

**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, November 18, 2019, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**O Canada**

**Approval of Agenda**

**Declarations of Pecuniary Interest**

**Celebrating Board Activities/Announcements**

**Delegations**

**Policy and Governance**

01	2002 - Partnership and Sponsorships	M. Gerard
05	4012 - School Attendance Areas	M. Gerard
09	New Policy - School Size and Configuration (Combination of Policies 3002 and 4013)	M. Gerard
14	4018 - Fraud Management	M. Gerard
20	5003 - Recognition of Retiring Employees	M. Weinert

**Reports**

22	Investing in Canada Infrastructure Grant - Southeast Cambridge (Joint Use Project)	M. Gerard
25	2018-2019 Trustee Expenses	M. Gerard / N. Landry
27	2018-2019 Final Financial Report	M. Gerard / N. Landry
43	2018-2019 Audited Financial Statements	M. Gerard / N. Landry
70	Preferred Option and Recommendations of the Southwest Kitchener Secondary Boundary Study Working Group	M. Gerard

**Board Reports**

Ad Hoc Bylaw Review Committee Verbal Update

Trustees N. Waddell & K. Woodcock

**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)





## PARTNERSHIPS AND SPONSORSHIPS

### Legal References:

**Related References:** *Conference Board of Canada – Ethical Guidelines for Business-Education Partnerships*  
*Board Policy 4005 – Procurement*  
*Administrative Procedure 1570 – School Councils*  
*Administrative Procedure 4360 – Principles of Business Conduct for Board Employees*  
*Administrative Procedure 4490 – Waterloo Education Foundation Inc.*  
*Administrative Procedure 4570 – Procurement*  
*Administrative Procedure 4650 – Donations: Computers, Equipment or Other Items*  
*Administrative Procedure 4989 – Partnerships and Sponsorships*  
*School Council Handbook by WRAPSC/PIC (2015)*

**Effective Date:** *February 23, 1998*

**Revisions:** *June 13, 2016, December 11, 2017*

**Reviewed:** *November 11, 2013, November 18, 2019*

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to permit, promote and encourage mutually beneficial educational partnerships and sponsorship agreements between schools or the board and the larger community, following the approval of the Director of Education, or designate, and in adherence with the Ethical Guidelines for Business-Education Partnerships developed by the Conference Board of Canada.

### 2. Roles and Responsibilities

- 2.1 The Director of Education, in collaboration with the Coordinating Superintendent, Business Services & Treasurer of the Board, is authorized to provide the administrative procedures necessary to implement this policy.

### 3. Definitions

- 3.1 **Partnership** – A partnership is an agreement based on mutual benefit where an ongoing relationship is sought to develop gains for both partners. The primary basis of an educational partnership is the formally acknowledged exchange of human, intellectual, or material resources to expand opportunities for pupil learning.
- 3.2 **Sponsorship** – A sponsorship is an agreement between the Board, school, or a School Council and a company or community based organization or foundation through which the sponsor provides money, goods or services in exchange for advertising within a school or the Board. Funds provided through sponsorships are not eligible for charitable income tax receipts in accordance with Canada Revenue Agency Regulations and Guidelines. A sponsorship is not a donation.

- 3.3 Donation – A donation is defined by Canada Revenue Agency as a voluntary transfer of cash or property to the Board that is made without expectation of any benefit of any kind accruing to the donor or any individual or organization designated by the donor. Donations may include: cash, assets and tangible property, real estate, artworks, jewellery, bequests and grants. Donations fall into the following categories: cash donations, gifts of tangible property (free from all liens), gifts of certified cultural property and gifts-in-kind. A donation is eligible for an official charitable donation receipt issued from the Waterloo Education Foundation Inc.

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Related References: *Conference Board of Canada – Ethical Guidelines for Business-Education Partnerships*  
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## SCHOOL ATTENDANCE AREAS

Legal References:	<i>Education Act, S171.1.7 Planning Act</i>
Related References:	<i>Administrative Procedure 1010 - Junior and Senior Kindergarten Registration Administrative Procedure 1030 - Boundary Requests – Secondary Schools Administrative Procedure 1040 - Boundary Requests – Elementary Schools Administrative Procedure 1035 - Grade 8 to 9 Transfer Administrative Procedure 4260 - Student Transportation Administrative Procedure 4991 - Boundary Studies Administrative Procedure 4992 - Temporary Accommodation for Dev. Areas Administrative Procedure 486 0- Pupil Accommodation Review Board Policy 4000 – Pupil Accommodation Review</i>
Effective Date:	<i>November 28, 2005</i>
Revisions:	<i>June 16, 2014, <b>November 18, 2019</b></i>
Reviewed:	<i>November 20, 2017</i>

### 1. Preamble

- 1.1 It is the mandate of the Waterloo Region District School Board (**WRDSB**) to provide school accommodation for qualifying resident pupils within its jurisdiction.
- 1.2 The **WRDSB** believes that effective public education requires active co-operation between students, parents, staff, Trustees and the community and is therefore committed to providing opportunities for input into decisions regarding changes to school attendance areas.
- 1.3 The **WRDSB** believes that students should attend the school in their designated attendance area, unless otherwise granted an exemption in accordance with established policies and procedures (refer to Administrative Procedures 1030, 1035 and 1040).

