
- Consider the impact of FDK room loading, purpose built or not
- Consider useful life of a school (at what point is a rebuild considered)
- Outdoor space planning, include natural elements, develop outdoor classrooms
- Introduce school renewal into areas with low socio-economic index
- Prioritize air conditioning
- Compact site design, built up not out
- Improve accessibility

### Collaboration

- Early engagement. Seek opportunities to review plans with stakeholders and partners early in the planning
- Long range plans should inform and be informed by municipal long-range plans e.g. Kitchener's Facility Master Plan coming in 2018, timing of new schools and city recreation facilities should be in sync
- Assess gaps and identify the need for integrated services e.g. child care, health, family, special needs resourcing
- Prioritize hubs
- Engage community prior to any school closure processes
- Add community supports where there are vulnerable populations with high needs
- Joint campuses, efficient use of facility space
- Consult learners
- Schools as community buildings, usage year round
- Cost sharing

## APPENDIX D - FEEDER SCHOOL LIST

FEEDER SCHOOL LIST 2017-2018

SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL
Bluevale CI	Lester B. Pearson PS	Lester B. Pearson PS
		Millen Woods PS
	Lincoln Heights PS	Lincoln Heights PS
		Sandowne PS
	MacGregor PS	Elizabeth Ziegler PS
	Margaret Avenue PS	Bridgeport PS
		Lexington PS
Prueter PS.		
Cameron Heights CI	Courtland Avenue PS	J. F. Carmichael PS
		Queen Elizabeth PS
		Rockway PS
		Sheppard PS
		Suddaby PS
	Laurentian PS	Alpine PS
		Forest Hill PS
		Trillium PS
	Margaret Avenue PS	Suddaby PS
	Queensmount PS	Williamsburg PS
		W.T. Townshend PS
Eastwood CI	Courtland Avenue PS	Queen Elizabeth PS
		Rockway PS
	Sunnyside PS	Franklin PS
		Howard Robertson PS
		Rockway PS
		Sheppard PS
		Wilson Ave PS

SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL
Elmira District SS	Conestogo PS	Conestogo PS
	Floradale PS	Floradale PS
	Linwood PS	Linwood PS
	Park Manor PS	John Mahood PS
		Riverside PS
St. Jacobs PS	St. Jacobs PS	
Forest Heights CI	Queensmount PS	Forest Hill PS
		J. F. Carmichael PS
		Southridge PS
	Westheights PS	Driftwood Park PS
		John Darling PS
		Meadowlane PS
		Sandhills PS
	Janet Metcalfe PS	Janet Metcalfe PS
Jean Steckle PS		
Galt CI	Avenue Road PS	Avenue Road PS
		Elgin Street PS
		Manchester PS
	Clemens Mill PS	Clemens Mill PS
	Moffat Creek PS	Moffat Creek PS
	St. Andrew's PS	Blair Road PS
		Highland PS
Stewart Avenue PS	Central PS	

## APPENDIX D (CONT'D)

## FEEDER SCHOOL LIST 2017-2018

SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL
Glenview Park SS	Moffat Creek PS	Chalmers Street PS
		Moffat Creek PS
	Stewart Avenue PS	Central PS
		Stewart Avenue PS
Grand River CI	Breslau PS	Breslau PS
	Chicopee Hills PS.	Lackner Woods PS
		Chicopee Hills PS
	Stanley Park PS	Crestview PS
		Mackenzie King PS
Smithson PS		
Sunnyside PS	Franklin PS	
Huron Heights SS	Doon PS	Brigadoon PS
		J.W. Gerth PS
		Pioneer Park PS
	Groh PS	Groh PS
	Jean Steckle PS*	Jean Steckle PS
	Laurentian PS	Country Hills PS. Glencairn PS

\*Becomes Janet Metcalfe in 2019 as a result of the boundary study

SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL
Sir John A. Macdonald SS	Centennial PS (W)	Mary Johnston PS
	Edna Staebler PS	Edna Staebler PS
	Laurelwood PS	Laurelwood PS
	Vista Hills PS	Abraham Erb PS
Vista Hills PS		
Jacob Hespeler SS	Hespeler PS	Centennial PS (C)
		Hespeler PS
	Silverheights PS	Silverheights PS
	Woodland Park PS	Hillcrest PS
Woodland Park PS		
Kitchener-Waterloo C&VS	A.R. Kaufman PS	A.R. Kaufman PS
	Centennial PS (W)	Empire PS
		Westvale PS
	Courtland Avenue PS	J. F. Carmichael PS
	MacGregor PS	King Edward PS
		Elizabeth Ziegler PS
		Empire PS
Margaret Avenue PS	Westmount PS	
	King Edward PS	
	Prueter PS	
Queensmount PS	Suddaby PS	
	J. F. Carmichael PS	

## FEEDER SCHOOL LIST 2017-2018

SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL		
Preston HS	Clemens Mill PS	Saginaw PS		
	Silverheights PS	Silverheights PS		
	St. Andrew's PS	Blair Road PS		
	William G. Davis PS	Avenue Road PS	Coronation PS	
		Grand View PS (C)	Parkway PS	
		Preston PS	Ryerson PS	
		Southwood SS	Cedar Creek PS	Ayr PS
				Cedar Creek PS
St. Andrew's PS		Blair Road PS		
		Highland PS		
		Tait Street PS		
Waterloo CI	Centennial PS (W)	Empire PS		
		Keatsway PS		
	MacGregor PS	Cedarbrae PS		
		Elizabeth Ziegler PS		
		Empire PS		
		Keatsway PS		
		N.A. MacEachern PS		
	Winston Churchill PS			
Northlake Woods PS	Northlake Woods PS			

SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL
Waterloo-Oxford DSS	Baden PS	Baden PS
	Forest Glen PS	Forest Glen PS.
		Grandview PS (N.H.)
	Sir Adam Beck PS	New Dundee PS
		Sir Adam Beck PS
Wellesley PS	Wellesley PS	

CAMBRIDGE DEVELOPMENT AREAS	SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL
Rivermill North	Jacob Hespeler SS	Woodland Park PS	Hillcrest PS
River Mill Estates	Jacob Hespeler SS	Silverheights PS	Silverheights PS
River Mill South	Preston HS	William G. Davis PS	Preston PS
Southeast Cambridge	to-be-determined	to-be-determined	to-be-determined

KITCHENER DEVELOPMENT AREAS	SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL
Huron South	Forest Heights CI	Laurentian PS	Southridge PS
Rosenberg III/Wildflowers	Forest Heights CI	n/a	n/a
Doon South	to-be-determined	Doon PS	Pioneer Park PS
Trussler North	to-be-determined	to-be-determined	to-be-determined

WOOLWICH DEVELOPMENT AREAS	SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL
Breslau/Thomasfield	Grand River CI	Stanley Park PS	Mackenzie King PS
Breslau/Riverland	Grand River CI	Stanley Park PS	Crestview PS

WATERLOO DEVELOPMENT AREAS	SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL
Beaver Creek Meadows	to-be-determined	to-be-determined	to-be-determined

## APPENDIX E - SPECIALIST HIGH SKILLS MAJOR

SPECIALIST HIGH SKILLS MAJOR	SCHOOLS
Arts & Culture	Bluevale Collegiate Institute
	Eastwood Collegiate Institute
	Forest Heights Collegiate Institute
	Glenview Park Secondary School
	Huron Heights Secondary School
	Sir John A. Macdonald Secondary School
	Waterloo Collegiate Institute
Business	Bluevale Collegiate Institute
	Galt Collegiate Institute
	Sir John A. Macdonald Secondary School
Environment	Elmira District Secondary School
	Glenview Park Secondary School
	Huron Heights Secondary School
	Kitchener-Waterloo Collegiate Institute
	Southwood Secondary School
Health Care, Fitness and Health	Glenview Park Secondary School
	Huron Heights Secondary School
	Kitchener-Waterloo Collegiate Institute
Information & Communications Technology	Bluevale Collegiate Institute
	Forest Heights Collegiate Institute
	Galt Collegiate Institute
	Grand River Collegiate Institute
	Kitchener-Waterloo Collegiate Institute
	Waterloo-Oxford District Secondary School
Sport	Eastwood Collegiate Institute
	Huron Heights Secondary School
	Jacob Hespeler Secondary School
	Preston High School
	Waterloo-Oxford District Secondary School
Transportation	Galt Collegiate Institute
	Grand River Collegiate Institute
	Southwood Secondary School

## APPENDIX F - ADDITIONAL PROPERTIES

PROPERTY TYPE	LOCATION	USE
Leased Property	151 Weber Street, Kitchener	Alternative and special programs
	256 Hespeler Road, Cambridge	Alternative and special programs
Board Owned Vacant Land	410 Falconridge Drive, Waterloo	Vacant elementary school site
	Huron/Fischer Hallman, Kitchener	Vacant school site (previously declared surplus)
Board Owned Non-School Structures	90 Fairfield Avenue, Kitchener	New Dawn Centre
	1122 Queens Blvd, Kitchener	McQuarrie Centre
	14 William Street, Elmira	Former Riverside PS
Recent Disposition	Rosemount (former school) - 80 Burlington Drive, Kitchener	Rosemount (former school) - 80 Burlington Drive, Kitchener
Outdoor Education Sites - Board Owned	82 Meadow Creek Lane, Cambridge	Blair - Outdoor Environmental Education
	2366 Spragues Road, Ayr	Wrigley Corners - Outdoor Environmental Education
Outdoor Education Sites - Leased	525 Beaver Creek Road, Waterloo	Laurel Creek - Outdoor Environmental Education
	801 Trillium Drive, Kitchener	Huron Natural Area - Outdoor Environmental Education
	2001 Kressler Road, Waterloo	Camp Heidelberg - Outdoor Environmental Education





51 Ardelt Avenue  
Kitchener, ON N2C 2R5  
TEL: 519-570-0003  
FAX: 519-742-1364  
[www.wrdsb.ca/planning](http://www.wrdsb.ca/planning)



**WRDSB.CA**



# Report to Committee of the Whole

March 19, 2018

## **Subject: School Year Calendars – 2018 - 2019**

### **Recommendation**

*That the Waterloo Region District School Board approve the 2018-2019 School Year Calendars containing 194 school days, as outlined in Appendices A and B of the Report titled “School Year Calendars – 2018-2019”.*

### **Status**

In preparation of the 2018-2019 School Year Calendars, a consultation process was established with representatives from stakeholder groups within the Waterloo Region District School Board, which included the Waterloo Region Assembly of Public School Councils (WRAPSC)/Parent Involvement Committee (PIC), employee federations, associations and administrators. Members of this year’s School Year Calendar Committee are:

- Gina Alderman, Communications Assistant;
- Cindy Benedetti, System Administrator;
- Sherry Freund, President, OSSTF/FEESO;
- Evelyn Giannopoulos, Superintendent, Student Achievement & Well-Being (Committee Chair);
- Shawn Hibbs, Vice-President, OSSTF/FEESO, ESS;
- Melissa Hilton, Manager Extended Day;
- Evelyn Kassa, President, Supervision Monitors and Cafeteria Assistants (SMACA);
- Nick Landry, Controller, Financial Services;
- Kathy Mason, Supervisor of Client Support, ITS;
- Angela Mercier, Superintendent, Student Achievement & Well-Being;
- Scott R. Miller, Superintendent, Student Achievement & Well-Being;
- Carolyn Salonen, Secondary School Vice-Principal Association;
- Joanne Threndyle, Elementary Teachers' Federation of Ontario;
- Helmut Tinnes, Waterloo Region Elementary Administrators (WREA);
- Laurie Tremble, Parent Involvement Committee (PIC);
- Deborah Tyrrell, Secondary Principal;
- Jenn Wallage, President, Waterloo Region DECE;
- Michael Weinert, Coordinating Superintendent, Human Resource Services;
- Lynn Wilson, Educational Assistants Association (EAA);
- Beverly Wood, President, Secondary School Principals Association (SSPA);
- Kathleen Woodcock, Trustee.

In addition, discussions related to the alignment of School Year Calendars have occurred with the Waterloo Catholic District School Board (WCDSB) and neighbouring school boards. As in past years, it is our committee's goal to ensure that the calendar is aligned as closely as possible with the calendar proposed by the WCDSB.

The 2018-19 school year will begin on Tuesday, September 4, 2018 and end on Friday, June 28, 2019.

### **Background**

In accordance with Regulation 304, district school boards are required to prepare, adopt, and submit to the Minister of Education, on or before the 1<sup>st</sup> day of May, a School Year Calendar. The Regulation also states that the school year calendar shall include a minimum of 194 school days of which 7 days may be designated by the board as professional activity days. Three of these days must be devoted to specific provincial education priorities. Furthermore, a board may designate up to 10 instructional days as examination days [Section 3. (3.1)].

### **Financial Implications**

Significant efforts have been made to align school year calendars between the WCDSB and the Waterloo Region District School Board. These efforts are appreciated because unaligned days result in the need for additional transportation services to be contracted from our school bus operators.

The transportation costs that will be incurred for unaligned days during the 2018/19 school year are estimated to be \$230,000; the Waterloo Region District School Board's share of this cost is estimated to be \$165,000, with the remainder being charged to the WCDSB.

### **Communications**

Subsequent to Board approval of the above recommendation, school year calendars will be submitted to the Ministry of Education and will be shared with students, staff and members of the public following receipt of Ministry approval. As per Ministry direction, schools must communicate the date and purpose of the Professional Activity (PA) Day ten days before each PA day.

Prepared by: John Bryant, Director of Education  
Evelyn Giannopoulos, Superintendent, Student Achievement & Well-Being  
in consultation with Coordinating Council

DRAFT - CONFIDENTIAL



Ministry of Education

School Year Calendar 2018 - 2019

Legend → **H** - Statutory Holiday Schedule    **E** - Scheduled Examination Day    **P** - Professional Activity Day    **B** - Board Designated Holiday     Ha Day

**WRDSB - Secondary Schools**

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week					2 <sup>nd</sup> Week					3 <sup>rd</sup> Week					4 <sup>th</sup> Week					5 <sup>th</sup> Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2018	0	0	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
September 2018	18	1	0	<b>H</b>	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
October 2018	21	1	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November 2018	21	1	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December 2018	15	0	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
January 2019	14	0	5		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
February 2019	18	1	0					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	
March 2019	16	0	0					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
April 2019	19	1	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May 2019	22	0	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
June 2019	13	2	5	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
July 2019	0	0	0	<b>H</b>	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		

<b>TOTAL</b>	177	7	10
--------------	-----	---	----

**Note:** The 2018-2019 calendar provides for 194 possible school days between September 1, 2018 and June 30, 2019. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days



Ministry of Education

# School Year Calendar 2018 - 2019

**Legend** → **H** - Statutory Holiday Schedule    **E** - Scheduled Examination Day    **P** - Professional Activity Day    **B** - Board Designated Holiday    ☐ Half Day

WRDSB - Elementary School

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week					2 <sup>nd</sup> Week					3 <sup>rd</sup> Week					4 <sup>th</sup> Week					5 <sup>th</sup> Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2018	0	0	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
September 2018	18	1	0	<b>H</b>	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
October 2018	21	1	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November 2018	21	1	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December 2018	15	0	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
January 2019	18	1	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
February 2019	19	0	0					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	
March 2019	16	0	0					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
April 2019	19	1	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May 2019	21	1	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
June 2019	19	1	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
July 2019	0	0	0	<b>H</b>	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
<b>TOTAL</b>	187	7	0	<p><b>Note:</b> The 2018-2019 calendar provides for 194 possible school days between September 1, 2018 and June 30, 2019. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be</p>																								

**DRAFT - CONFIDENTIAL**

designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days



# Report to Committee of the Whole

March 19, 2018

## **Subject: French Immersion Elementary and Secondary Enrolment for 2017-2018 and Projected Grade 1 Enrolment for 2018-2019**

### **Recommendation**

*This report is offered for the information of the Board of Trustees.*

### **Status**

At present, the number of elementary schools offering the program is forty (40). We will add one (1) new site offering French Immersion in 2018/19; Chicopee Hills Public School will offer one (1) class of Grade 1 French Immersion, bringing the total number of sites to forty-one (41).

#### Elementary enrolment

There are presently 7,132 students enrolled in the elementary French Immersion program (Appendix A). This figure represents a 3% year-over-year growth in the program. The French Immersion program represents 22% of the eligible elementary enrolment.

#### Secondary enrolment

At the secondary level, there are 1,103 students currently enrolled in the Extended French and French Immersion programs (Appendix B). This figure represents a 12% year-over-year growth in the program. The French Immersion/Extended French program represents 6% of our secondary enrolment.

#### Projected Grade 1 enrolment

As of January 31, 2018, a total of 1,311 requests for the French Immersion program have been registered for the 2018-2019 school year. To date, 1,166 students have been accommodated.

At present, there are a total of 114 French Immersion home school and out-of-area students on waiting lists, as well as approximately 30 who have registered during Phase 2.

If all designated sites open with full grade one classes, 50 student spaces will be available across the district for families interested in transporting their child to a French Immersion site. These spaces will be offered to families on waiting lists, based on position established by lottery.



**Background**

Appendix C lists the sites selected to offer grade one of the French Immersion program in September 2018. Students may continue to register for the program until October 6, 2018.

The French Immersion program began in the Waterloo Region District School Board in 1977 and since then the program has continued to expand.

It is the practice of the Waterloo Region District School Board to consider implementing the French Immersion program in school communities when a sufficient demand exists as defined in [Administrative Procedure 1000](#).

The Grade 1 component of the French Immersion program represents approximately 27% of the total grade one enrolment. French Immersion Grade 1 classes are organized to accommodate the greatest number of students and we were able to fulfil every request to place students in French Immersion classes this year.

**Financial implications**

No financial implications.

**Communications**

Schools will notify the families of the accepted students once Human Resources Services completes the process to allocate classes. Learning Services staff will facilitate communication between waiting list registrants and the approved schools.

Prepared by:     John Bryant, Director of Education  
                      Bill Lemon, Superintendent, Student Achievement & Well-Being  
                      in consultation with Coordinating Council

**THE WATERLOO REGION DISTRICT SCHOOL BOARD FRENCH IMMERSION ENROLMENT FOR SEPTEMBER, 2017**

SCHOOL	GR. 1	GR. 2	GR. 2/3		GR. 3	GR. 3/4		GR. 4	GR. 4/5		GR. 5	GR. 5/6		GR. 6	GR. 7	GR. 8	TOTAL
Abraham Erb	23		21	15				16				9	11				95
Baden	20	23			18	12	11		6	16				24	18	18	166
Breslau	23	18															41
Brigadoon	43	36	10	9	19	15	8		17	8	26			28			219
Cedar Creek	23																23
Cenntennial (W)															79	105	184
Clemens Mill	22		18	17				23	7	19		5	17	22	38	45	233
Crestview	22	17			20				14	6		6	17				102
Doon															50	32	82
Driftwood	41	20	17	5		17	6		14	8		7	15				150
Edna Staebler	23		23	17		16	7	21			21	8	13		21	26	196
Elgin	19	16			19				11	6		7	12				90
Elizabeth Ziegler	23	33			39			20	15	10		18	7	26			191
Empire	31	51			18	16	7	25	10	12	24	13	11	24			242
Franklin	61		23	16	19	11	12		28	21		10	16	25			242
Groh	23																23
Hespeler	54	36			41			21	14	9		26	31		30	25	287
Highland	52	19	25	14	20	6	16		24	32							208
JW Gerth	23	37			37	11	9	25			20	14	9	24			209
JF Carmichael	23		23	13					12	6		10	8				95
Jean Steckle	39	37			21												97
John Mahood	15		22	16		6	15					20	18				112
Keatsway	37	20				18	5		14	10		7	17				128
Laurelwood	34	20	19	23				29	12	16		8	20		25	21	227
Lester B. Pearson	23	18	22	15	20			28	7	19				29	44	44	269
MacGregor															95	86	181
Mary Johnston	45	19	25	14		29	13		13	10		19	24				211
Millen Woods	44		24	16		13	10		12	13		17	7	23			179
Moffat Creek	23	16				22	15				21						97

School	Gr. 1	Gr. 2	Gr. 2/3		Gr. 3	Gr. 3/4		Gr. 4	Gr. 4/5		Gr. 5	Gr. 5/6		Gr. 6	Gr. 7	Gr. 8	Total
NA MacEachern	23		25	15		6	17		14	14		10	18				142
Park Manor															23	19	42
Ryerson	19		22	15		5	12		6	16				16			111
Saginaw	20	17			18												55
Sandhills	23		23	22		16	7	25			23	8	19				166
Sandowne	23		24	15		5	15					16	14				190
Sheppard	32	20	14	6	20	11	10		17	8		20	6	26			190
Southridge	23	19				18	25		5	23		5	23				141
St. Andrew's														36	37	37	110
Stanley Park															84	112	196
Suddaby	43	20	24	16		6	13		5	17				18			162
Tait Street	23	22			19			18			19						101
Vista Hills	23	21	9	12		12	7		8	17		7	16		30		218
WT Townshend	50	34	7	10	19	8	10	23			31			26			218
Westheights															93	112	205
Westmount	45		22	15		5	15		5	23				30			160
Westvale	23	19	11	5		19	21				23	10	15				146
Williamsburg	44		24	14	20			19			24			26			171
<b>TOTAL</b>	<b>1223</b>	<b>608</b>	<b>477</b>	<b>335</b>	<b>387</b>	<b>303</b>	<b>286</b>	<b>293</b>	<b>290</b>	<b>339</b>	<b>232</b>	<b>280</b>	<b>364</b>	<b>403</b>	<b>667</b>	<b>682</b>	<b>7132</b>

**THE WATERLOO REGION DISTRICT SCHOOL BOARD  
EXTENDED FRENCH / IMMERSION ENROLMENT  
FOR JANUARY 31, 2018**

**SECONDARY**

School		Grade 9	Grade 10	Grade 11	Grade 12	Total
<b>FHCI</b>	Extended	28	10	28	10	76
<b>GCI</b>	Extended			7	7	14
	Immersion	73	50	50	34	207
<b>GRCI</b>	Extended	32	23	18	15	88
<b>KCI</b>	Extended	4	8	2	0	14
	Immersion	148	107	101	113	469
<b>WCI</b>	Extended	76	77	51	31	235
	Total	361	275	257	210	1103

**TOTAL ENROLMENT SECONDARY: 1103**

**TOTAL ENROLMENT ELEMENTARY: 7132**

**TOTAL ENROLMENT, SECONDARY + ELEMENTARY: 8235**

**NOTE:**

- Small classes are combined for instruction.

### **Grade One French Immersion Classes for September 2018**

When selecting sites for grade one classes of the French Immersion program, the following procedural guidelines have been followed:

- Due to the enrollment cap of 23 on grade one French Immersion classes, a minimum of 18 students is required to open a class in any site with an existing French Immersion program, contingent on the availability of physical space at the school site. A minimum of 36 students is required to open two classes at any given site where space allows, unless overflow space is required to provide space for out-of-area applicants in a particular region.
- A minimum of 20 students is required to open a class at a school site that currently does not have an existing French Immersion program, contingent on the availability of physical space and a number of other factors at the school site.
- Siblings of students presently enrolled in French Immersion classes are considered home school students upon application to the program.
- When forming class lists, a lottery system is used with those who registered between January 7 and 31, 2018. During the lottery those students who live within the boundary with siblings are entered into the classes first, then those without siblings who live within the boundary and finally those that live outside of the boundary. After January 31, 2018 all registrants are added to the class list on a first-come, first-served basis.
- Every effort is made to accommodate students with their first-choice site selection. If the first-choice site has already been filled to a maximum of 23 students, students are placed in the lottery at their second and/or third choice site (space permitting). Should no space be available in the applicant's selected sites, the applicant is placed on a waiting list at one of their choice sites.
- Some sites are considered overcrowded and require 18 home school applicants and are not able to accommodate out of area students. These sites are marked with an asterisk (\*).

School	No. of Classes	Total No. of Students	Home School Students	Out of Area Students	Home School Waiting List	Out of Area Waiting List
Abraham Erb	1	23	22	1		2
Baden*	2	38	31	7		
Breslau*	1	23	23		9	
Brigadoon	2	46	39	7		1
Cedar Creek	1	19	17	2		
Chicopee Hills	1	23	23		11	
Clemens Mill	1	23	19	4		2
Crestview	1	22	16	6		
Driftwood Park	1	23	22	1		2
Edna Staebler	1	23	23		8	
Elgin	1	23	15	8		3
Elizabeth Ziegler	2	46	37	9		2
Empire*	2	46	46		1	
Franklin	2	46	38	8		4
Groh	1	23	23		2	
Hespeler	2	46	32	14		3
Highland	1	23	23		3	7
Jean Steckle*	2	36	36			
JF Carmichael	1	23	23		2	1
John Mahood*	1	23	19	4		3
JW Gerth	2	36	34	2		
Keatsway*	1	23	23			
Laurelwood	1	23	23			3
Lester B. Pearson*	1	23	23		4	
Mary Johnston	2	41	38	3		
Millen Woods	1	23	15	8		1
Moffat Creek*	1	16	16			
N.A.MacEachern	1	23	23		1	3
Ryerson*	1	23	23		5	
Saginaw	1	23	23			1
Sandhills	2	41	33	8		
Sandowne	1	20	15	5		
Sheppard	1	23	23		5	4
Southridge	1	18	9	9		
Suddaby	1	23	23		5	3
Tait*	2	37	37			
Vista Hills	1	23	23			1
W.T. Townshend	1	23	21	2		4
Westmount	1	23	23		2	
Westvale	2	37	37			
Williamsburg	2	46	41	5		6
<b>System Total</b>	54	1166	1053	113	58	56



# Report to Committee of the Whole

March 19, 2018

## **Subject: 2018 Municipal Election – Trustee Determination and Distribution**

### **Recommendation**

*That, pursuant to Section 4(1)(b) of Ontario Regulation 412/00 of the Education Act, the Waterloo Region District School Board agrees that no areas within the Board's area of jurisdiction in the Region of Waterloo be designated as low population municipalities; and*

*That, pursuant to Section 58.1(10.0.1) of Ontario Regulation 412/00 of the Education Act which says the number of elected trustee positions on a district school board be set at the number determined by the Board for the 2006 school board election, the Waterloo Region District School Board confirms that the number of trustees for this Board will remain at eleven (11); and*

*That the Waterloo Region District School Board distributes its members as follows:*

- *four (4) representatives for the City of Kitchener;*
- *three (3) representatives for the combined area of the City of Waterloo and the Township of Wilmot;*
- *three (3) representatives for the combined area of the City of Cambridge and the Township of North Dumfries; and*
- *one (1) representative for the combined area of the Township of Wellesley and the Township of Woolwich.*

### **Status**

In February of each election year, school boards receive PEG Reports (Population of Electoral Group Reports) which are produced by the Municipal Property Assessment Corporation (MPAC). They contain information on the number of eligible voters for each of the four types of boards (English Public, English Catholic, French Public, and French Catholic) within the municipalities of the school board's jurisdiction. The information contained in these reports is the basis for the calculations required for the Determination and Distribution Report. The Waterloo Region District School Board received this report on February 15, 2018.

O. Reg. 412/00 has been amended to say that the number of elected trustee positions on a district school board has been set at the number that was determined by the Board for the 2006 school board election. As a result, the number of trustees for this Board will remain at 11. This number was to be used for the 2010 election and all subsequent regular elections. Exceptions to this are boards whose area of jurisdiction increased in 2009 because they merged with another board, or boards that experienced a significant demographic growth or a significant change in the size of their geographical areas of jurisdiction.

In addition, O. Reg. 412/00 outlines how the geographic representation of a board's trustees is determined. To assist school boards in determining the number of trustees for each geographic area in their jurisdiction, a web-based calculator was provided on the Ministry website. According to these calculations, this Board will continue to have four representatives for the City of Kitchener, three for the combined area of the City of Waterloo and the Township of Wilmot, three for the combined area of the City of Cambridge and the Township of North Dumfries, and one for the combined area of the Township of Wellesley and the Township of Woolwich.

O. Reg. 412/00 includes a number of tables which contain information used in the determination and distribution calculations. District school boards are also required to consider whether to designate any areas within their jurisdictions as low population areas. Under O. Reg. 412/00, boards whose area of jurisdiction includes more than one municipality must pass a resolution by March 31st in an election year either designating one or more municipalities as low population municipalities or declaring that no such designation will be made.

This report includes a recommendation confirming that no such designation will be made. This resolution must be included in the Board's report. The calculations for trustee distribution, based on information contained in the PEG Report and O. Reg. 412/00, are attached as Appendix A.

As per past practice, the City of Kitchener is designated as the lead municipality for the purpose of this election.

### **Background**

Under Ontario Regulation 412/00 of the Education Act (O. Reg. 412/00), school boards are responsible for confirming trustee determination and for providing trustee distribution calculations. This information must be submitted to the Ministry of Education as part of the Board's Determination and Distribution (D&D) Report.

### **Financial implications**

No financial implications.

### **Communications**

In accordance with Ontario Regulation 412/00, confirmation of trustee determination and the approved calculations for trustee distribution will be sent to the Minister of Education, to the school board election clerks in all the municipalities within the Board's jurisdiction, and to the Secretary of all other school boards in the Board's jurisdiction by April 3, 2018.

Prepared by:     Stephanie Reidel, Manager of Corporate Services  
                          in consultation with Coordinating Council



**Trustee Distribution  
Waterloo Region District School Board  
2018 Election**

<b>Municipality</b>	<b>Population</b>	<b>Electoral Quotient</b>	<b>Sum of Quotient</b>	<b>Trustees for the Geographic Area</b>
<b>City of Kitchener</b>	148,740	4.609	4.609	<b>4</b>
<b>City of Waterloo</b>	80,024	2.48	2.953	<b>3</b>
<b>Township of Wilmot</b>	15,261	0.473		
<b>City of Cambridge</b>	78,189	2.423	2.642	<b>3</b>
<b>Township of North Dumfries</b>	7,051	0.219		
<b>Township of Wellesley</b>	7,785	0.241	0.796	<b>1</b>
<b>Township of Woolwich</b>	17,917	0.555		
<b>Total</b>	<b>354,967</b>	<b>11</b>	<b>11</b>	<b>11</b>



# Report to Committee of the Whole

March 19, 2018

## **Subject: Elections 2018 – Compliance Review Committee**

### **Recommendation**

*That the Waterloo Region District School Board approve pursuing a joint Compliance Audit Committee with the Waterloo Catholic District School Board for the 2018 Municipal Election.*

### **Status**

In accordance with the Municipal Elections Act, Section 88.37 (1) a local board shall establish a compliance audit committee before October 1 of an election year. Staff is proposing a joint Compliance Audit Committee with the Waterloo Catholic District School Board. This committee would be comprised of the external Audit Committee Members from each board. A full report will be brought to the Board of Trustees with membership and Terms of Reference prior to October 1, 2018.

### **Background**

#### **Municipal Elections Act**

##### **Compliance audit of candidates' campaign finances - Application by elector**

88.33 (1) An elector who is entitled to vote in an election and believes on reasonable grounds that a candidate has contravened a provision of this Act relating to election campaign finances may apply for a compliance audit of the candidate's election campaign finances, even if the candidate has not filed a financial statement under section 88.25. 2016, c. 15, s. 63.

##### **Compliance Audit Committee**

88.37 (1) A council or local board shall establish a compliance audit committee before October 1 of an election year for the purposes of this Act. 2016, c. 15, s. 66.

##### **Composition**

(2) The committee shall be composed of not fewer than three and not more than seven members and shall not include,

- (a) employees or officers of the municipality or local board;
- (b) members of the council or local board;
- (c) any persons who are candidates in the election for which the committee is established; or
- (d) any persons who are registered third parties in the municipality in the election for which the committee is established. 2016, c. 15, s. 66.