### 2. Responsibilities

It is the responsibility of the **WRDSB** to:

- 2.1 Determine the number of schools in the district, as well as the grade profile and attendance area for each school in the district;
- 2.2 Organize attendance areas to make efficient and economical use of the **WRDSB**'s facilities, programs, resources and staff;
- 2.3 Regularly review school attendance areas to maintain a viable and efficient school system.

### 3. Changes to School Attendance Areas

It is the policy of the **WRDSB** that:

- 3.1 Adjustments to school attendance areas may be required when the **WRDSB** closes a school, alters grades within or between schools, or opens a new school. Adjustments may also be required in order to address enrolment related accommodation issues.
- 3.2 Historical agreement areas with other school boards will be recognized when considering changes to school attendance areas.

- 3.3 Affected families in school attendance areas shall be consulted prior to any WRDSB decision of adjustments to school attendance areas.
- 3.4 New school attendance areas or changes to existing attendance areas will consider appropriate planning criteria, as outlined in Administrative Procedure 4991 – Boundary Studies.
- 3.5 The Board of Trustees will make the final decision regarding changes to school attendance areas.

#### **4. Exceptions**

- 4.1 The creation or modification of attendance areas for specialized programs or the establishment of temporary attendance areas to accommodate development areas shall be addressed in accordance with established procedures, and may not necessarily adhere to the provisions outlined herein.

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## SCHOOL ATTENDANCE AREAS

Legal References:	<i>Education Act, S171.1.7 Planning Act</i>
Related References:	<i>Administrative Procedure 1010 - Junior and Senior Kindergarten Registration Administrative Procedure 1030 - Boundary Requests – Secondary Schools Administrative Procedure 1040 - Boundary Requests – Elementary Schools Administrative Procedure 1035 - Grade 8 to 9 Transfer Administrative Procedure 4260 - Student Transportation Administrative Procedure 4991 - Boundary Studies Administrative Procedure 4992 - Temporary Accommodation for Dev. Areas Administrative Procedure 486 0- Pupil Accommodation Review Board Policy 4000 – Pupil Accommodation Review</i>
Effective Date:	<i>November 28, 2005</i>
Revisions:	<i>June 16, 2014</i>
Reviewed:	<i>February 22, 2016, <b>November 20, 2017</b></i>

### 1. Preamble

- 1.1 It is the mandate of the Waterloo Region District School Board (Board) to provide school accommodation for qualifying resident pupils within its jurisdiction.
- 1.2 The Board believes that effective public education requires active co-operation between students, parents, staff, Trustees and the community and is therefore committed to providing opportunities for input into decisions regarding changes to school attendance areas.
- 1.3 The Board believes that students should attend the school in their designated attendance area, unless otherwise granted an exemption in accordance with established policies and procedures (refer to Administrative Procedures 1030, 1035 and 1040).

### 2. Responsibilities

It is the responsibility of the Board to:

- 2.1 Determine the number of schools in the district, as well as the grade profile and attendance area for each school in the district;
- 2.2 Organize attendance areas to make efficient and economical use of the Board's facilities, programs, resources and staff;
- 2.3 Regularly review school attendance areas to maintain a viable and efficient school system.

### 3. Changes to School Attendance Areas

It is the policy of the Board that:

- 3.1 Adjustments to school attendance areas may be required when the Board closes a school, alters grades within or between schools, or opens a new school. Adjustments may also be required in order to address enrolment related accommodation issues.

- 3.2 Historical agreement areas with other school boards will be recognized when considering changes to school attendance areas.
- 3.3 Affected families in school attendance areas shall be consulted prior to any Board decision of adjustments to school attendance areas.
- 3.4 New school attendance areas or changes to existing attendance areas will consider appropriate planning criteria, as outlined in Administrative Procedure 4991 – Boundary Studies.
- 3.5 The Board of Trustees will make the final decision regarding changes to school attendance areas.

#### **4. Exceptions**

- 4.1 The creation or modification of attendance areas for specialized programs or the establishment of temporary attendance areas to accommodate development areas shall be addressed in accordance with established procedures, and may not necessarily adhere to the provisions outlined herein.



Waterloo Region  
District School Board

## Board Policy XXXX

# SCHOOL SIZE AND CONFIGURATION

### Legal References:

Related References: *Good Schools Standing Committee Report, May 17, 2007*  
*Board Policy 1011 – Community Planning and Facility Partnerships*  
*Board Policy 4000 – Pupil Accommodation Review (Consolidation or Closure)*  
*Administrative Procedure 4991 – Boundary Studies*  
*Board Policy 4009 - Student Transportation*  
*Board Policy 4012 - School Attendance Areas*

Effective Date: *November 11, 2019*

Revisions:

Reviewed:

## 1. Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) believes that schools should be welcoming and secure places, supporting achievement and well-being for all students and staff within an operational and organizational framework that is efficient and effective.
  - 1.1.1 Every student should have the opportunity to attain an Ontario Secondary School Diploma (OSSD) through a variety of core program pathways through their designated school(s).
  - 1.1.2 The WRDSB believes that school size (i.e., enrolment) and configuration (i.e., grades) contribute to achieving these outcomes.
- 1.2 The WRDSB believes that school attendance areas are the most significant influences on the size and configuration of schools.

## 2. Policy

- 2.1 School size and configuration, pupil accommodation reviews and boundary studies shall be subject to board of trustees' approval.
- 2.2 The WRDSB supports a variety of school configurations. The determination of school configurations is dependent on facility design, construction, condition, location, programming needs, and the best interests of students.



Waterloo Region  
District School Board

## Board Policy 3002

# ELEMENTARY SCHOOL SIZE AND CONFIGURATION

### Legal References:

Related References: *Good Schools Standing Committee Report, May 17, 2007*  
*Board Policy 1011 – Facility Partnerships*  
*Board Policy 4000 – Pupil Accommodation Review*  
*Administrative Procedure 4991 – Boundary Studies*

Effective Date: *June, 2010*

Revisions: *January 2015*

Reviewed: *November 20, 2017*

## 1. Preamble

- 1.1 The Waterloo Region District School Board (the “Board”) believes that elementary schools should be welcoming and secure places, supporting all learners, and helping students to achieve success within an operation and organizational framework that is efficient and effective.
  - 1.1.1 The Board believes that school size (enrolment) and elementary program configuration contribute to achieving these outcomes.
- 1.2 The Board supports all elementary school configurations (e.g., JK-5, JK-6, JK-8, 6-8, and 7-8) and this will continue where necessary.
- 1.3 The Waterloo Region District School Board prefers a JK-8 elementary school configuration to meet curriculum and development needs, but acknowledges possible alternatives necessary to address:
  - geographical community connections and access;
  - existing facilities;
  - student learning opportunities;
  - community growth patterns;
  - funding, including partnership opportunities.

## 2. Policy

- 2.1 It is the policy of the Board to use the following guiding principles when building new elementary facilities or additions, and as considerations in Pupil Accommodation Reviews and Boundary Studies:
  - 2.1.1 Planning for elementary school configurations will consider the following:
    - A minimum of two (2) classes per grade in Junior Kindergarten to Grade 6 to support professional learning communities;
    - More than two (2) classes per grade in Grades 7 and 8 to support program;



- Minimize the number of schools with Full-Time Equivalent enrolments greater than 700 students wherever possible;
  - Minimize the transition of elementary students between schools where practical.
- 2.1.2 JK-8 facilities will preferably have a built capacity of between 500 and 700 students;
- 2.1.3 JK-6 facilities will preferably have a built capacity of between 350 and 525 students;
- 2.1.4 JK-6 facilities will be designed to accommodate future expansion to accommodate a JK-8 configuration where practical;
- 2.1.5 Recognition that existing senior elementary school (e.g., Grade 7 and 8) configurations are providing excellent learning opportunities and some may continue to operate for the foreseeable future.
- 2.1.6 That the needs of the early adolescent learners are met through the design and operation of new JK-8 facilities and by operating existing Grade 7 and 8 facilities through lessening the number of daily student/teacher contacts.
- 2.1.7 That each elementary school configuration has high academic and behavioural expectations.
- 2.1.8 The boundaries of higher grade schools should encompass the complete boundaries of their respective feeder schools.



## BOARD POLICY 4013 SECONDARY SCHOOLS

### Legal References:

Related References: *Board Policy 4009- Student Transportation*  
*Administrative Procedure 4260- Student Transportation*  
*Board Policy 4012- School Attendance Areas*  
*Administrative Procedure 1030- Boundary Requests- Secondary Schools*

Effective Date: *February 2012*

Revisions: *May 2012*

Reviewed: *November 16, 2015, November 20, 2017*

### 1. Preamble

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

### 2. Secondary Schools

- 2.1 Therefore, it is the policy of the Board to use as a guideline the following principles to support its vision of secondary schools:
- 2.1.1 Secondary school boundaries should reflect a natural area around the facility that optimizes the number of students that can walk to school;
- The natural area around a school is understood to encompass those areas that are within walking distance; where this does not apply, the natural boundary will be understood to reflect a balance between Board needs and the local neighbourhoods that identify with that school
- 2.1.2 The linkages between senior elementary programs and secondary schools should be clear, and the transition to secondary school should as much as possible avoid splitting students between schools;
- 2.1.3 Every student should have the opportunity to attain an Ontario Secondary School Diploma (OSSD) through a variety of core program pathways at their home secondary school;
- Every school should offer a mandatory course list and perform a periodic review of this list;
  - There should be the provision of funding and resources required to deliver, at a minimum, the list of mandatory courses.
- 2.1.4 The placement of System Designated Specialized Programs will be considered in lieu of physical boundary changes to support a balanced demographic within the school;
- A System Designated Specialized Program is commonly referred to as a "magnet" and is intended to meet the needs of a unique group of students. Each System Designated Specialized (Magnet) Program consists of a series of interconnected courses that provide students with a particular focus based on their interests and diverse abilities.

- A System Designated Specialized (Magnet) Program is established following a system identification and designation process. This process considers many factors including a focus on long term sustainability and appropriate allocation, and effective utilization of resources, expertise and facilities.
  - A System Designated Specialized (Magnet) Program optimize learning and achievement for all students at specific school sites without detracting from the viability of programming at other sites or the educational experiences of students enrolled elsewhere throughout the system
  - Students are permitted to attend a school outside their designated home school boundary to participate in a System Designated Specialized (Magnet) Program provided they meet appropriate criteria for participation in the program.
  - The movement of a System Designated Specialized (Magnet) Programs will be considered to achieve balanced enrolment in areas that are under growth pressures from within the natural area around the school
- 2.1.5 The size of secondary schools needs to support the delivery of a core program, including a variety of pathways for students. This is typically achieved within a range of 800 to 1400 pupil places, with a target size of 1,100 students per school, but successful secondary schools can exist outside of these limits by utilizing alternative delivery methods (e.g., e-learning, Independent Learning Centre (ILC) materials);
- 2.1.6 Decisions regarding new school construction, additions, portables, upgrades and/or boundary changes should support the efficient utilization of overall accommodation capacity within the board;
- 2.1.7 When considering any of the above noted actions, public consultation should be undertaken in accordance with Board policy.