**Eligibility for appointment**

(3) A person who has such qualifications and satisfies such eligibility requirements as may be prescribed is eligible for appointment to the committee. 2016, c. 15, s. 66.

**Same**

(4) In appointing persons to the committee, the council or local board shall have regard to the prescribed eligibility criteria. 2016, c. 15, s. 66.

**Term of office**

(5) The term of office of the committee is the same as the term of office of the council or local board that takes office following the next regular election, and the term of office of the members of the committee is the same as the term of the committee to which they have been appointed. 2016, c. 15, s. 66.

**Financial implications**

No Financial implications.

**Communications**

None identified at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
Matthew Gerard, Coordinating Superintendent  
in consultation with Coordinating Council



# Report to Committee of the Whole

March 19, 2018

## **Subject: Huron Heights Secondary School Bell Times**

### **Recommendation**

*This report is for the information of the Board.*

### **Status**

Central staff has worked collaboratively with Huron Heights Secondary School Administration to consult with students, staff, and School Council to identify short-term solutions to address the over-utilization of the school.

An adjustment to the school schedule provides efficiencies in scheduling classes and allows the school to continue to accommodate the 2018-2019 student course requests. The schedule change results in one additional instructional period by creating two separated lunch periods while maintaining the Multi-Subject Instructional Period (MSIP) timetable, and lengthens the instructional day by ten minutes.

Table 1 shows the current 2017-2018 timetable, and Table 2 shows the adjusted timetable for the 2018-2019 school year.

**Table 1: 2017-2018 Huron Heights Secondary School Timetable**

<b>Period</b>	<b>Timing</b>	<b>Day 1</b>	<b>Day 2</b>
1	08:10 - 09:10	A	A
2	09:15 - 10:15	B	B
3	10:20 - 11:20	C	C
Lunch	11:20 - 12:15	Lunch	Lunch
4	12:20 - 13:20	D	E
5	13:25 - 14:25	E	D

**Table 2: 2018-2019 Huron Heights Secondary School Timetable**

Period	Timing	Day 1	Day 2
1	08:00 - 09:00	A	A
2	09:05 - 10:05	B	B
3	10:10 - 11:10	C / Lunch 1	C / Lunch 1
4	11:15 - 12:15	D / Lunch 2	D / Lunch 2
5	12:20 - 13:20	E	F
6	13:25 - 14:25	F	E

The bell time change from 8:10 am to 8:00 am is in line with the start-time window guidelines used in determining bell times. By adjusting the start time rather than the end time, Student Transportation Services of Waterloo Region (STSWR) can maintain routing efficiencies, resulting in a minimal increase to transportation costs because of the ten additional minutes the bus drivers will be on the road. Shifting the afternoon bell time would have a major impact on transportation costs.

Staff has consulted the Huron Heights Secondary School Council, unions and STSWR. The change was approved by Coordinating Council on February 20, 2018.

Staff will continue to monitor enrolment and the school schedule.

### **Background**

At the December 11, 2017 Committee of the Whole meeting, the Board of Trustees passed the following motion:

***That the Waterloo District School Board (Board) approves the Holding School re-assignment of the Wildflowers Development Area (see the map in Appendix A attached to this report) from Huron Heights Secondary School to Forest Heights Collegiate Institute, effective January 1, 2018.***

This decision was one step to address the continued over-utilization of Huron Heights Secondary School. For the 2018-2019 school year, we expect Huron Heights Secondary School will continue to experience significant enrolment pressures.

### **Financial implications**

No financial implications.

## **Communications**

The changes were communicated to the school community in early March.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board  
Ron DeBoer, Superintendent, Student Achievement & Well-Being  
Lauren Agar, Manager of Planning  
in consultation with Coordinating Council.



# Report to Committee of the Whole

March 19, 2018

## **Subject: OPSBA AGM Proposed Resolutions and Amendments**

### **Recommendation**

*That the Waterloo Region District School Board approve and support the submission to OPSBA of the Policy Resolution by Trustee N. Waddell regarding ADHD and lobbying the Ministry of Education.*

### **Status**

Trustee N. Waddell's proposed Policy Resolution for the 2018 OPSBA AGM can be found as Appendix A.

Policy resolutions should reflect the corporate position of a member school board and address issues that have provincial implications. Proposals for action by OPSBA should be clearly identified.

In order to have policy resolutions reviewed by Executive Council (Policy Resolution Review Committee), submissions must be received at the OPSBA office by Tuesday, April 3, 2018.

### **Background**

The Centre for ADHD Awareness, Canada's report on Inequitable Access to Education for Canadian Students with ADHD can be found as Appendix B. A Ministry of Education memorandum dated December 19, 2011 on Categories of Exceptionalities can be found as Appendix C.

### **Financial implications**

No financial implications.

### **Communications**

All approved Policy Resolutions and Proposed Amendments to the OPSBA Constitution will be submitted to OPSBA after they are ratified at the March 26, 2018 Board Meeting.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for Trustee Natalie Waddell  
in consultation with Coordinating Council



## FORMAT FOR SUBMISSION OF A PROPOSED POLICY RESOLUTION

### By Member Boards for Consideration at the 2018 OPSBA AGM

- In order to have policy resolutions reviewed by Executive Council (Policy Resolution Review Committee), submissions must be received at the OPSBA office by Tuesday, April 3, 2018.
- Resolutions submitted after Tuesday, April 3, but before May 1, 2018 can be included in the AGM Handbook, but will not have an opportunity to be vetted by Executive Council.
- Resolutions received after May 1 will not be published in the AGM Handbook and will need to be presented by the submitting board as a 'Late Resolution' from the floor of the AGM in accordance with Section 16.03 of the OPSBA Constitution and By-Laws. For further details, please refer to #8 in the Guidelines for Submitting Policy Resolutions at the AGM.

**ORIGINATING MEMBER BOARD:** Waterloo Region District School Board

**Date:** March 2, 2018      **Submitted By:** Natalie Waddell      **Title:** Trustee

**(A) RATIONALE/BACKGROUND INFORMATION:** (In addition to the background/rationale, please be sure to include any proposed action to be taken by OPSBA. You may also attach additional information which may be helpful.)

Whereas Attention Deficit Hyperactivity Disorder (ADHD) is the most common childhood neurodevelopmental disorder, affecting at least five percent of the Ontario student population;

Whereas scientific research informs us that ADHD not only impairs attention and self-regulation, it also impairs cognition, executive functioning, memory and the speed of information processing all of which impede learning in general and specifically the acquisition of reading fluency and comprehension, written expression and mathematical problem solving; as well as the acquisition of learning strategies, study and organizational skills;

Whereas students with ADHD are at high risk for academic underachievement or failure, even without an accompanying learning disability, despite having average or above average intellectual abilities, and are three times more likely to drop out of secondary school than their peers;

Whereas the Ontario Human Rights Commission recognizes ADHD as a disability in the learning environment;

Whereas the Ontario Ministry of Education does not recognize ADHD under its five categories of exceptionality, which can result in inequity to access of education and accommodations for students in Ontario with ADHD;

Whereas with appropriate teaching strategies and classroom accommodations students with ADHD can meet their potential, going onto post-secondary learning and careers of their choice;

### (B) RESOLUTION: Be it resolved, that OPSBA

actively lobby the Ontario Ministry of Education to:

Alter the existing categories of exceptionality to include ADHD within a category, other than behaviour, thereby acknowledging ADHD as a neurodevelopmental disorder that significantly impairs learning, allowing students with ADHD to be identified as exceptional learners as their peers with Autism and learning disabilities (similar neurodevelopmental disorders) are, thereby securing their legal right to accommodations for their disability, and

Ensure that all Ontario educators are trained in ADHD impairments, as well as in the appropriate classroom accommodations and teaching strategies that can be used to support these students in the classroom and school environment.



*Inequitable Access to Education for  
Canadian Students with ADHD*



## About This Paper

CADDAC, a national not-for-profit organization that provides leadership in education, awareness, and advocacy for Attention Deficit Hyperactivity Disorder (ADHD) organizations and individuals with ADHD across Canada, has developed this white paper to bring attention to the current inequities that exist for students with ADHD when accessing education across Canada.

Within this paper, we include examples of inequities that have come to our attention through our continuous contact with parents, educational advocates, medical professionals, and educators. Unfortunately, these examples have changed little over the last twenty years of CADDAC's advocacy work on these issues with Ministries of Education.

It is our sincere hope that this paper will not only increase awareness of the current inequities, but also give parents and students the strength to not only continue, but increase their efforts, for equal access to education services for those with ADHD in order to bring about change.

This paper may be freely shared under a creative commons licence that allows for free distribution with restrictions on commercial use, modification or removal of CADDAC's name or logo.

© CADDAC 2017





## Summary of the Existing Situation:

- At least five percent of the Canadian student population suffer from Attention Deficit Hyperactivity Disorder (ADHD), a neurodevelopmental disorder and the most common childhood psychiatric disorder.
- ADHD significantly impairs learning.
- Unlike the United States, the Canadian government does not document the obligation of schools to provide students with Attention Deficit Hyperactivity Disorder (ADHD) the right to an equal educational opportunity.
- This has allowed ministries of education and school boards to develop policies leading to inequitable access to education for students with ADHD.
- Most often educators receive superficial, inadequate and not medically up-to-date information on ADHD and the learning impairments that can result.
- Most educators receive inadequate training on appropriate teaching strategies and classroom accommodations for students with ADHD.
- Requiring that psycho-educational testing indicate impairment in a student with ADHD for them to be deemed disabled and receive accommodations is unreasonable, invalid and discriminatory.
- When we fail to recognize and assist students with ADHD struggling in our school systems, we squander socioeconomic capital as well as precious school resources.
- Ministry and school board systems of special education across Canada, in combination with lack of educator training, are prohibiting students with ADHD equal access to education resources to accommodate their disability.
- Canadian students with ADHD face great inconsistency and inequity when accessing education across Canadian school boards and provinces.

## Asks of Government

### **CADDAC, Parents of Children with ADHD, and Children with ADHD are Asking the Federal and Provincial Governments to:**

1. Officially recognize ADHD as a significant risk to learning and uphold these students' rights to accessible education as done in the US
2. Ensure that educators are trained in ADHD impairments and appropriate teaching methods and classroom accommodations
3. Ensure that all provincial and territorial special education systems officially acknowledge that ADHD significantly impacts learning and allow students with ADHD to be recognized as exceptional learners securing their legal right to accommodations for their disability

## Inequitable Access to Education for Canadian Students with ADHD

### Introduction

At least five percent of the Canadian student population suffer from Attention Deficit Hyperactivity Disorder (ADHD), the most common worldwide childhood psychiatric disorder. Although ADHD is also the most common neurodevelopmental disorder that impairs Canadian students' learning, ADHD has not been officially recognized as a learning risk by Ministries of Education and the Canadian government. Unlike the [United States<sup>i</sup>](#), the Canadian government has not documented the obligation of schools to provide students with ADHD the right to an equal educational opportunity. This lack of formal recognition of ADHD as a significant learning risk has allowed the development of Ministry of Education and school board policies that have created a situation of inequity for students with ADHD.

### ADHD Seriously Impacts Learning

If you believe that ADHD is a simple disorder of unruly, undisciplined boys, children who can't sit still, or students who lack willpower and motivation; you can't be more wrong. While most people know that ADHD impairs attention regulation, and may include hyperactivity and impulsivity, most do not understand how complex, pervasive and disabling ADHD impairments actually are. Research over the past two decades has shown that ADHD significantly impairs: processing speed; executive functioning skills which impede the acquisition of reading fluency and comprehension, written expression and mathematical problem solving; and the acquisition of learning strategies, study and organizational skills<sup>ii,iii,iv,v,vi,vii,viii,ix</sup>.

Students with ADHD are at high risk for academic underachievement or failure, even without an accompanying learning disability<sup>x,xi,xii</sup>. Students with ADHD suffer an 8%-10% decline in academic attainment over a 4-yr period. They are also three times more likely to drop out of high school than their peers<sup>x</sup>. Studies indicate that ADHD impedes academic attainment and increases a student's risk of grade repetition, special education, suspension/expulsion, and lower grade point average<sup>xi</sup>. Students with ADHD have fewer years of education and are less likely to attend college. This occurs despite students with ADHD having average or above average intellectual abilities and the capacity to learn<sup>xiii,x</sup>. It is inattention during the elementary years that predicts long-term academic impairment<sup>xiv</sup>. Although some educators incorrectly believe medication will treat all ADHD impairments, research shows that medication treatment alone does not improve many of the skills required to be academically and socially successful<sup>xv</sup>. For better learning and academic outcomes to happen, specific interventions targeting learning deficits and accommodating and improving cognitive difficulties need to be implemented<sup>xvi</sup>.

### Factors Contributing to Inequitable Education for Students with ADHD

#### 1. Provincial Systems of Special Education

Ministries of education across Canada use two different models, or systems, to dispense special education services to students with special needs, one of "Identification" and one of "Inclusion." To view how all provincial and territorial systems of special education meet the needs of students with ADHD, and the

grades they received from CADDAC, please access CADDAC's [2010 Provincial Report Card: ADHD in the School System](#).

## The Identification Model of Special Education

Four provinces, Ontario, Quebec, British Columbia and Alberta, use a system of “Identification” which allows a student with learning impairments to be officially recognized as an exceptional learner, or pupil with exceptional learning needs. These systems use categories of exceptionality to define a student’s type of learning impairment or disability. Once designated an exceptional learner, students acquire the right to special education resources. At present, three provinces, British Columbia, Ontario, and Quebec do not include ADHD under any of their categories of exceptionality. Alberta does have a code under which students with ADHD can be identified, but has started moving away from identifying students with ADHD.

### Consequences of this System

When a disorder such as ADHD is not included within a category of exceptionality, students are barred from being officially recognized as exceptional learners unless they have a coexisting disorder that is listed in a category. By excluding ADHD from a category of exceptionality, ministries of education can be interpreted as saying that ADHD symptoms do not significantly impair a student’s learning. Whether intentional or not, a message is being sent to school boards and educators that ADHD is not as important a risk to learning as other disorders such as learning disabilities (LDs), Autism Spectrum Disorder (ASD), other mental health disorders or physical medical disorders that are listed in categories. As a result, the special needs of these students are not taken seriously. Limited teacher training on ADHD occurs, teaching strategies and accommodations are not implemented and less information is accessible through Ministry and board resources.

Many parents are confused as to why ADHD is not categorized as a learning disability since it affects learning across all subjects. While it can be thought of as a disorder that impacts learning, it is not medically categorized or recognized as a learning disability.<sup>xvii</sup> Nor is it assessed or documented in the same way as is a specific learning disability. This distinction allows students with ADHD to be excluded under LD in the communication category.

While ministries state that it is the impairment level and not a particular diagnosis that leads to identification as an exceptional learner, in reality, this is often not what is happening. CADDAC has received countless reports from parents stating that their child has been denied identification as an exceptional learner, and/or an Individualized education plan before impairments are even reviewed or quantified. The reason given is that ADHD is not under a category of exceptionality.

In addition, physicians have reported that they are being asked by parents if a diagnosis of ASD can be made rather than, or as well as, a diagnosis of ADHD. Parents are well aware that one diagnosis will lead to school resources when another will not. Although this may seem ludicrous to many and physicians would only diagnose a child if that child’s symptom profile warrants a diagnosis, this clearly demonstrates the inequity that exists and the desperation of parents.

**Example - Inequity of Access to Education:** *A mother whose eight year old has been reassessed and found to have ADHD rather than ASD as diagnosed when he was younger, refuses to inform the school because*

*her child's special education resources will be withdrawn despite the fact that his impairment level is the same regardless of the diagnosis.*

Since [CADDAC's 2010 Provincial Report Card](#), three out of four provinces using a system of identification have made changes, or are proposing changes in how students with ADHD are recognized under their systems.

**Alberta:** While Alberta was the only province, using a system of identification, to receive a grade of “good” in CADDAC’s report card, because they did have a code under which students with ADHD could be identified, the actual use of this code seems to have declined. At the time that CADDAC was researching provinces’ special education systems, Alberta shared that they were considering moving away from a system of identification and to a system of inclusion. The reason given was concern about the delay in getting services to students. Apparently, this was due to the amount of documentation required before identification could occur. Alberta did not end up transitioning to a system of inclusion. However, according to parents, medical professionals, and educators, Alberta is also not identifying students with ADHD as exceptional learners. The reason for these changes is unknown.

**British Columbia:** According to parents, students in BC have struggled for decades to receive accommodations for their disability through an Individual Education Plan (IEP). The reason for denial given was that ADHD was not included in a category of exceptionality. CADDAC met with the BC Ministry of Education in 2014 and 2016 to discuss these issues and ask the Ministry to include ADHD under a category. Good news may be forthcoming. The most recent draft of the new BC Ministry of Education Special Education Guidelines has added a specific category for ADHD. This will allow for the official recognition of students with ADHD as exceptional learners when learning is impaired. While not yet approved, if this change occurs, it will send an important message to educators that ADHD should be taken seriously as a risk to learning. Unfortunately, additional funds will not flow from this change, however, rights for students with ADHD will be recognized, and the hope is that training on ADHD for educators will be a result.

**Quebec:** The situation in Quebec has not altered since CADDAC’s provincial report card in 2010. ADHD is not included under a category of exceptionality.

**Ontario:** CADDAC has been advocating for ADHD to be recognized under a category of exceptionality in Ontario since our inception. As a result, an ongoing discussion has occurred with this ministry over many years. While there was some hope of movement, little has changed.

**Guidelines to Special Education:** While a recent Ministry of Education document, [Ontario’s Education Equity Action Plan](#), states that the province will be “making the education system fairer and more inclusive for all students by identifying and eliminating systemic barriers” and applying “an equity, inclusion and human rights perspective to internal organizational structures, policies, programs and practices” with the recent release of the Ministry’s draft of their new guidelines to special education, this does not seem to be the case for students with ADHD. The draft continues to list the same five categories of exceptionality with definitions that exclude ADHD. While the Ministry states that these categories are meant to provide only broad categories and not list all possible diagnosed disorders that could impact learning, school boards, with the Ministry’s approval, are using the category definitions to deny students with ADHD the right to be deemed exceptional learners.

Memorandum: It was hoped that a Ministry of Education memorandum released in December of 2011 [memorandum on categories of exceptionalities](#) would result in change. The memorandum informed school boards that students with ADHD could be identified as exceptional learners under any of the existing five categories of exceptionality, behaviour, intellectual, communication, physical or multiple, if impairment to learning existed. The memorandum stipulates that students with ADHD need not have a diagnosis of an LD to be recognized under the Communication (LD subcategory). However, most boards continue to insist that the full criteria (definition) for a category be met before a student can be identified. This essentially disqualifies most students with ADHD as being officially recognized as students with exceptional learning needs, unless they have an additional diagnosis such as a learning disability or Autism Spectrum Disorder.

**Example - Inequity of Access to Education:** *A family who has three children, one with ADHD, one with an LD and ADHD, and one with ASD, lament the fact that they are unable to receive a designation as an exceptional learner for their son with just ADHD. Both his siblings have been officially identified as exceptional learners, have an IEP, and receive special education resources, despite the fact that the son with only ADHD is more significantly impaired in his learning.*

Individual Education Plans: While the Ontario Ministry of Education states that students in Ontario may receive an IEP (an IEP is meant to describe a student's strengths and needs and define accommodations and or modifications required to address a student's exceptional learning needs or disabilities) without official recognition as an exceptional learner, there is no consistency or equity in how this occurs across Ontario boards and even within a board. It is entirely up to an individual school, often solely at the principal's discretion, whether an IEP is implemented and remains in place. CADDAC has received many calls from parents informing us that their child's principal will not consider an IEP without an official designation as an exceptional learner. However, with official recognition as an exceptional learner, a student's legal rights to special education resources become active, and an IEP becomes a legal must until the end of a student's high school career.

**Example - Inequity of Access to Education:** *A family has been informed that their daughter's IEP will not follow her to high school since she has had it in place for the last three years and should have learned to overcome her difficulties by now. When the parents complain that she still needs accommodations since her disability has not magically disappeared, they are told that high schools rarely implement IEPs for students with ADHD anyway.*

The Ontario Human Rights Commission: The OHRC recognizes ADHD as a disability and clearly states that the availability of educational accommodations are a student's intrinsic right as documented in the OHRC's document "[Guidelines on Accessible Education](#)". However, even though the OHRC supersedes any ministry on human rights decisions, the method used to recognize students with disabilities cannot be dictated by the Commission. Therefore, the Ministry is able to exclude ADHD from a category of exceptionality, excluding students with ADHD from being officially recognized as having a disability and having their rights secured.

**Example - Human Rights Violation** - *Since a 13-year-old with ADHD is not designated as an exceptional learner his impulsivity (a core symptom of his ADHD) is not taken into account when consequences are implemented for his impulsive reaction to being bullied. This results in the student being suspended for five days and barred from his grade eight class trip while the student who perpetrated the bullying was allowed to join the trip.*

Being impaired enough in Ontario: This current situation has allowed school boards to dictate which students are “impaired enough” to meet a board’s criteria as having a disability that qualifies them to receive educational accommodations. This has led to inconsistency and inequity across the province, and even within school boards. Students with similar levels of impairment may be identified as an exceptional learner in one board and denied an IEP in another board. Decisions about whether a student receives an IEP are influenced by an administrators’ knowledge level of ADHD and their understanding of how ADHD impacts a student’s ability to learn. For instance, some school boards refuse to identify a student unless he/she is at least two years behind academically, while others refuse to identify students unless behavioural issues are extreme. Other factors that determine whether a child will receive classroom accommodations are the availability of school resources, medical documentation, and the ability of the parents to advocate for their child.

**Example - Inequity of Access to Education** - The need for an IEP is being questioned for a ten-year-old girl because her parents have hired a tutor and work with her for hours every evening to keep her functioning just below grade level. The school states that she must be functioning two years below grade level to qualify. The parents question whether they should withdraw their supports, allowing her to get further behind so she can access resources.

### **The Inclusion Model of Special Education**

All other provinces and territories in Canada use a system of “inclusion” This system does not officially identify students with special learning needs but simply mandates principals to meet their needs. This means that principals determine which students are demonstrating exceptional learning needs and what those needs might be. While this system could result in more students with ADHD receiving accommodations they require for their disability, a lack of educator knowledge often prevents this from occurring. Educators cannot be expected to easily identify a student’s invisible yet harmful impairments if they are not adequately trained to understand ADHD. Without training, educators most often flag the more annoying symptoms of ADHD, the hyperactivity and impulsivity, and miss the truly impairing symptoms of attention dysregulation and executive functioning deficits. The result becomes a focus on behaviour control rather than recognition of specialized learning needs. This will be discussed in greater depth in the section on “Educator Knowledge and Training.”

Therefore for students with ADHD, the system of inclusion has also resulted in total inconsistency and equity in access to accommodations of their disability.

In addition, many provincial special education guidelines for these provinces fail to identify ADHD in their list of possible causes of learning impairment, despite the inclusion of other neurodevelopmental disorders such as LDs. This again results in a message being sent to educators that ADHD does not impair learning enough for it to be prioritized.

#### **In summary**

Both special education systems have led to little consistency or equity in how the needs of students with ADHD are recognized and met.



## 2. Lack of Educator Knowledge and Training

Many educators still lack adequate knowledge on ADHD and its deleterious effect on a student's learning<sup>xviii</sup> even though they have at least 1 to 3 students with ADHD in their classroom every year. Ministries of education, school boards, and some teachers' colleges have failed to keep up with current medical research on ADHD and how it impacts learning. ADHD is now conceptualized and [classified in the DSM-5 as one of several Neurodevelopmental Disorders](#) (as learning disabilities are) and no longer as a disruptive behaviour disorder. However, many educators still perceive ADHD as a disorder of "bad behaviour." In fact, in some provinces, behaviour is the only category of exceptionality that students with only ADHD can be classified under.

Although superficial training may occur, educators rarely receive in-depth, up-to-date training on complex issues of attention regulation, executive functioning impairment, and self and emotional regulation impairment. Also, mainstream classroom teachers generally do not receive in-depth training on appropriate teaching strategies, and appropriate classroom accommodations, despite that fact that the vast majority of students with ADHD are in mainstream classrooms. Interestingly, teaching strategies that are essential for students with ADHD can also be beneficial for all students. Most students with ADHD just need educators who "get ADHD" and the impairments it causes. Simple teaching strategies and individually targeted accommodations with additional monitoring can make a huge difference to a student's academic success and mental well-being.

### Research has found positive outcomes when educators are trained in ADHD

- Systematic monitoring of students with a diagnosis of ADHD or suspected ADHD can identify cognitive deficits, gaps in learning and academic difficulties early so appropriate supports can be provided ensuring that these students don't fall behind their peers<sup>xix</sup>.
- When teachers are provided with information and professional development on ADHD, a marked reduction in both the child's ADHD symptoms and improved academic test scores can be observed<sup>xx</sup>.
- A large-scale Australian study reported substantial improvements in core symptoms of ADHD and academic attainments following brief but intensive and focused teacher professional development<sup>xxi</sup>.
- A UK study reported substantial behavioural and academic benefits from simply providing teachers with brochures containing information about ADHD and advice on effective teaching approaches<sup>xxii</sup>.
- Web-based platforms have shown potential as an effective and more cost-efficient tool for providing professional development on ADHD<sup>xxiii,xxiv</sup>.
- A new online professional development program for educators out of Dalhousie University, called *Teacher Help for ADHD*, is showing that providing information on ADHD and step-by-step guidance on implementing evidence-based interventions in the classroom can increase teachers' confidence in working with students with ADHD and improve teachers' ratings of students' core ADHD symptoms in a statistically significant and clinically relevant way<sup>xxv</sup>.

**Example - Lack of Teacher Knowledge** - A teacher tells a student with ADHD who is struggling due to her executive functioning impairments that she needs to stop being lazy, grow up and take responsibility for her assignments despite the fact that no accommodations have been implemented to assist her with accomplishing this.

### 3. Required testing and Documentation

All current Clinical Practice Guidelines for ADHD (including the Canadian guidelines), as well as the DSM-5 diagnostic criteria for ADHD, require evidence that symptoms impair social, academic, or occupational functioning. Thus, evidence of impairment is one of the required diagnostic criteria for ADHD. Currently, there are no agreed-upon national or provincial standards for assessment and documentation to assure fair access to accommodations and services for students with ADHD. There is marked inequity across and within Canadian Provinces, with many school boards requiring similar documentation for ADHD and for Learning Disabilities: that is, they require neuropsychological or psycho-educational testing to determine the severity of ADHD and to quantify the impact of ADHD on cognitive or academic functioning. This is not a reasonable or valid requirement since few if any of the standardized tests quantify accurately the nature of the cognitive or academic impairments of ADHD. Neuropsychological assessments that test for executive function impairments have low ecological validity. Not all students with ADHD who are functionally impaired show impairment levels in test data alone on standardized psycho-educational assessments<sup>xxvi</sup>.

Furthermore, if testing has been done, testing results should not be required to demonstrate below “average” functioning in anything other than attention regulation for a disability to be recognized and for the student to qualify for services and accommodations. Doing so would be discriminatory. Schools cite the need for psycho-educational testing and lengthy wait lists of two or more years as a reason to delay and bar students from being identified as exceptional learners.

**Example - Inequity of Access to Education:** *A school board will only officially identify a student’s learning impairments caused by ADHD if functioning is shown to be below average through psychoeducational testing.*

## Additional Consequences When Students with ADHD Receive Inequitable Access to Education

### Squandering Human Capital and School Resources

Without appropriate accommodations and teaching strategies in place, there is a substantial human and economic cost paid by children and their families, the education system and society as a whole.<sup>xxvii</sup> When we fail to recognize and assist students with ADHD struggling in our school systems, we squander their socioeconomic human capital, but we also squander precious school resources. When the needs of students with ADHD go unrecognized and unsupported, these students do not quietly disappear into the school population. Their inattention, distractibility, hyperactivity, impulsiveness, and impairment with self-regulation can be disruptive in a classroom setting and time-consuming for teachers and administrators to deal with. Research informs us that when we focus on learning impairments, behaviour improves as well. This does not occur when we only focus on behaviour<sup>xxviii, xxix</sup>. This should inform us that the behaviour of a student with ADHD is negatively impacted when their learning needs are not met. Spending time and resources reacting to student behaviours that are fuelled by a lack of resources seems insanely wasteful. If we are going to deplete school resources would they not be best spent proactively applying appropriate accommodations and proven teaching methods leading to better outcomes for all?

## Increasing Mental Health Disorders in Students with ADHD

Without comprehensive knowledge of ADHD, educators often misinterpret symptoms and disabling impairments they witness as laziness, a lack of discipline or motivation, or worse yet, simple bad behaviour or defiance. It is through this lens that teachers then interact with these students. Students with ADHD can tell you what it feels like to be chastised in front of their peers for being unable to understand a list of instructions, misinterpreting or incorrectly copying down homework assignments, missing due dates, speaking without putting their hand up, or fidgeting in their seats. All of these are common symptoms of ADHD. Many parents and medical professionals strongly believe that this lack of understanding of ADHD in school systems directly impacts the mental wellbeing of students with ADHD. Many of these students face a barrage of negative messages and misplaced judgement throughout their days at school. This in turn contributes to the high rates of anxiety, depression and substance use disorder we see in adults who had childhood-onset ADHD, irrespective of whether they continue to meet full diagnostic criteria for ADHD in adulthood<sup>xxx,xxxi</sup>.

## Human Rights Violations

The lack of general recognition in school systems across Canada that ADHD is a medical disability which significantly impairs learning has resulted in many scenarios that can be considered human rights violations. Attempts to motivate or discipline ADHD symptoms out of a student does not lead to an increase in academic success or improvement in behaviour, but rather leads to frustration and demoralization. Punishing behaviour caused by a disabling medical impairment is not only a waste of time and energy, it is a human rights violation.

**Example - Human Rights Violation:** *A well-meaning but uninformed teacher, attempting to motivate a child with hyperactivity to sit still, places bright green tape on the floor around the student's chair telling him that if he can keep his chair and feet within the designated boundary for the day, he will earn a reward. No accommodation such as movement breaks or fidget toys have been implemented. By sheer force of will, the child is able to stay within these boundaries for the day, by focusing all of his attention on this task rather than the teacher and his work. Upon returning home, the child explodes yelling and throwing objects. When finally calmed by his mother, he reports what occurred, his resulting feeling of shame and embarrassment in front of the other children and the taunting and bullying of his classmates that resulted at recess and lunch.*

## **In Conclusion**

Due to the lack of official recognition of ADHD - one of the most common childhood disorders to impair learning - many, if not most, students with ADHD do not receive equitable access to education. This lack of formal recognition by our federal government, ministries of education and school boards has allowed the development of ministry of education and school board policies that often bar students with ADHD from being identified as exceptional learners securing their right to special education resources. Even in provinces where formal identification is not required, students with ADHD often do not receive the resources they require because educators are not trained to identify the special learning needs of these students. Most educators in all provinces only receive superficial, out-of-date, training on ADHD and appropriate teaching strategies and classroom accommodations that these students require to succeed academically. School boards are not using current medical data to determine the most accurate way of quantifying impairments in these students, which is resulting in further inequities in the access to education.

The human capital of these students, who can learn, with many possibly going on to post-secondary institutions, is being squandered along with our precious education resources due to reactive rather than proactive implementation of those resources. In addition, the human rights of these students are often violated, sometimes even by well-meaning educators and administrators who are not sufficiently trained in ADHD.

Ministry and school board systems of special education across Canada, in combination with lack of educator training, are prohibiting students with ADHD equal access to education resources to accommodate their disability. Canadian students with ADHD face great inconsistency and inequity when accessing education across Canadian school boards and provinces.