## FRAUD MANAGEMENT

Legal References:	<i>Criminal Code of Canada</i>
Related References:	<i>Board Policy 6001 – Code of Conduct</i> <i>Board Policy 4016 – Business Complaint Policy</i> <i>Administrative Procedure 4315 – Fraud Management</i> <i>Administrative Procedure 4310 – Total Integrity Plan (The TIP Line)</i> <i>Administrative Procedure 4360 – Principles of Business Conduct for Board Employees</i> <i>Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures</i> <i>Administrative Procedure 3760 – Progressive Discipline</i> <i>Administrative Procedure 4070 – Responsible Use Procedure for Information Communication and Collaboration Technologies</i>
Effective Date:	<i>March 2013</i>
Revisions:	<i>May 30, 2016, November 20, 2017, <b>November 18, 2019</b></i>
Reviewed:	

### 1. Preamble

- 1.1 The purpose of this policy is to set out the process to be followed for the identification, investigation, escalation and reporting of fraud at the Waterloo Region District School Board (Board).
- 1.2 This policy applies to trustees, employees and all organizations that do business with the Board.

### 2. Roles and Responsibilities

- 2.1 The Director of Education, in collaboration with the **Coordinating** Superintendent, Business Services & Treasurer of the Board, is authorized to provide the administrative procedures necessary to implement this policy.

### 3. Principles

- 3.1 Fraud and the material misstatement of financial information can have a significant adverse effect on the Board's public image, reputation and its ability to achieve its strategic objectives.
- 3.2 The policy is intended as a means to increase awareness of key fraud indicators, the different types of fraud and fraud schemes that may exist and the roles/responsibilities of all staff in fraud prevention, deterrence and detection.
- 3.3 The Board is committed to protecting its revenue, property, proprietary information and other assets. The Board will not tolerate any misuse or misappropriation of those assets.
- 3.4 The Board will make every reasonable effort to protect itself against fraud, and will establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection of fraud.

- 3.5 The Board will provide the necessary information and training to ensure that staff is familiar with the types of improprieties that might occur within the workplace and be alert for any indications of such conduct.
- 3.6 Provided there are reasonable grounds, the Board shall investigate any and all incidents of suspected or alleged acts of fraud. An objective and impartial investigation will be conducted regardless of the position, title, length of service, or relationship with the Board, of any party who becomes the subject of such an alleged incident.
- 3.7 When a fraud is substantiated by the investigation, appropriate disciplinary action shall be taken, up to and including dismissal.
- 3.8 In the event that fraud is found to have occurred, the Board shall make every reasonable effort to seek restitution and obtain recovery of any and all losses from the offender(s), or other appropriate sources, including the Board's insurers.
- 3.9 In the event of criminal misconduct, the police shall be notified, as appropriate.

#### 4. Definitions

- 4.1 Fraud is a deliberate act of deception, manipulation or trickery, with the specific intent of gaining an unfair or dishonest personal gain or advantage. It may be perpetrated by one individual or done in collusion with others. It involves wilful misrepresentation or deliberate concealment of material facts.
- 4.2 Types of fraud may include, but are not limited to, the following:
  - 4.2.1 Theft, embezzlement or misappropriation of funds, supplies and services, resources, other assets or time.
  - 4.2.2 Forgery or alteration of cheques or other banking documents and records.
  - 4.2.3 Any irregularity in the handling or reporting of money transactions, including the falsification, unauthorized destruction or removal of corporate records, or financial statements.
  - 4.2.4 Any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for fraudulent purposes, in violation of Administrative Procedure 4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies.
  - 4.2.5 Any claim for reimbursement of business expenses that is either intentionally inflated or not a bona fide business expense of the Board.
  - 4.2.6 The unauthorized use of Board money, property, resources, or authority for personal gain or other non-Board related purposes.
  - 4.2.7 Misuse or abuse of authority in the context of purchasing goods or services.
  - 4.2.8 False claims for grants, contributions or any program/service payments, including refunds and rebates.
  - 4.2.9 Seeking or accepting anything of material value from vendors of the Board in violation of the conflict of interest provisions in Administrative Procedure 4360 – Principles of Business Conduct for Board Employees or Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures.

#### 5. Requirements

- 5.1 Duty to Report Suspicion of Fraud
  - 5.1.1 Any act of fraud that is detected or suspected must be reported immediately and investigated in accordance with this policy, as expeditiously as possible.
  - 5.1.2 Any employee who has knowledge of an occurrence of a fraud, or has reason to suspect that a fraud has occurred, shall immediately notify his/her supervisor. If the employee has reason to believe that the employee's supervisor may be involved, the employee must notify their supervisor's superior.
  - 5.1.3 Upon notification from an employee of a suspected fraud, the supervisor shall notify Risk & Review Services immediately.
  - 5.1.4 Where the person reporting the suspicion of fraud is not satisfied that their suspicion will be investigated they must contact one of the following:

- 5.1.4.1 Risk & Review Services;
- 5.1.4.2 Coordinating Superintendent, Business Services and Treasurer of the Board; or
- 5.1.4.3 File a complaint using the TIP Line [see Administrative 4310 – Total Integrity Plan (The TIP Line)].
- 5.1.5 Where an employee or other person suspects a member of Senior Staff of fraud, the employee must notify the Director of Education directly.
- 5.1.6 Where the Director of Education is suspected of fraud, the employee must notify the Chair of the Board.
- 5.1.7 Where a Trustee is suspected of fraud, the employee must notify the Director of Education or the Coordinating Superintendent, Business Services & Treasurer of the Board.
- 5.2 Investigation of Suspicions or Allegations of Fraud
  - 5.2.1 Responsibility for ensuring all reported allegations of fraud are investigated rests with the Director of Education, through the Coordinating Superintendent, Business Services & Treasurer of the Board, or the Coordinating Superintendent, Human Resource Services, as appropriate.
  - 5.2.2 Where a suspected fraud is of a material amount the Director of Education and the Coordinating Superintendent, Business Services & Treasurer of the Board shall inform the Chair of the Audit Committee. They shall ensure that all instances of alleged or suspected fraud are appropriately investigated.
  - 5.2.3 The Director of Education and the Coordinating Superintendent, Business Services & Treasurer of the Board may, involve the services of the Manager of Risk & Review Services or the Regional Internal Audit Manager, where appropriate. Similarly, the Board may involve forensic consultants and Board legal counsel.
  - 5.2.4 Employees are expected to fully cooperate with management and any others involved in the investigation and make all reasonable efforts to be available to assist during the course of the investigation.
  - 5.2.5 All participants in a fraud investigation shall keep the details and results of the investigation confidential, and shall not discuss the matter with anyone other than those involved in the investigation.
- 5.3 Whistleblower Protection
  - 5.3.1 Protection from Reprisal – This policy prohibits reprisals against individuals, acting in good faith, who report incidents of suspected fraud, or who act as witnesses in any subsequent investigation. The Board shall make every effort to ensure that an individual, who in good faith reports under this policy, is protected from harassment, retaliation or adverse employment consequence. Anyone who retaliates against someone who has reported in good faith is subject to discipline, up to and including dismissal.
  - 5.3.2 Acting in Good Faith – In making a report, an individual must be acting in good faith with reasonable grounds for believing that there is a breach of a code of conduct or questionable financial practices. An individual who makes an unsubstantiated report, which is knowingly false or made with vexatious or malicious intent, will be subject to discipline, up to and including dismissal.



## Board Policy 4018

# FRAUD MANAGEMENT

Legal References: *Criminal Code of Canada*

Related References: *Board Policy 6001 – Code of Conduct*  
*Board Policy 4016 – Business Complaint Policy*  
*Administrative Procedure 4315 – Fraud Management*  
*Administrative Procedure 4310 – Total Integrity Plan (The TIP Line)*  
*Administrative Procedure 4360 – Principles of Business Conduct for Board Employees*  
*Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures*  
*Administrative Procedure 3760 – Progressive Discipline*  
*Administrative Procedure 4070 – Responsible Use Procedure for Information Communication and Collaboration Technologies*

Effective Date: *March 2013*

Revisions: *May 30, 2016, November 20, 2017*

Reviewed:

### 1. Preamble

- 1.1 The purpose of this policy is to set out the process to be followed for the identification, investigation, escalation and reporting of fraud at the Waterloo Region District School Board (Board).
- 1.2 This policy applies to trustees, employees and all organizations that do business with the Board.

### 2. Roles and Responsibilities

- 2.1 The Director of Education, in collaboration with the **Coordinating** Superintendent, Business Services & Treasurer of the Board, is authorized to provide the administrative procedures necessary to implement this policy.

### 3. Principles

- 3.1 Fraud and the material misstatement of financial information can have a significant adverse effect on the Board's public image, reputation and its ability to achieve its strategic objectives.
- 3.2 The policy is intended as a means to increase awareness of key fraud indicators, the different types of fraud and fraud schemes that may exist and the roles/responsibilities of all staff in fraud prevention, deterrence and detection.
- 3.3 The Board is committed to protecting its revenue, property, proprietary information and other assets. The Board will not tolerate any misuse or misappropriation of those assets.
- 3.4 The Board will make every reasonable effort to protect itself against fraud, and will establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection of fraud.

- 3.5 The Board will provide the necessary information and training to ensure that staff is familiar with the types of improprieties that might occur within the workplace and be alert for any indications of such conduct.
- 3.6 Provided there are reasonable grounds, the Board shall investigate any and all incidents of suspected or alleged acts of fraud. An objective and impartial investigation will be conducted regardless of the position, title, length of service, or relationship with the Board, of any party who becomes the subject of such an alleged incident.
- 3.7 When a fraud is substantiated by the investigation, appropriate disciplinary action shall be taken, up to and including dismissal.
- 3.8 In the event that fraud is found to have occurred, the Board shall make every reasonable effort to seek restitution and obtain recovery of any and all losses from the offender(s), or other appropriate sources, including the Board's insurers.
- 3.9 In the event of criminal misconduct, the police shall be notified, as appropriate.