## **Asks of Government**

**CADDAC, Parents of Children with ADHD, and Children with ADHD are asking the federal and provincial governments to:**

1. Officially recognize ADHD as a significant risk to learning and uphold these students' rights to accessible education as done in the US
2. Ensure that educators are trained in ADHD impairments and appropriate teaching methods and classroom accommodations
3. Ensure that all provincial and territorial special education systems officially acknowledge that ADHD significantly impacts learning and allow students with ADHD to be recognized as exceptional learners securing their legal right to accommodations for their disability

## BIBLIOGRAPHY

- i U.S. Department of Education Releases Guidance On Civil Rights of Students with ADHD, <https://www.ed.gov/news/press-releases/us-department-education-releases-guidance-civil-rights-students-adhd>
- ii Breslau J, Miller E, Breslau N, Bohnert K, Lucia V, Schweitzer J. (2009) The impact of early behavior disturbances on academic achievement in high school. *Pediatrics*. 123(6):1472-6.
- iii Loe IM, Feldman HM. (2007). Academic and educational outcomes of children with ADHD. *J Pediatr Psychol*. ;32(6):643
- iv Re AM, Pedron M, Cornoldi C.(2007). Expressive writing difficulties in children described as exhibiting ADHD symptoms. *Journal Learning Disabilities*, 40 (3): 244-255.
- v Capano L, Minden D, Chen SX, Schacher RJ, Ickowicz A.(2008).Mathematical learning disorder in school-age children with attention-deficit hyperactivity disorder. *Can J Psychiatry*.;53(6):392-9
- vi Frazier TW, Youngstrom EA, Glutting JJ, Watkins MW. (2007) ADHD and achievement: meta-analysis of the child, adolescent, and adult literatures and a concomitant study with college students. *J Learn Disabil*.40(1):49-65
- vii Volpe RJ, DuPaul GJ, DiPerna JC et al (2006). Attention Deficit Hyperactivity Disorder and Scholastic Achievement: A Model of Mediation via Academic Enablers. *School Psychology Review* 35(1): 47-61
- viii Fletcher J, Wolfe B (2008). Child mental health and human capital accumulation: The case of ADHD revisited. *J Health Economics* 27: 794-800.
- ix Mayes SD, Calhoun SL(2007). Learning, attention, writing, and processing speed in typical children and children with ADHD, autism, anxiety, depression, and oppositional-defiant disorder. *Child Neuropsychol*; 13(6):469-93.
- x Currie, Janet & Stabile, Mark, 2006. "Child mental health and human capital accumulation: The case of ADHD," *Journal of Health Economics*, Elsevier, vol. 25(6), pages 1094-1118, November.
- xi Fletcher J, Wolfe B. Child mental health and human capital accumulation: the case of ADHD revisited. *J Health Econ*. 2008 May;27(3):794-800. doi: 10.1016/j.jhealeco.2007.10.010.
- xii Frazier TW et al. ADHD and achievement: meta-analysis of the child, adolescent, and adult literatures and a concomitant study with college students. *J Learn Disabil*. 2007 Jan-Feb;40(1):49-65
- <sup>xiii</sup> Arnold, L. E., Hodgkins, P., Kahle, J., Madhoo, M., & Kewley, G. (2015). Long-Term Outcomes of ADHD Academic Achievement and Performance. *Journal of Attention Disorders*, 1087054714566076
- <sup>xiv</sup> Pingault JB et al. Childhood trajectories of inattention and hyperactivity and prediction of educational attainment in early adulthood: a 16-year longitudinal population-based study. *Am J Psychiatry*. 2011 Nov;168(11):1164-70. doi: 10.1176/appi.ajp.2011.10121732.
- <sup>xv</sup> The MTA Cooperative Group (1999). A 14-month randomized clinical trial of treatment strategies for attention-deficit/hyperactivity disorder. The MTA Cooperative Group. Multimodal Treatment Study of Children with ADHD. *Archives of General Psychiatry*, 56, 1073-1086.
- <sup>xvi</sup> Martinussen R, Tannock R, with McInnes A, Chaban P (2006). TeachADHD Teacher's Resource Manual (DVD enclosed; Website: [www.teachADHD.ca](http://www.teachADHD.ca)). TVOntario, Toronto, Canada [[www.tvontario.org/sales/teachadhd](http://www.tvontario.org/sales/teachadhd)]
- <sup>xvii</sup> Association, A. (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5®)*. Washington, D.C.: American Psychiatric Publishing.
- <sup>xviii</sup> Tannock R, Martinussen R. Reconceptualizing ADHD. (2001) *Educational Leadership* ; 59(3)
- <sup>xix</sup> Jitendra AK, Dupaul GJ, Someki F, Tresco KE.(2008). Enhancing academic achievement for children with Attention-Deficit Hyperactivity Disorder: evidence from school-based intervention research. *Dev Disabil Res Rev*. 14(4):325-30.
- xx Mirande A. Effectiveness of a School-Based Multicomponent Program for the Treatment of Children with ADHD. *J Learn Disabl* 2002; 35(6):547-563
- <sup>xxi</sup> Rowe K, Pollard J, Rowe K, 2005. Literacy, behaviour and auditory processing: Does teacher professional development make a difference? Australian Council for Educational Research.
- <sup>xxii</sup> Tymms P, Merrell C. The impact of screening and advice on inattentive, hyperactive and impulsive children.*European Journal of Special Needs Education* 2006; 21(3):321-337
- <sup>xxiii</sup> Barnett B, Corkum P, Elik N (2012). A web-based intervention for elementary school teachers of students with attention-deficit hyperactivity disorder (ADHD). *Psychological Services* 9(2): 227-230
- <sup>xxiv</sup> Alloway T, Elliott J, Holmes J. The Prevalence of AD(H)D-Like Symptoms in a Community Sample.*Journal of Attention Disorders Online*, doi:10.1177/1087054709356197.

---

<sup>xxv</sup> Corkum, P., Elik, N., Blotnicky, P., McGonnell, M., & McGrath, P. (2015). Web-based Intervention for Teachers of Elementary Students with ADHD: Randomized Controlled Trial. *Journal of Attention Disorders*, 1 - 13. doi: 10.1177/1087054715603198

<sup>xxvi</sup> Barkley, R. A., & Fischer, M. (2011). Predicting impairment in major life activities and occupational functioning in hyperactive children as adults: Self-reported executive function (EF) deficits versus EF tests. *Developmental Neuropsychology*, 36(2), 137-161.

<sup>xxvii</sup> Matza LS, Paramore C, Prasad M. A review of the economic burden of ADHD. *Cost Effectiveness and Resource Allocation* 2005, 3:5.

<sup>xxviii</sup> DuPaul G.J., Gormley M.J., Laracy S.D., School-based Interventions for Elementary School Students with ADHD, *Child Adolesc Psychiatr Clin N Am* 23 (2014) 687-697,

<sup>xxix</sup> Eiraldi RB, Mautone JA, Power TJ, Strategies for implementing evidence-based psychosocial interventions for children with attention-deficit/hyperactivity disorder. *Child Adolesc Psychiatr Clin N Am*. 2012 Jan;21(1):145-59, x. doi: 10.1016/j.chc.2011.08.012

<sup>xxx</sup> Barkley RA Murphy KR. Fischer M. ADHD in Adults: What the Science Says, New York Guilford Press, 2008

<sup>xxxi</sup> Barbaresi WJ, Colligan RC, Weaver AL, Voigt RG, Killian JM, Katusic SK. Mortality, ADHD, and Psychosocial Adversity in Adults With Childhood ADHD: A Prospective Study. *Pediatrics*. 2013 Mar 4.

**Ministry of Education**

Special Education Policy  
and Programs Branch  
18<sup>th</sup> Floor, Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Direction des politiques et des programmes  
de l'éducation de l'enfance en difficulté  
18<sup>e</sup> étage, édifice Mowat  
900, rue Bay  
Toronto ON M7A 1L2



**MEMORANDUM TO:** Directors of Education  
Supervisory Officers and Secretary-Treasurers of School  
Authorities  
Director of Provincial Schools Branch  
Superintendent of Centre Jules-Léger

**FROM:** Barry Finlay  
Director  
Special Education Policy and Programs Branch

**DATE:** December 19, 2011

**SUBJECT:** **Categories of Exceptionalities**

The purpose of this memorandum is to assist in the application of the categories of exceptionalities set out in subsection 1(1) of the Education Act (the "Act") and as elaborated upon in *Special Education: A Guide for Educators* (October 2001) (the "Guide"). The Guide is intended to be interpreted broadly, and not in a manner that excludes any barriers to learning apparent upon individual assessment.

The broad categories of exceptionalities set out in subsection 1(1) of the Act (Behaviour Communication, Intellectual, Physical and Multiple) are designed to address the wide range of conditions that may affect a student's ability to learn, and do not exclude any medical condition, whether diagnosed or not, that can lead to particular types of learning difficulties. All students with demonstrable learning based needs are entitled to appropriate accommodations in the form of special education programs and services, including classroom based accommodations.

Inclusion of some medical conditions (e.g., autism) in the Guide's definitions of the five categories of exceptionalities is not intended to exclude any other medical condition that may result in learning difficulties, such as (but not limited to) Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD), Fetal Alcohol Syndrome, Tourette Syndrome, Myalgic Encephalomyelitis, Chronic Fatigue Syndrome, and Fibromyalgia Syndrome

For example, a student with ADD/ADHD may present learning needs in many ways in the school setting and the student may be identified as exceptional within one or more of the categories of exceptionalities (including, Behaviour, Communication, Intellectual, Physical and/or Multiple)

- 2 -

depending on the presentation, and the degree of the impact that ADD/ADHD has on that student's learning. Some of the areas in which a student with ADD/ADHD may have demonstrable learning needs include (but are not limited to) attention/focus, organization, processing speed, working memory, executive functioning weaknesses, mathematical processes and skills, and expressive and receptive language. A student who presents with such learning needs can be identified within the Communication (learning disability) exceptionality category, regardless of whether the medical criteria for a Learning Disability are met. In other cases involving students with ADD/ADHD where other learning needs present, consideration can be given to identification under other categories (e.g., Behaviour, Physical and/or Multiple).

The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the needs of individual students based on the individual assessment of strengths and needs.

The wide range of conditions that the Ministry's categories cover can be seen from the sample Individual Education Plans (IEPs) that the Ministry has developed, available on the website of the Council of Ontario Directors of Education (<http://www.ontariodirectors.ca/IEP-PEI/index.html> <http://www.ontariodirectors.ca>). These samples are intended to show how IEPs can be used to support students with various education needs and strengths: the approach to developing an IEP is to focus on the functional or learning challenges faced by the individual student. IEPs are not to be static; rather, they are intended to evolve in order to take into account the changing strengths and needs of each student for whom an IEP has been developed.

The sample IEPs do not represent a closed list but are intended as examples only. A student's IEP should address his or her individually-assessed learning needs and IEPs will vary from student to student. The Ministry welcomes feedback to assist in the continuous improvement of the development and implementation of effective IEPs.

Thank you for your on-going support.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Finlay', with a small dot to the right.

Barry Finlay





# Report to Committee of the Whole

March 19, 2018

**Subject: Motion Re: Correlation between Learning Skills & Both Student Achievement & Student Well-Being**

## **Recommendation**

*That the Waterloo Region District School Board direct staff to explore the correlation between learning skills and both student achievement and student well-being; and*

*Staff to prepare a report on these findings which is to include both quantitative and qualitative data; and*

*Staff to present this report to trustees before the end of June 2018.*

## **Status**

This report contains a Notice of Motion served by Trustee N. Waddell at the November 20, 2017, Committee of the Whole Meeting and was supported by Trustees K. Woodcock and N. Waddell.

## **Financial implications**

No financial implications.

## **Communications**

None identified at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for Natalie Waddell, Trustee  
in consultation with Coordinating Council



# Report to Committee of the Whole

March 19, 2018

## **Subject: Motion Re: Ad Hoc Bylaw Review Committee**

### **Recommendation**

*That an Ad Hoc Committee be formed to review the Bylaws for the Waterloo Region District School Board; and*

*Provide recommended revisions to the Bylaws in a report to the Board before or by May 31, 2018.*

### **Status**

This report contains a Notice of Motion served by Trustee K. Woodcock at the January 22, 2018, Committee of the Whole Meeting and was supported by Trustees C. Waterfall, N. Waddell and C. Millar. Committee proposed Terms of Reference for the Ad Hoc Committee can be found as Appendix A.

### **Background**

The Board Bylaws were last revised in January 2015. The current Board Bylaws can be found as Appendix B.

### **Financial implications**

No financial implications.

### **Communications**

None identified at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
for Natalie Waddell, Trustee  
in consultation with Coordinating Council

**Board By-Laws Review Ad Hoc Committee**  
**Terms of Reference**

**1. Name: By-Laws Review Ad Hoc Committee**

- 1.1. Related legislation – *Education Act*
- 1.2. Related policies/bylaws – Policies and procedures of the Waterloo Region District School Board
- 1.3. Alignment with Board Strategic Plan – This ad hoc committee is aligned with the strategic priorities of the WRDSB Strategic Plan.
- 1.4. Type of committee (statutory, board (standing/ad hoc) community (standing/ad hoc/appointment)) – Board Ad Hoc Committee

**2. Purpose/Mandate/Goals**

- 2.1 Focus – The purpose of the ad hoc committee is to review the current Board By-laws (last revised January 2015) and make recommendations for updates/revisions commensurate with current legislation, policies and procedures.
- 2.2 Powers and responsibilities – The following responsibilities outline the work the ad hoc committee will including but not limited to:
  - Plan the process by which the ad hoc committee will review and make recommendations for updates/revisions to Board By-laws, as well as create timelines and milestones for measuring progress;
  - Review best practices at comparator boards;
  - Provide regular update/milestone reports to the Board of Trustees via the ad hoc committee co-chairs at Committee of the Whole meetings;
  - Create meeting group norms for use by the ad hoc committee during the project i.e., meeting attendance, frequency, decision-making, etc.;
  - Develop a final report with recommendations for updates/revisions and present it to the Board of Trustees on or before the end of May 2018 for consideration.

### **3. Authority/Jurisdiction/Responsibilities**

This ad hoc committee is responsible to the Board of Trustees. All recommendations must be brought to the Board for discussion and final approval.

- 3.1 Individual members – Expected to attend meetings of the ad hoc committee prepared and with assigned tasks completed as required.
- 3.2 Co-chairs – Two co-chairs will be chosen by committee members to lead the work of the ad hoc committee and champion the project.
- 3.3 Board personnel – The ad hoc committee will have access to assistance as reasonably required via assignment of staff by the Director of Education.

### **4. Membership**

- 4.1 Composition/stakeholders – The committee will consist of up to four trustees, the Manager of Corporate Services and the Director of Education (or designate).
- 4.2 Term - The term of the ad hoc committee is until May 31, 2018. The term may be extended if required by motion of the Board of Trustees.
- 4.3 Appointment Process – A call for trustee volunteers will be issued with the terms of reference in February/March 2018. The Chairperson of the Board of Trustees, in consideration of other committee duties of trustees, will appoint trustee ad hoc committee members from the volunteers responding to the call. If there are no volunteers, the Chairperson of the Board of Trustees will appoint trustee ad hoc committee members. The Director of Education will appoint the staff members of the ad hoc committee.
- 4.4 Vacancies – If vacancies arise among the ad hoc committee membership, for either a trustee or staff representative, the Chairperson of the Board of Trustees and the Director of Education will appoint/designate replacement ad hoc committee member(s).

### **5. Role of Board Personnel/Staff**

- 5.1 Restrictions of membership – Staff members appointed to the ad hoc committee will be restricted to the Manager of Corporate Services and one of the Coordinating Superintendents, Student Achievement & Well-Being.

- 5.2 Trustee members will be chosen from those who respond to the Call for Volunteers.
- 5.3 Personnel and services – Support for the ad hoc committee will be appointed by the Director of Education.