#### **4. Definitions**

- 4.1 Fraud is a deliberate act of deception, manipulation or trickery, with the specific intent of gaining an unfair or dishonest personal gain or advantage. It may be perpetrated by one individual or done in collusion with others. It involves wilful misrepresentation or deliberate concealment of material facts.
- 4.2 Types of fraud may include, but are not limited to, the following:
  - 4.2.1 Theft, embezzlement or misappropriation of funds, supplies and services, resources, other assets or time.
  - 4.2.2 Forgery or alteration of cheques or other banking documents and records.
  - 4.2.3 Any irregularity in the handling or reporting of money transactions, including the falsification, unauthorized destruction or removal of corporate records, or financial statements.
  - 4.2.4 Any computer related activity involving the alteration, destruction, forgery, manipulation of data or unauthorized access for fraudulent purposes, in violation of Administrative Procedure 4070 – Responsible Use Procedure for Information, Communication and Collaboration Technologies.
  - 4.2.5 Any claim for reimbursement of business expenses that is either intentionally inflated or not a bona fide business expense of the Board.
  - 4.2.6 The unauthorized use of Board money, property, resources, or authority for personal gain or other non-Board related purposes.
  - 4.2.7 Misuse or abuse of authority in the context of purchasing goods or services.
  - 4.2.8 False claims for grants, contributions or any program/service payments, including refunds and rebates.
  - 4.2.9 Seeking or accepting anything of material value from vendors of the Board in violation of the conflict of interest provisions in Administrative Procedure 4360 – Principles of Business Conduct for Board Employees or Administrative Procedure 4380 – Travel, Meals and Hospitality Expenditures.

#### **5. Requirements**

- 5.1 Duty to Report Suspicion of Fraud
  - 5.1.1 Any act of fraud that is detected or suspected must be reported immediately and investigated in accordance with this policy, as expeditiously as possible.
  - 5.1.2 Any employee who has knowledge of an occurrence of a fraud, or has reason to suspect that a fraud has occurred, shall immediately notify his/her supervisor. If the employee has reason to believe that the employee's supervisor may be involved, the employee must notify their supervisor's superior.
  - 5.1.3 Upon notification from an employee of a suspected fraud, the supervisor shall notify Review Services immediately.
  - 5.1.4 Where the person reporting the suspicion of fraud is not satisfied that their suspicion will be investigated they must contact one of the following:



- 5.1.4.1 Review Services;
  - 5.1.4.2 **Coordinating** Superintendent, Business Services and Treasurer of the Board; or
  - 5.1.4.3 File a complaint using the TIP Line [see Administrative 4310 – Total Integrity Plan (The TIP Line)].
  - 5.1.5 Where an employee or other person suspects a member of Senior Staff of fraud, the employee must notify the Director of Education directly.
  - 5.1.6 Where the Director of Education is suspected of fraud, the employee must notify the Chair of the Board.
  - 5.1.7 Where a Trustee is suspected of fraud, the employee must notify the Director of Education or the **Coordinating** Superintendent, Business Services & Treasurer of the Board.
- 5.2 Investigation of Suspicions or Allegations of Fraud
- 5.2.1 Responsibility for ensuring all reported allegations of fraud are investigated rests with the Director of Education, through the **Coordinating** Superintendent, Business Services & Treasurer of the Board, or the **Coordinating** Superintendent, Human Resource Services, as appropriate.
  - 5.2.2 Where a suspected fraud is of a material amount the Director of Education and the **Coordinating** Superintendent, Business Services & Treasurer of the Board shall inform the Chair of the Audit Committee. They shall ensure that all instances of alleged or suspected fraud are appropriately investigated.
  - 5.2.3 The Director of Education and the **Coordinating** Superintendent, Business Services & Treasurer of the Board may, involve the services of the Manager of Review Services or the Regional Internal Audit Manager, where appropriate. Similarly, the Board may involve forensic consultants and Board legal counsel.
  - 5.2.4 Employees are expected to fully cooperate with management and any others involved in the investigation and make all reasonable efforts to be available to assist during the course of the investigation.
  - 5.2.5 All participants in a fraud investigation shall keep the details and results of the investigation confidential, and shall not discuss the matter with anyone other than those involved in the investigation.
- 5.3 Whistleblower Protection
- 5.3.1 Protection from Reprisal – This policy prohibits reprisals against individuals, acting in good faith, who report incidents of suspected fraud, or who act as witnesses in any subsequent investigation. The Board shall make every effort to ensure that an individual, who in good faith reports under this policy, is protected from harassment, retaliation or adverse employment consequence. Anyone who retaliates against someone who has reported in good faith is subject to discipline, up to and including dismissal.
  - 5.3.2 Acting in Good Faith – In making a report, an individual must be acting in good faith with reasonable grounds for believing that there is a breach of a code of conduct or questionable financial practices. An individual who makes an unsubstantiated report, which is knowingly false or made with vexatious or malicious intent, will be subject to discipline, up to and including dismissal.



## RECOGNITION OF RETIRING EMPLOYEES

Legal References:

Related References:

Effective Date: *February 23, 1998*

Revisions:

Reviewed: *November 18, 2019*

### 1. Preamble

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



## RECOGNITION OF RETIRING EMPLOYEES

Legal References:

Related References:

Effective Date: *February 23, 1998*

Revisions: *May 30, 2016*

Reviewed: *December 11, 2017*

### 1. Preamble

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



# Report to Committee of the Whole

November 18, 2019

## **Subject: Investing in Canada Infrastructure Grant – Southeast Cambridge (Joint Use Project)**

### **Recommendation**

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

### **Status**

At the request of the City of Cambridge (City), the Waterloo Region District School Board (WRDSB) is providing a letter in support of the City's application for the Investing in Canada Infrastructure Grant for Community, Culture and Recreation projects (attached as Appendix A). The City will be putting in an application for its recreation complex construction project. This project is tied to the WRDSB's new Southeast Cambridge (Joint Use Project) elementary school. The application intake for the grant closes on November 12, 2019. Based on the information in the application guideline, it appears that joint applications may be given a higher level of priority for funding.