## **6. Meetings**

- 6.1 Access to meetings – The ad hoc committee meetings will be open and can be attended by any member of the Board of Trustees. Input by all trustees will be encouraged, however, any ad hoc committee decisions made by way of vote will be restricted to ad hoc member participation only.
- 6.2 Election of Co-Chairs – The ad hoc committee members will elect two co-chairs of the ad hoc committee at the first meeting of the group.
- 6.3 Quorum – The ad hoc committee will operate under the same quorum as the Board of Trustees per current By-law 4.6.
- 6.4 Voting – Decisions of the ad hoc committee will be made by consensus and collaborative in nature. For this purpose, consensus is defined as a group decision-making process that seeks an acceptable solution that the whole group can support even if it is not the favourite of every individual.
- 6.5 Communications/distribution of Minutes and Agenda – Notes containing action items with assigned responsibility and time lines will be taken at meetings of the ad hoc committee and distributed to committee members a minimum by five business days after the meeting. Agendas for meetings will be developed by the co-chairs of the ad hoc committee and distributed to all members at least three business days prior to the meeting.
- 6.6 In camera Meetings – This is an internal ad hoc committee formed with the express purpose of reviewing the Board By-laws (as at January 2015) and to develop recommendations for revision. If, due to unforeseen circumstances, in camera meetings are required, the co-chairs of the ad hoc committee can call said meeting and report the occurrence and reasons why to the Board of Trustees.

## **7. Reporting**

- 7.1 Committee Reports to Whom – the ad hoc committee reports to the Board of Trustees through the ad hoc committee co-chairs or through an appointed committee member.
- 7.2 Format of Committee Report Back – The ad hoc committee will provide verbal and/or written reports, including presentations and other visuals as required.

- 7.3 Time Frame of Committee Report Back – The ad hoc committee will report progress to the Board of Trustees once a month. A final report and recommendations will be presented to the Board of Trustees before or by May 31, 2018.

## **8. Deliverables/Results**

- 8.1 Requested/required Committee Output – The final deliverable of the ad hoc committee will be recommended revision to the Board By-laws (as at January 2015).
- 8.2 Board of Trustees approval of the commended revisions to Board By-laws (as at January 2015).



**Waterloo Region  
District School Board**

## **BOARD BYLAWS**

Revised: June 2011  
December 2011  
February 2012  
March 2012  
May 2013  
November 2013  
January 2015

**BOARD BYLAWS**

**Table Of Contents**

**ARTICLE 1 - NAME, OBJECTIVE, DEFINITIONS ..... 2**

1.1 Name of Organization and Objective..... 2

1.2 Definitions..... 2

1.3 Head Office ..... 4

**ARTICLE 2 - MEMBERS ..... 5**

2.1 Board Membership ..... 5

2.2 Duties of Members ..... 5

2.3 Qualification/Disqualification ..... 5

2.4 Removal From Office..... 5

2.5 Resignation ..... 6

2.6 Vacancies ..... 6

**ARTICLE 3 - OFFICERS..... 7**

3.1 Officers..... 7

3.2 Director of Education and Secretary ..... 7

**ARTICLE 4 - MEETINGS ..... 7**

4.1 Inaugural Meeting..... 7

4.2 Election of Chairperson and Vice-Chairperson ..... 7

4.3 Term and Tenure of Office - Board Chairperson and Vice-Chairperson ..... 8

4.4 Ex Officio..... 8

4.5 Notice and Holding of Public Meetings..... 9

4.6 Quorum - Board and Committee of the Whole Meetings ..... 10

4.7 Board Meetings..... 10

4.8 Committee of the Whole Meetings ..... 10

4.9 Special Board Meetings..... 10

4.10 Opening Exercises ..... 10

4.11 Reports from Members..... 10

4.12 Delegation Procedures ..... 11

4.13 Special Delegation Meetings ..... 11

4.14 Adjournment ..... 12

**ARTICLE 5 - COMMITTEES ..... 12**

5.1 General Committee Operation..... 12

5.2 In Camera (Closed) Meetings..... 14

5.3 Board Statutory Committees..... 15

5.4 Board Standing/Advisory Committee..... 15

5.5 Other Board Committees ..... 15

5.6 Ad Hoc Committees..... 16

5.7 Trustee Representation on Staff Committees ..... 16

**ARTICLE 6 - PARLIAMENTARY AUTHORITY ..... 17**

6.1 Rules Of Procedure..... 17

6.2 Reconsideration of a Motion Previously Approved at a Board Meeting..... 20

6.3 Recorded Votes..... 20

6.4 Member Question Period/Requests for Information ..... 20

6.5 Corporate Seal and Execution of Documents ..... 20

6.6 Notice of Motion..... 21

6.7 Motion to Suspend the Rules ..... 21

6.8 Calculation of Two-Thirds..... 21

**ARTICLE 7 - AMENDMENTS TO BYLAWS ..... 21**

7.1 Amendment Procedures..... 21



## **1.1 Name of Organization and Objective**

- 1.1.1 The following bylaws of the Waterloo Region District School Board shall be observed for the order and dispatch of its business. All former bylaws of the Waterloo Region District School Board are hereby repealed.
- 1.1.2 The bylaws of the Waterloo Region District School Board shall be subject to the provisions of any Statute of the Province of Ontario and the Dominion of Canada and, in the event of any conflict between a statutory provision and anything contained in these bylaws, the statutory provision shall have precedence.
- 1.1.3 It is the Board's objective to invite, support, and encourage public participation in the policy formulation, delivery, and quality assurance of educating our students.

## **1.2 Definitions**

- 1.2.1 • “Board” means the Waterloo Region District School Board;
- 1.2.2 • “Member” or “Trustee” means a person elected, or acclaimed, or appointed to the office of Member or Trustee of the Board pursuant to the provisions of the Municipal Elections Act and the Education Act.
- 1.2.3 • “Chairperson” means the Chairperson of the Board;
- 1.2.4 • “Vice-Chairperson” means the Vice-Chairperson of the Board;
- 1.2.5 • “Director” means the Director of Education and Secretary who is also the Chief Executive Officer and Secretary of the Board;
- 1.2.6 • “Committee of the Whole” means the members of the Board meeting as a Committee;
- 1.2.7 • “In Camera” means a private meeting of the Board or any Committee of the Board from which the public is excluded pursuant to the Education Act, the Young Offenders’ Act or the Municipal Freedom of Information and Protection of Privacy Act;
- 1.2.8 • “Board Committee (Standing)” means a committee established by the Board of Trustees to consider matters related to its approved terms of reference that meets on a regular basis and/or submits minutes and recommendations to the Board for approval;
- 1.2.9 • “Board Committee (Ad Hoc)” means a committee established by the Board of Trustees to consider a specific assigned subject matter per its approved terms of reference, with start and end dates, and that submits a report outlining its recommendation(s) by a specific dated fixed by the Board;
- 1.2.10 • “Statutory Committee” means a committee struck as a requirement of government legislation;
- 1.2.11 • “Community Committee (Standing)” means a committee established by the Board of Trustees to consider matters related to its approved terms of reference, that has public/community representation, is not a Statutory Committee, meets on a regular basis and/or submits minutes and recommendations to the Board for approval;

- 1.2.12 “Community Committee (Ad Hoc)” means a committee established by the Board of Trustees to consider a specific assigned subject matter per its approved terms of reference, with start and end dates, that has public/community representation, is not a Statutory or Standing Committee, and that submits a report outlining its recommendation(s) by a specific date fixed by the Board;
- 1.2.13 “Trustee Appointment” means a committee established by the community and/or another entity to which trustees are appointed for a specified time frame per the committee terms of reference;
- 1.2.14 “Committee Chairperson” means a Chairperson of statutory, standing, advisory, or ad hoc committee of the Board;
- 1.2.15 • “Act” means the Education Act of Ontario, R.S.O. 1990, as amended from time to time;
- 1.2.16 • All provisions in this bylaw shall be interpreted in a manner consistent with all laws applicable to a public board of education in Ontario.

**1.3 Head Office**

- 1.3.1 The head office of the Waterloo Region District School Board is hereby established at the Education Centre, 51 Ardel Avenue, Kitchener, Ontario, N2C 2R5.

## **ARTICLE 2 - MEMBERS**

### **2.1 Board Membership**

2.1.1 The Waterloo Region District School Board is comprised of eleven elected members representing the seven municipalities within the Regional Municipality of Waterloo:

- three members - City of Cambridge/Township of North Dumfries
- four members - City of Kitchener
- three members - City of Waterloo/Township of Wilmot
- one member - Township of Wellesley/Township of Woolwich

2.1.2 The Board appoints two student representatives, as directed by legislation, in accordance with the Board's policy on student representatives and related regulations.

### **2.2 Duties of Members**

2.2.1 The Board will operate under the ordinance of the Education Act.

### **2.3 Qualification/Disqualification** (Education Act, Section 219)

2.3.1 A person is qualified to be elected as a member of a district school board or school authority if the person is qualified to vote for members of that district school board or that school authority and is a resident in its area of jurisdiction.

2.3.2 A person who is qualified to be elected as a member of a district school board or school authority is qualified to be elected as a member of that district school board or school authority for any geographic area in the district school board's or school authority's area of jurisdiction, regardless of which positions on that district school board or school authority the person may be qualified to vote for.

2.3.3 A member of a district school board or school authority is eligible for re-election if otherwise qualified.

2.3.4 A person is not qualified to be elected or to act as a member of a district school board or school authority if the person is,

- (a) an employee of a district school board or school authority;
- (b) the clerk or treasurer or deputy clerk or deputy treasurer of a county or municipality, including a regional municipality, all or part of which is included in the area of jurisdiction of the district school board or the school authority;
- (c) a member of the Assembly or of the Senate or House of Commons of Canada; or
- (d) otherwise ineligible or disqualified under this or any other Act.

### **2.4 Removal From Office** (Education Act, Section 228)

A member of a board vacates his or her seat if he or she,

- (a) is convicted of an indictable offence;
- (b) absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board;
- (c) ceases to hold the qualifications required to act as a member of the board;
- (d) becomes disqualified under subsection 219 (4); or
- (e) fails to meet the requirements of section 22, which reads, "a member of a board shall be physically present in the meeting room of the board for at least three regular meetings of the board in each 12-month period beginning December 1, 1997."

2.4.2 Where a member of a board is convicted of an indictable offence, the vacancy shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat shall be deemed not to have been vacated.

## **2.5 Resignation**

(Education Act, Section 220)

2.5.1 A member of a board, with the consent of a majority of the members present at a meeting, entered in the minutes of it, may resign as a member, but he or she shall not vote on a motion as to his or her own resignation and may not resign as a member if the resignation will reduce the number of members of the board to less than a quorum.

2.5.2 Where it is necessary for a member of a board to resign to become a candidate for some other office, the member may resign by filing his or her resignation, including a statement that the resignation is for the purpose of becoming a candidate for some other office, with the secretary of the board and the resignation shall become effective on November 30 after it is filed or on the day preceding the day on which the term of the office commences, whichever is the earlier.

## **2.6 Vacancies**

(Education Act, Section 225 (a) & (b), Section 221)

2.6.1 Where a vacancy occurs on a board;

(a) within one month before the next election, it shall not be filled; or

(b) after the election, but before the new board is organized, it shall be filled immediately after the new board is organized in the same manner as for a vacancy that occurs after the board is organized.

2.6.2 If the office of a member of a board becomes vacant before the end of the member's term;

(a) the remaining elected members shall appoint a qualified person to fill the vacancy within 60 days after the office becomes vacant, if a majority of the elected members remain in office, and priority will be given to candidates who ran for the position of trustee in the current election; or

(b) a by-election shall be held to fill the vacancy, in the same manner as an election of the board, if a majority of the elected members do not remain in office.

2.6.3 If elections of the board are held under the Municipal Elections Act, 1996 and the vacancy occurs in a year in which no regular election is held under that Act or before April 1 in the year of a regular election, the remaining elected members may by resolution require that an election be held in accordance with the Municipal Elections Act, 1996 to fill the vacancy.

2.6.4 A member appointed or elected to fill a vacancy shall hold office for the remainder of the term of the member who vacated the office.

### **ARTICLE 3 - OFFICERS**

#### **3.1 Officers**

3.1.1 The officers of the Waterloo Region District School Board shall be:

- The Chairperson of the Board;
- The Vice-Chairperson of the Board;
- The Director of Education and Secretary;
- The Executive Superintendent of Business and Financial Services.

#### **3.2 Director of Education and Secretary**

3.2.1 The Director of Education and Secretary is the Chief Education Officer and the Chief Executive Officer and Secretary of the Waterloo Region District School Board.

3.2.2 The Chief Executive Officer shall, within policies established by the Board, develop and maintain an effective organization and the programs required to implement such policies.

### **ARTICLE 4 - MEETINGS**

#### **4.1 Inaugural Meeting**

(Education Act, Section 208 (4), Section 209 (1))

4.1.1 Subject to statutory requirements the Board shall, in each year of the elected members' term of office, fix a day (to be not later than the seventh day of December) for the first meeting of the Board for the ensuing year.

4.1.2 In accordance with the provisions of the Education Act, the Director of Education and Secretary shall preside until the election of the Chairperson of the Board. If the Director of Education and Secretary is absent, the members present shall designate who shall preside at the election of the Chairperson and, if a member of the Board is so designated, that member may vote at the election of the Chairperson.

4.1.3 At the Inaugural Meeting following the election of a new Board, after calling the meeting to order, the Director or designated Chairperson pro tem (temporary), shall read the return (if any) of the municipal clerks along with a statement that the Declaration of Office and Oath of Allegiance have been completed and filed, pursuant to the provisions of the Education Act.

4.1.4 Following the election of the Chairperson, the Chairperson shall preside over the meeting and shall proceed with the election of the Vice-Chairperson and other inaugural and organizational business.

#### **4.2 Election of Chairperson and Vice-Chairperson**

(Education Act, Section 208 (8))

4.2.1 Nominations for the position of Chairperson of the Board shall be made orally by any member. No seconder is required.

4.2.2 A member may make only one nomination for the office of Chairperson.

4.2.3 When nominations have been closed by a vote with a show of hands, any vote required to elect the Chairperson will be conducted by secret ballot.

4.2.4 The Board shall appoint two staff members to act as scrutineers for the election of Chairperson and Vice-Chairperson.

4.2.5 The candidate receiving the votes of the majority of the members present shall be declared elected.

- 4.2.6 The outcome of each ballot will be delivered by the scrutineers to the Chairperson, who will announce the results without reference to the number of votes received.
- 4.2.7 If at the conclusion of any ballot no candidate has secured a majority of the votes of members present the Board shall proceed to another ballot from which the name of the candidate receiving the least number of votes on the previous ballot has been dropped. This procedure shall be repeated until a candidate is elected as Chairperson.
- 4.2.8 In the event that no candidate secures a majority of the votes of members present and two or more candidates are tied with the least number of votes a second ballot shall be conducted with the same slate of candidates.
- 4.2.9 If the second ballot fails to break the tie among candidates having the least number of votes and if no other candidate secures the necessary majority to be elected, the name of the person to be dropped from the next ballot shall be resolved by drawing of lots with the name(s) of the candidate(s) drawn to be added to the next ballot.
- 4.2.10 When the slate of candidates has been reduced to two individuals and there is an equality of votes the candidates shall draw lots to fill the position.
- 4.2.11 The election of the Vice-Chairperson shall proceed in the same manner as that of the Chairperson.
- 4.2.12 Following completion of the balloting for the office of Chairperson and Vice-Chairperson, the Board may approve a motion authorizing the scrutineers to destroy all ballots.

#### **4.3 Term and Tenure of Office - Board Chairperson and Vice-Chairperson**

- 4.3.1 The Board Chairperson and Vice-Chairperson are elected annually.
- 4.3.2 The following table sets out the term and tenure for Board Chairperson and Vice-Chairperson as noted:

<u>Office</u>	<u>Length of Term</u>	<u>Maximum Number of Consecutive Allowable Terms</u>
Board Chairperson	1 year	2 terms
Board Vice-Chairperson	1 year	2 terms

- 4.3.3 In the case of a partial term for the position of Chairperson or Vice-Chairperson of less than one year, six months or more shall be defined as a term.
- 4.3.4 Following the completion of the maximum number of terms noted in the table above, the member officer in question shall step down for a period of one year before holding that office again, except in the case of a member making a bid for a higher office.