This letter is one of support for the joint use opportunities that exist in this project. It does not bind the WRDSB to anything it has not already committed to, and has not financial implications.

### **Background**

The WRDSB has previously endorsed the purchase of land from the City on the City's Southeast Galt lands (June 11, 2007) to construct a new elementary school. This project was also included in the medium-term recommendations of its 2017-2027 Long-Term Accommodation Plan approved by Board on March 3, 2017 and the WRDSB's Education Development Charges Background Study from March 30, 2016.

### **Financial implications**

No financial implications.

### **Communications**

The letter will be sent to the City of Cambridge for inclusion in their grant application.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board  
Lauren Agar, Manager of Planning  
in consultation with Coordinating Council

David Calder, City Manager  
 City of Cambridge  
 50 Dickson Street  
 PO Box 669  
 Cambridge, ON, N1R 5W8

November 12, 2019

**Re: Investing in Canada Infrastructure Grant application**

Dear Mr. Calder,

As a vested partner on the City of Cambridge (City) Southeast Galt lands, the Waterloo Region District School Board (WRDSB) supports the City's application for the Investing in Canada Infrastructure Grant for Community, Culture and Recreation projects.

This tri-party project which includes a proposal to construct a City of Cambridge recreation complex, twin pad arena, future library branch, and two elementary schools has many potential community benefits, including:

- opportunities to maximize public investment through the construction and operation of joint facilities;
- intergenerational programming opportunities to meet the needs of a diverse community through a community hub approach; and
- opportunities for residents, students, employees and visitors to connect, engage, and participate, creating an exceptional quality of living experience for all.

The WRDSB included this joint use project in the medium-term recommendations of its 2017-2027 Long-Term Accommodation Plan. However, to recognize the importance of this partnership opportunity, on October 21, 2019, the WRDSB announced its plans to transfer full funding for a new 519 pupil place elementary school and 5 child care rooms from a site in southeast Cambridge to the City's Southeast Galt lands. The WRDSB is eager to start the design and construction phase of this joint use project. This renewed timing and site selection allows the WRDSB to work through the design development phase in tandem with the City, to ensure that all opportunities to create design innovations and maximize shared investment is realized, ultimately benefiting Cambridge and surrounding community.

The WRDSB will develop shared use agreements with the City and the Waterloo Catholic District School Board (WCDSB) for indoor and outdoor amenity and common area facilities (e.g., parking, sports fields, play equipment, gymnasiums, library, meeting rooms, etc.). Service agreements that promote a family-first approach (e.g., child care) create further opportunities.

This project aligns well with the Ontario Provincial Policy Statement, 2014 that "...public service facilities shall be provided in a coordinated, efficient and cost-effective manner that considers impacts from climate change while accommodating projected needs." Further, policy 3.2.8 of A Place to Grow – Growth Plan



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YOUTUBE.COM/WRDSBVIDEO

for the Greater Golden Horseshoe (2019) states “planning for public service facilities, land use planning and investment in public service facilities will be co-ordinated...” and “...should be co-located in community hubs and integrated to promote cost-effectiveness...”

Although the timing is not aligning for the construction of all intended uses (i.e., WCDSB and library facilities to be future partners), the City’s recreational complex and the WRDSB’s elementary school can be constructed in a way that allows for future joint use opportunities creating a true community hub through multi-purpose design features and integrated service delivery. The initial construction phase will be a landmark beginning to this hub that ultimately meets a lot of community needs.

We trust this letter provides you with enough assurances of our commitment to partner in this project. Should any further information be required, please contact the WRDSB’s Manager of Planning, Lauren Agar ([lauren\\_agar@wrdsb.ca](mailto:lauren_agar@wrdsb.ca)).

Sincerely,

Matthew Gerard  
Coordinating Superintendent, Business Services and Treasurer of the Board

cc: Lauren Agar, Manager of Planning





# Report to Committee of the Whole

November 18, 2019

## Subject: 2018-19 Trustee Expenses

### Recommendation

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

### Status

The Schedule of Trustee Expenses attached (Appendix A) is for the period September 1, 2018 to August 31, 2019. Trustee expenses have been reviewed by our external auditors, PricewaterhouseCoopers LLP; the scope of their review was to:

- Ensure all trustee reports listed were approved by the Chairperson of the Board and the Chairperson's reports were approved by the Vice-Chairperson as required by Board policy.
- Ensure that all trustee mileage and expenses reimbursed were appropriate with reference to Board Policy 3001, Administrative Procedure 4380 and Administrative Procedure 4400.
- Agreed the total expenses on the Schedule of Trustee Expenses to the amounts recorded in the Waterloo Region District School Board's (WRDSB) records. Any items that were not correctly classified in the WRDSB's accounting records have been reclassified to agree to the amounts disclosed in the attached appendix.

### Background

[Board Policy 3001 Travel, Meals, Hospitality – Trustees](#) directs staff to present, annually, a public report regarding Trustee expenses that were reimbursed during the previous fiscal year. Staff are required to present the report in November as part of our year-end financial reporting process.

### Financial Implications

No financial implications.