#### **4.4 Ex Officio**

- 4.4.1 The Chairperson of the Board shall be an ex-officio member of all Committees, shall have voice and vote, and shall have the power to delegate the Vice-Chairperson of the Board to serve on any such committee in the absence of the Chairperson in which case the Vice-Chairperson shall have voice and vote.
- 4.4.2 The Chairperson, or Vice-Chairperson, as the case may be, shall count in forming a quorum.

**4.5 Notice and Holding of Public Meetings**

(Reference Board Policy 3004 - Holding of Public Meetings)

- 4.5.1 The Board Chairperson shall chair all meetings of the Board and Committee of the Whole. In the Chairperson's absence, the Vice-Chairperson shall chair such meetings. In the absence of both, Board members shall elect a chair from amongst themselves.
- 4.5.2 The Director of Education and Secretary shall give notice of all meetings of the Board and of the Committee of the Whole, together with all matters so far as known, that are to be brought before the Board or the Committee at such meeting, to every member of the Board at least 48 hours in advance. Notice of meetings of the Board and its Committees shall be delivered to the last known address of each member at least 48 hours prior to the hour of each meeting.
- 4.5.3 Until members of the Board notify the Director of Education and Secretary in writing of their official addresses for the receipt of all notices or communications, all such notices or communications delivered or mailed to the members at their addresses, as set out in their nomination papers, shall be deemed to have been received by them.
- 4.5.4 Accidental omission to give notice to any member of the Board or of a committee, or the non-receipt of any notice, or any error in any notice not affecting the substance thereof shall not invalidate any action taken at any meeting held pursuant to such notice or founded thereon.
- 4.5.5 The Chairperson of the Board or the Vice-Chairperson, in the absence of the Chairperson, shall have the authority to call a special meeting of the Board during an emergency without having given the required 48 hours notice.
- 4.5.6 Formal sessions of the Board, in public, including statutory and ad hoc committees may be convened in accordance with these bylaws without Board approval. The notice of meeting and agenda will serve as a statement on the status of the session and its purpose.
- 4.5.7 Attendance of staff members at meetings will be determined by the Director of Education and Secretary.

**4.6 Quorum - Board and Committee of the Whole Meetings**

- 4.6.1 The presence of a majority of all the members constituting a board is necessary to form a quorum. (Education Act, Section 208 (11))
- 4.6.2 Board members unable to attend scheduled Board and Committee of the Whole meetings should notify the Chairperson's Office as early as possible, and if it should appear a quorum will be lacking, the Chairperson will instruct the Secretary to the Chairperson and Trustees to notify trustees of the postponement or cancellation of the meeting.
- 4.6.3 Should there be no quorum present at the time appointed for the meeting, the Chairperson shall seek the advice and consent of members as to what action should be taken. Should no quorum be present within thirty minutes after the appointed time for the meeting, the Manager of Corporate Services shall record the names of the members present and the time, and the meeting shall be cancelled, unless members present direct that the meeting continue, recognizing that no formal action may be taken.
- 4.6.4 In the case of the absence of both the Chairperson and Vice-Chairperson for five minutes after the hour appointed for the meeting, as soon as a quorum shall be present, the Board shall select a Chairperson from among themselves who will preside until either the Chairperson or Vice-Chairperson arrive. If neither arrive, then the selected Chairperson will preside until the completion of the meeting.



#### **4.7 Board Meetings**

- 4.7.1 The regular monthly meetings of the Board shall be held on the last Monday of each month during the school year September to June, commencing at 7:00 p.m., as well as the first Monday in July, if required, and the last Monday in August, if required, unless otherwise ordered by special motion or unless that Monday falls on a statutory holiday
- 4.7.2 Regular meetings in any month may be cancelled or rescheduled by Board resolution at a preceding regular meeting.
- 4.7.3 In unusual circumstances, at the discretion of the Chairperson and in consultation with the Vice-Chairperson and the Director, a regular meeting may be cancelled or rescheduled.

#### **4.8 Committee of the Whole Meetings**

- 4.8.1 The Committee of the Whole meetings of the Board shall be held on the second and third working Mondays of each month commencing at 7:00 p.m., unless otherwise determined by members of the Agenda Development Committee.
- 4.8.2 In unusual circumstances, at the discretion of the Chairperson and in consultation with the Vice-Chairperson and the Director, a Committee of the Whole meeting may be cancelled or rescheduled.

#### **4.9 Special Board Meetings**

(Education Act, Section 208 (13))

- 4.9.1 Special Meetings of the Board shall be held at the call of the Chairperson or at the written request of five members of the Board.
- 4.9.2 The written notice of every special meeting of the Board shall state all business to be transacted or considered within 24 hours before the meeting is to take place. No other business shall be considered unless all the members of the Board are present and agree unanimously.

#### **4.10 Opening Exercises**

- 4.10.1 National Anthem - All public Committee of the Whole and Board meetings will be opened with the singing of the national anthem, O Canada.
- 4.10.2 Invocation - Following the singing of the national anthem, O Canada, all Board meetings will be opened with the reciting of the following sentence:

*In preparation for this evening's meeting, let us pause for thirty seconds of silent reflection - to commit our hearts and our heads, and help one another to make the careful and thoughtful decisions that will further the education of all our students.*

#### **4.11 Reports from Members**

- 4.11.1 Presentations made under the "Reports from Members" section on the regular Board meeting agenda shall be limited to information concerning events or activities at which the member presenting the report was acting on behalf of or representing the Board.
- 4.11.2 When trustees attend a conference or workshop on behalf of the board, they are required to submit to the Board a written report of that event.

**4.12 Delegation Procedures**

- 4.12.1 The Waterloo Region District School Board recognizes the need to foster effective communication between the educational system and the community.
- 4.12.2 Delegations wishing to appear before the Waterloo Region District School Board at a Committee of the Whole or Board Meeting should register with the Manager of Corporate Services by noon on the Thursday prior to the meeting. Delegations not making prior arrangements by noon on the Thursday may speak at the following Monday meeting only on the approval of a majority vote of the trustees, up to a maximum of eight (8) delegates.
- 4.12.3 Delegations are asked to make submissions in writing which contain the speaker's full name, contact information (including telephone number[s] and home address), a brief summary of the issue being presented, and recommendation(s) for resolving the matter. A Delegation Submission Template can be accessed via the Board's website (<http://www.wrdsb.ca/board-meetings/delegations/delegation-form>) and can be completed online, or a copy can be printed, completed in writing and submitted to the Manager of Corporate Services.
- 4.12.4 At regular Board Meetings, delegations may speak only to matters relevant to those items listed on the agenda. All other presentations will be referred to Committee of the Whole meetings.
- 4.12.5 Delegations will be permitted to address the Board for a period of up to ten minutes. Exceptions to this rule will be permitted only by a majority vote of the Board or Committee.
- 4.12.6 Delegations will be scheduled to appear at the beginning of Board or Committee meetings up to the first hour of the meeting. A maximum of eight (8) delegates will be scheduled per meeting.
- 4.12.7 The Board will consider or act on any request from a delegation during the same meeting at which the presentation is made only if approved by a vote of two-thirds (2/3) of the members present at the meeting, or if consideration of the matter was included on the meeting agenda.
- 4.12.8 Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Board Chairperson may expel or exclude from any meeting any person(s) who engage in this or any other form of improper conduct. Applause, booing or other audible or visual demonstrations of support or opposition are discouraged because they may be intimidating for those with opposing views. Courtesy and respect for others must be displayed.
- 4.12.9 A delegate cannot register for more than one place on the agenda, and that place is not transferable to another party unless extenuating circumstances exist (e.g. illness of delegate).

**4.13 Special Delegation Meetings**

- 4.13.1 Special Meetings to hear delegations may be scheduled, when warranted (e.g. accommodation reviews, budget, etc.)
- 4.13.2 Delegations wishing to appear before the Waterloo Region District School Board at a Special Delegation Meeting should register with the Manager of Corporate Services by noon on the Thursday prior to the meeting.

## Appendix B

- 4.13.3 Delegations are asked to make submissions in writing which contain the speaker's full name, contact information (including telephone number[s] and home address), a brief summary of the issue being presented. A Delegation Submission Template can be accessed via the Board's website at (<http://www.wrdsb.ca/board-meetings/delegations/delegation-form>) and can be completed online, or a copy can be printed, completed in writing and submitted to the Manager of Corporate Services.
- 4.13.4 Delegations who wish to speak for the first time on a topic will be given precedence over those who wish to speak a second time on the same topic. Delegations who wish to speak for a second time on the same topic will be placed on a waiting list. The Manager of Corporate Services will review the list of delegations on the Friday prior to the meeting and will contact the delegations on the waiting list to advise them if they will be scheduled on the agenda.
- 4.13.5 Delegates are expected to refrain from the use of abusive or derogatory language at all times and the Board Chairperson may expel or exclude from any meeting any person(s) who engage in this or any other form of improper conduct. Applause, booing or other audible or visual (e.g. props, placards) demonstrations of support or opposition are discouraged because they may be intimidating for those with opposing views. Courtesy and respect for others must be displayed.
- 4.13.6 A delegate cannot register for more than one place on the agenda, and that place is not transferable to another party unless extenuating circumstances exist (e.g. illness of delegate).

**4.14 Adjournment**

- 4.14.4 All public Board and Committee of the Whole Meetings will adjourn at **9:30 p.m.** unless otherwise agreed to by trustees.
- 4.14.5 An extension of 30 minutes beyond this adjournment time requires the majority vote of trustees present at the meeting.
- 4.14.6 At **10:00 p.m.** a second extension of an additional 30 minutes requires two-thirds support of all trustees present at the meeting.
- 4.14.7 At **10:30 p.m.** a third extension of an additional 30 minutes requires unanimous support of all trustees present at the meeting.

**ARTICLE 5 - COMMITTEES****5.1 General Committee Operation**

- 5.1.1 The Board's Committee operation consists of the following:
- a) Committee of the Whole (In Camera and Public)
  - b) Board Committees (Statutory)
    - i) Special Education Advisory Committee
    - ii) Student Program Review/Student Alternative Learning Committee (as per Ontario Regulation 374/10 - Supervised Alternative Learning and Other Excusals from Attendance at School)
    - iii) Discipline Committee
    - iv) Audit Committee (In Camera Committee)
    - v) Parent Involvement Committee (PIC)

- c) Board Committees (Standing)
    - i) Agenda Development
    - ii) Student Trustee & Student Senate Mentor(s)
  - d) Board Committees (Ad Hoc)
    - i) As required
  - e) Community Committees (Standing)
    - i) Accessibility Committee
    - ii) Equity and Inclusion Advisory Group
    - i) School Year Calendar Committee
  - f) Community Committees (Ad Hoc)
    - i) As required
  - g) Community Committee (Appointments)
    - i) Huron Natural Area Advisory Committee
    - ii) Waterloo Education Foundation Inc.
- 5.1.2 The membership, tenure, terms of reference, powers, and duties of Statutory, Board Standing and Ad Hoc Committees and Community Standing, Ad Hoc and Appointment Committees shall be as required by law, collective agreement, or as approved by the Board and set forth in these bylaws.
- 5.1.3 Minutes will be taken at all Statutory and Board Standing Committees and must be submitted for approval at regular monthly Board Meetings.
- 5.1.4 At the first meeting of any Committee, only members of that Committee shall elect a Chairperson and Vice-Chairperson from among themselves.
- 5.1.5 The Board Chairperson shall not be eligible to be elected as the Chairperson or Vice-Chairperson of any Board Statutory, Standing or Ad Hoc Committees; and Community Standing, Ad Hoc or Appointment Committees.
- 5.1.6 Other members are not eligible to serve as Chairperson of more than one Statutory Committee at the same time. Members shall not be elected as Vice-Chairperson of more than two Statutory Committees at the same time.
- 5.1.7 Members of the Board may attend meetings of committees of which they are not members and, unless otherwise limited by law, collective agreement or Board motion, shall have voice but no vote.
- 5.1.8 A majority of the members constituting a Committee shall be a quorum. Should there be no quorum present at the time appointed for the meeting, the Committee Chairperson shall seek the advice and consent of members as to what action should be taken. Should no quorum be present within thirty minutes after the appointed time for the meeting, the Secretary shall record the names of the members present and the time, and the meeting shall be cancelled, unless members present direct that the meeting continue, recognizing that no formal action may be taken.
- 5.1.9 In the case of the absence of both the Committee Chairperson and Vice-Chairperson for five minutes after the hour appointed for the meeting, as soon as a quorum shall be present, committee members shall select a Chairperson from among themselves. The selected Committee Chairperson shall preside only until the Chairperson or Vice-Chairperson arrives and the immediate business at hand is completed.
- 5.1.10 Unless otherwise directed, all Committee recommendations shall be reported to the Board in the form of a report to a Committee of the Whole meeting, and shall be subject to the approval of the Board.

- 5.1.11 If a Board Statutory or Board Standing Committees makes a recommendation that requires immediate consideration by the Board, the process noted below is to be followed:
- a) The Agenda Development Committee must be advised that the Board Statutory or Board Standing Committee has a report they wish to have scheduled on a Committee of the Whole agenda.
  - b) This report shall be submitted in the regular Board Report format, providing the background information necessary for trustees to make an informed decision on the recommendation.
  - c) The report will normally be scheduled for the first Committee of the Whole meeting following the Agenda Development Committee meeting where the report is considered. If the recommendation is time-sensitive, any alternative action will be at the discretion of the Board Chairperson.
  - d) The minutes of the Board Statutory or Board Standing Committee meeting (containing the recommendation requiring immediate consideration) will continue to appear on the Board meeting agenda in accordance with the procedures currently in place; i.e., the minutes of the committee meeting are presented at the next committee meeting for approval before they are included on a Board meeting agenda.
- 5.1.12 Meetings of Committees shall be held in accordance with committee approved schedules subject to any terms and conditions contained in the Board's bylaws. Committee Chairpersons, in consultation with the Committee Vice-Chairperson, may convene additional meetings as may be deemed necessary, or may cancel a scheduled meeting where there is insufficient agenda material to warrant the holding of a meeting.

## **5.2 In Camera (Closed) Meetings**

- 5.2.1 A meeting of a committee of a Board including a Committee of the Whole meeting may be closed to the public when the subject matter under consideration involves (Education Act, Section 207(2)):
- (a) the security of the property of the board;
  - (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
  - (c) the acquisition or disposal of a school site;
  - (d) decisions in respect of negotiations with employees of the board; or
  - (e) litigation affecting the board.
- 5.2.2 Every in camera recommendation from Committee of the Whole, Audit Committee, or other committees shall be given formal approval during an in camera Board meeting before being reported to the Board in public session.
- 5.2.3 As part of its in camera procedures, the Waterloo Region District School Board allows any member to rise on a point of order dealing with the appropriateness of agenda items to be considered during an in camera meeting, and the decision to consider an agenda item which might be called into question will be based on the willingness of a majority of members present at the meeting to consider the item as an in camera matter.
- 5.2.4 Only members of the Board and Senior Administration may be present at in camera meetings. Other staff members may attend at the request of the Director of Education and Secretary.

- 5.2.5 Delegations may be received at in camera meetings if they relate to matters involving Board employees, or, in the case of matters involving students, if the delegation is the parent/guardian of student, or the student (if he/she is 18 years of age or older). The procedures for delegations, as set out in Article 4.12, will apply.

### **5.3 Board Committees (Statutory)**

- 5.3.1 Special Education Advisory Committee - The Special Education Advisory Committee shall function in accordance with the terms of the Education Act and the regulations made thereunder. (Education Act, Section 206; Ontario Regulation 464/97)
- 5.3.2 Student Program Review/Student Alternative Learning Committee – The Student Program Review/Student Alternative Learning Committee shall function in accordance with the Education Act and the regulations made thereunder (Ontario Regulation 374/10 – Supervised Alternative Learning and Other Excusals from Attendance at School).
- 5.3.3 Discipline Committee - In accordance with Section 23 (6) of the Education Act, R.S.O. 1990, the Waterloo Region District School Board directed its powers and duties with respect to the hearing of appeals to suspensions/expulsions to a Committee comprised of the three or more trustees appointed annually by the Board.
- 5.3.4 Audit Committee – The Audit Committee shall function in accordance with the terms of the Education Act and the regulations made thereunder. (Education Act, Section 253.1; Ontario Regulation 361/10 – Audit Committees)
- 5.3.5 Parent Involvement Committee – The Parent Involvement Committee shall function in accordance with Regulation 612/00 from Bill 177 (The Student Achievement and School Board Governance Act).

### **5.4 Board Committee (Standing/Advisory)**

- 5.4.1 Board Committee (Standing) means a committee established by the Board of Trustees to consider matters related to its approved terms of reference that meets on a regular basis and/or submits minutes and recommendations to the Board for approval. Membership on Board Committees (Standing) would need to be determined.

### **5.5 Other Board Committees**

- 5.5.1 Agenda Development Committee - shall be struck each year for the following purposes:
- a) to set meeting agendas;
  - b) to ensure the flow of business to be brought before the Board or any of its Committees, including timed, regular reports;
  - c) to track to completion all business brought before the Board by motion, and provide to all trustees on a monthly basis a current schedule of meetings and pending agenda items.
- 5.5.1.1 The Committee shall be comprised of the following people: Board Chairperson; Board Vice-Chairperson, Past Chairperson (if applicable), one trustee appointed for the period January to May, one trustee appointed for the period June to December, Director of Education and Secretary, and Manager of Corporate Services.
- 5.5.1.2 The Committee may be chaired by the Board Chairperson or the Board Vice-Chairperson, in the absence of the Chairperson, or by another member designated by the Board Chairperson and will report directly to the Board. The committee will serve in an advisory capacity only, having no power to act.
- 5.5.1.3 The Agenda Development Committee will meet on the first working Monday of each month, as well as at the call of the Committee Chairperson.

## Appendix B

- 5.5.2.1 The committee membership term in the year prior to a municipal election will be January to November to coincide with the trustee term of office.
- 5.5.2.2 The Board of Trustees will review the minutes of Board Standing/Advisory Committees and the annual reports of the other Board Committees to determine if those committees should continue to operate or be dissolved. Their recommendations will be reported to the Board at the December Board Meeting for consideration and approval.
- 5.5.3 Parent Involvement Committee - works collaboratively with the school board to ensure linkages between parents, the Director of Education and trustees:
- to develop strategies for enhancing parental engagement and outreach;
  - to hold district-wide meetings and to engage in inter-school communications;
  - establish a forum for the exchange of ideas, concerns and topics that matter to parents for school councils to share with the Director of Education and trustees.
- 5.5.3.1 A minimum of one trustee is appointed annually by the Board under the terms of the regulations.
- 5.5.3.2 The committee meets approximately four or five times per year.

**5.6 Board Committee (Ad Hoc)**

- 5.6.1 No Board Committee (Ad Hoc) shall be struck without Board approval.
- 5.6.2 Any motion establishing an Ad Hoc Committee shall contain a date by which the Committee must present its report to the Board.
- 5.6.3 An Ad Hoc Committee shall be permitted to request the Board for an extension of its reporting timeline, if required.
- 5.6.4 The membership of all Ad Hoc Committees established under this bylaw shall be approved by the Board.
- 5.6.5 Any motion establishing a Board Committee (Ad Hoc) shall have a completed terms of reference included with the motion.
- 5.6.6 A formal Board motion should be presented to dissolve a Board Committee (Ad Hoc) once the final report has been presented to the Board.

**5.7 Trustee Representation on Staff Committees**

- 5.7.1 Trustee representatives may be required to serve on staff (administrative) committees which are chaired by a senior administrator or designate. Staff Committee Chairs are to submit any requests for trustee representation to the Board Chairperson who will seek trustee volunteers and determine appointments in consultation with the Board Vice-Chairperson and the Director of Education and Secretary. If necessary, actions taken by staff committees will be reported to the Board as information as determined by the Staff Committee Chair.

**ARTICLE 6 - PARLIAMENTARY AUTHORITY****6.1 Rules Of Procedure**

- 6.1.1 The rules of order to be observed at meetings shall be in accordance with the provisions of this section. In all cases not provided for by these rules, the rules and practice of Robert's Rules of Order shall govern as applicable.
- 6.1.2 A member, in speaking to any question or motion, shall address the Chair, confining remarks to the question in debate and avoiding all discourteous language and personalities.
- 6.1.3 When two or more members, at the same time, signify their desire to speak, the Chairperson shall name the member who is to speak first.
- 6.1.4 At the mover's request, the mover of a motion may be the initial and/or the final speaker.
- 6.1.5 No member while speaking shall be interrupted except on a point of order or privilege, in which case that member shall desist from speaking and await the decision of the Chairperson on the point of order or privilege raised. The original speaker regains the floor after the interruption has been dealt with.
- 6.1.6 A Point of Order is a question about process, or content of a motion, or an objection of process and a suggestion of an alternative process. It may include a request for the Board Chair to rule on process. A Point of Order should not be used as a means to obtain the floor for any other reason. Members misusing a Point of Order will not be acknowledged. A Point of Order has priority over all other motions with the exception of a Point of Personal Privilege.
- 6.1.7 A Point of Personal Privilege relates to the comfort of the members (e.g. room temperature), or a direct response to a comment defaming a member's character. The Board Chair shall recognize the member raising the matter of privilege and the member shall, as briefly as possible, state the Point of Personal Privilege. A Point of Personal Privilege has priority over all other motions.
- 6.1.8 Any member may put a motion to challenge the ruling of the Board Chair, and shall state the reason(s) for the challenge. Such a motion requires a seconder and is not debatable. The Chair shall have the opportunity to explain his/her ruling before the vote is taken. The Chair will call for a vote on the upholding of the Chair's ruling. A majority vote of members is required to overturn the ruling.
- 6.1.7 No member shall speak longer than five minutes on the same question, without permission from the Board, by simple majority. Each member has a right to speak a maximum of twice on the same question but cannot make a second speech on the same question as long as any member who has not spoken on the same question desires the floor. Further discussion beyond two speeches by a trustee will be permitted only at the discretion of the Board Chairperson if new information is being offered.
- 6.1.8 No motion shall be debated or put without a second, unless it is a motion of nomination. Members shall have the privilege of writing their own motions or on request, the Manager of Corporate Services, or designate, shall record and read the motion before the vote is taken.
- 6.1.9 Any member may require the motion under discussion to be read for clarification and information at any time in the course of debate, provided that the request does not interrupt the member speaking to the question.
- 6.1.10 When the motion under consideration contains two or more distinct issues, upon the request of any member, those issues may be considered and voted upon separately.



## Appendix B

- 6.1.11 After a motion has been moved and seconded and the mover wishes to withdraw or modify it or substitute a different one in its place, if no one objects, the Chairperson may grant that permission. If an objection is made to the withdrawal, it will be necessary to put a motion for that purpose.
- 6.1.12 The ordinary motions rank as follows, the lowest in rank being at the bottom and the highest at the top of the list. When any one of them is immediately pending, the motions above it in the list are in order, and those below are out of order. Those marked (2/3) require a 2/3 vote for their adoption; the others require only a majority.

Undebatable

Fix the Time to which to Adjourn (when privileged). [Notes 1 & 2 apply]

Adjourn (when privileged). [Note 2 applies]

Take a Recess (when privileged). [Notes 1 & 2 apply]

Raise a Question of Privilege

Call for the Orders of the Day

Lay on the Table

Previous Question (2/3).

Limit or Extend Limits of Debate (2/3). [Note 1 applies]

Debatable

Postpone to a Certain Time. [Note 1 applies]

Commit or Refer. [Note 1 applies]

Amend. [Note 1 applies]

Postpone Indefinitely.

A Main Motion. [Note 1 applies]

[Note 1. Can be amended: the others cannot be amended.]

Note 2. The first three motions are not always privileged. To *Fix the Time to which to Adjourn* is privileged only when made while another question is pending, and in an assembly that has made no provision for another meeting on the same or the next day. To *Adjourn* loses its privileged character and is a main motion if in any way qualified, or if its effect, if adopted, is to dissolve the assembly without any provision for its meeting again. To *Take a Recess* is privileged only when made while other business is pending.]

- 6.1.13 A motion to adjourn shall be put without debate. A motion to adjourn shall always be in order, but no second motion to the same effect shall be made until some other business has intervened.
- 6.1.14 A motion to adjourn or to table shall be put without debate. A motion to refer, until it is decided, shall preclude all amendments of the main question.
- 6.1.15 A motion to delay consideration of any item may be moved at any time when a motion is before the Chair, provided that it is put in one of the following statements:
- a) “That the motion be postponed (to a specific time)”.  
If the motion to postpone is to a “specific time”, the motion may be:
    - i) amended as to the specific time;
    - ii) debated as to the advisability of the postponed motion.
 If the motion to postpone to a specific time is carried, the matter cannot be reconsidered until the time specified, unless otherwise agreed to by a vote of two-thirds of the members present.

- b) “That the motion be postponed indefinitely”.  
If the motion to postpone is for an “indefinite time”, it is not meant to postpone, but to reject the main motion without incurring the risk of a direct vote on it, and it is made only by members opposing the main motion when they are in doubt as to their being in the majority. the motion may be:
- i) amended as to the specific time;
  - ii) debated as to the advisability of the postponed motion.
- c) “That the motion be tabled”.  
If the motion is to “table”, the motion is undebatable. If the motion to table is carried, the matter is laid aside until it is removed from the table by a majority vote. A motion to remove from the table is undebatable.
- 6.1.15 A motion to amend another motion takes precedence over the motion to be amended. The motion to amend can also be amended; however, only one amendment shall be allowed to each amendment. An amendment must be directly relevant to the main motion and propose some change in form or substance of the main motion. An amendment to an amendment must be directly relevant to the main motion and amendment, and propose some change in the form or substance of the amendment. A separate vote will be taken, in this order:
- an amendment to an amendment;
  - an amendment;
  - the main motion.
- 6.1.16 After a motion has been moved and seconded and before the question has been put by the Chair, any member may informally suggest one or more modifications (a friendly amendment) to the motion about which there is unlikely to be a difference of opinion. The mover of the motion may accept or reject the suggested modification.
- 6.1.17 A motion to “Call the Question” (or “move previous question”) may be moved at any time when a motion, with or without amendment or amendments, is before the Board, provided always that no member while speaking is interrupted for this purpose. A motion to call the question is undebatable and shall be put in the following words, “I move that we call the question”. If carried by two-thirds of those present, the Chairperson shall then call for the vote on the pending motion and amendments (if more than one is before the Board at the time the question is called), in the appropriate order as required by these rules, and these items shall be voted upon and disposed of without further debate, and no other motion or amendment shall be entertained until the motion and amendment(s) are disposed of. If the vote on the amendment is negative, further amendments may then be moved, and the motion and all amendments shall continue to be debated in the same manner as if the previous question had not been moved.
- 6.1.18 If the Chairperson has not exercised the right to vote on a motion, and a tie vote occurs, the Chairperson may exercise the right of the chair to cast a deciding vote.
- 6.1.19 Should the Chairperson elect to vacate the Chair to take part in any debate or discussion or for any other reason, the Vice-Chairperson will be called upon or, in the Vice-Chairperson’s absence, one of the members to fill the Chair for that period of time. The Vice-Chairperson or other member occupying the Chair shall discharge all the duties and enjoy all the rights of the Chair. If a motion is on the floor at the time the Chairperson returns to the meeting, the Vice-Chairperson, or designate, shall remain in the chair until the vote on the motion is taken.
- 6.1.20 When the Chairperson is called upon to decide a point of order or practice the Chairperson shall, before deciding, state the rule applicable to the case, without comment. The ruling of the Chairperson shall be final, subject only to an appeal to the Board by a member, without debate.

## Appendix B

- 6.1.21 When a motion is presented by a trustee that is not in relation to a written report, the Board Chairperson may call upon the Director of Education, or designate, to offer information from staff once the motion has been moved and seconded, as well as immediately prior to the vote being taken on the motion on the floor.

## **6.2 Reconsideration of a Motion Previously Approved at a Board Meeting**

- 6.2.1 Once a motion has been decided upon by the Board at a regular or special Board meeting, and confirmed by a resolution of the Board recorded in its minutes, it shall not be reconsidered during the ensuing twelve-month period unless:
- a) at least 72 hours written notice has been given to all members of the Board; and
  - b) the motion to reconsider is made by a member who voted with the prevailing side (whether it was for or against);\* and
  - c) the affirmative vote of two-thirds of all members of the Board present at the meeting is received to reopen the matter.\*\*

Notes: \* The prevailing side means that if the majority of members voted in favour of a motion, the member presenting the motion of reconsideration must be someone who previously voted in favour of it. If the majority of members voted against the motion, the members presenting the reconsideration motion must be someone who previously voted against it. However, in the year following election of a new board, newly elected trustees (not including re-elected incumbents), will be deemed to have voted on the prevailing side of any motion proposed for reconsideration that received formal approval by the previous board.

\*\* No formal action may be taken unless a quorum is present (half of total membership plus one).

## **6.3 Recorded Votes**

- 6.3.1 The yeas, nays and abstentions shall be recorded on any question if a member of the Board requests that action. The recording secretary shall call the roll, and each member will respond with either a yes or no. The recording secretary will then read out the names of those who answered in the affirmative, followed by those names answering in the negative, so that errors may be corrected, and any abstentions verified. An entry shall be made in the minutes of the names of all members voting in the affirmative, the negative, and those abstaining.

## **6.4 Member Question Period/Requests for Information**

- 6.4.1 A ten-minute question period is scheduled just prior to the adjournment of each Regular Board and Committee of the Whole meeting. Members are advised to contact the appropriate administrative official(s) regarding the item on which they intend to speak so that staff are prepared to respond appropriately.
- 6.4.2 Member requests for research and preparation of information of a detailed nature by staff shall be referred to the Agenda Development Committee or the Director of Education and Secretary for review. If, in the opinion of the Agenda Development Committee members the amount of staff time involved to fulfill the request is excessive, the member seeking the information will be required to secure Board approval before any work is undertaken.

## **6.5 Corporate Seal and Execution of Documents**

- 6.5.1 Documents required to be executed under the Corporate Seal of the Board shall be signed by the Director of Education and Secretary or designate, as deemed appropriate.

**6.6 Notice of Motion**

- 6.6.1 Trustees may orally serve notice of a motion that they intend to present at a future meeting during a Committee of the Whole or Board Meeting under the “Future Agenda Items” portion of the meeting. Trustees require the signed support of at least two additional trustees before the notice of motion would be accepted and scheduled for consideration by the Board. The wording of the motion must be provided to the Manager of Corporate Services for scheduling on the next Agenda Development Committee agenda, no later than noon on the Friday prior to the Agenda Development Committee meeting.

**6.7 Motion to Suspend the Rules**

- 6.7.1 Any member may make a motion to suspend the rules in order to do something, which cannot ordinarily be done without violating these rules. Such a motion is not debatable and requires a two-thirds vote of members present at the meeting to pass.

**6.8 Calculation of Two-Thirds**

- 6.8.1 A vote of two-thirds of trustees present at a meeting is calculated by multiplying the number of trustees present by .66 and rounding up to the nearest whole number (e.g. 11 x .66 = 7.26 and would be rounded up to 8).

**ARTICLE 7 - AMENDMENTS TO BYLAWS****7.1 Amendment Procedures**

- 7.1.1 No amendment, alteration, or addition to the bylaws shall be made unless written notice outlining the proposal is presented at the meeting previous to the meeting during which the item will be considered. A majority vote of trustees present is required to support the scheduling of the proposal at the next meeting.
- 7.1.2 To adopt an amendment, alteration or addition to the bylaws requires the support of two-thirds of all members of the Board present at the meeting during which the proposal is considered.