### Communications

Staff will continue to present annual updates to Board of Trustees and make available, through our corporate website, the annual report on Trustee Expenses.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board  
Nick Landry, Controller, Financial Services  
in consultation with Coordinating Council

## Appendix A

**Waterloo Region District School Board  
Trustee Expenses - September 1, 2018 to August 31, 2019**

	<b>Travel</b>	<b>Professional Development</b>	<b>Total Expenses</b>
<b>Current Trustees</b>			
Jayne Herring	\$1,167	\$5,412	\$6,579
Karen Meissner	1,351	1,203	2,554
Carol Millar	1,430	719	2,149
Scott Piatkowski	658	3,554	4,212
Mike Ramsay	731	531	1,262
Kathi Smith	1,598	4,448	6,046
Natalie Waddell	-	1,696	1,696
Cindy Watson	501	-	501
Joanne Weston	677	1,485	2,162
Crystal Whetham	342	1,840	2,182
Kathleen Woodcock	848	6,116	6,964
Student Trustees	1,194	2,749	3,943
<b>Sub-Total</b>			<b>\$40,250</b>
<b>Former Trustees</b>			
Colin Harrington	\$0	\$0	\$0
John Hendry	93	-	93
Ted Martin	-	242	242
Scott McMillan	242	-	242
Courtney Waterfall	361	847	1,208
<b>Grand Total</b>			<b>\$42,035</b>





# Report to Committee of the Whole

November 18, 2019

## Subject: 2018-19 Final Financial Report

### Recommendation

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

### Status

The Board of Trustees (Board) approved the 2018-19 operating budget on June 13, 2018, and at that time the Board approved a balanced budget.

The development of the Waterloo Region District School Board's (WRDSB's) operating budget includes many underlying assumptions which, over the course of a school year, can change significantly. On a quarterly basis throughout the year, staff have provided updates to the Board regarding our tracking of key assumptions, the identification of key risks and outlined mitigation strategies we have put in place. The quarterly updates referenced above were provided to the Board on the following dates:

- [January 21, 2019](#)
- [April 15, 2019](#)
- [June 10, 2019](#)

The 2018-19 year-end financial position is an in-year surplus of \$1.97M; this represents approximately 0.3% of the WRDSB's operating budget for the year. The 2018-2019 Final Financial Report, comparing the budget to the actual year-end position is attached as Appendix A. In terms of key assumptions and risk areas, the following represent material changes from the budget forecast, which help to explain the year-end results; it should be noted that these items are consistent with information presented to the Board throughout the year.

### Revenues

- Student Enrolment
  - In-year change: Total enrolment was higher than the budget forecast by 134 students, or 0.2% of total enrolment; the increase can be attributed to a larger than expected cohort in Junior Kindergarten, which likely reflects net migration into the Region.
  - Impact: Student enrolment is the primary driver of funding through the Grants for Student Needs (GSN). As a result of the increase in enrolment, our funding through the Pupil Foundation Grant increased by \$1.17M compared to the budget forecast.
  - 2019-20 Outlook: Our [2019-20 budget](#) forecast reflects continued, positive growth in both the elementary and secondary panel. Information obtained at October 31, 2019, indicates that we are on target to reach our student enrolment forecast for 2019-20.

- English as a Second Language/English Literacy Development (ESL/ELD) Allocation

- In-year change: The number of students that qualified for ESL/ELD funding was higher than the 2018-19 budget forecast by 295 students, or 8.6%. As a result, funding to support ESL/ELD learners increased by approximately \$1.58M, or 15.4%, over the budget forecast.
- Impact: Compared to 2017-18 actual results, the total number of students that qualified for ESL/ELD funding in 2018-19 was 663 students higher. This continues a trend of year-over-year increases that we have observed during the past three years, in which the WRDSB has welcomed over 1,196 additional students that qualify for ESL/ELD funding; an increase of 47.1% over the 2015-16 school year. We have increased the resources allocated to support these students, and review annually as part of the budget process to ensure that our resources are aligned with needs across the system.
- 2019-20 Outlook: Supports added in previous years to support ESL/ELD students remain in place. For the 2019-20 school year, an additional 3 ESL itinerant teaching staff have been added to the elementary panel to support the increased number of ESL/ELD students.

- Special Education Allocation

In-year change: In August 2018, the Ministry of Education (Ministry) [announced a number of changes](#) that would be applied to the 2018-19 GSN. Of these, an increase in per pupil funding provided through the Special Education Per Pupil Amount (SEPPA) represented a material change at the time.

The table below highlights the changes:

	<b>2018-19 Budget</b>	<b>2018-19 Financials</b>	<b>Change (%)</b>
JK to Grade 3	\$988.82	\$1007.08	1.85%
Grade 4 to 8	759.54	773.57	1.85%
Grade 9 to 12	501.47	510.73	1.85%

As a result of the changes noted above, and our enrolment growth, revenues received through the Special Education Grant were \$975,000 higher than the budget forecast which represents an increase of 1.1%.

- Impact: The Ministry provides a per pupil amount based on overall enrolment to allow boards to provide Special Education supports to students. These funds are enveloped, in that they can only be spent on services and supports for Special Education students. Over the past

number of years expenditures on Special Education supports have exceeded Ministry funding, and this trend continued in 2018-19; the additional funds that were received reduced the gap between our revenues and expenses for Special Education.

- 2019-20 Outlook: The [2019-20 budget](#) included \$93.1M in expenditures related to the delivery of Special Education services. We will continue to monitor this allocation throughout the year and work to ensure our available resources are being leveraged to maximize support to students.

- Other Grants

- In-year change: Revenue from other grants (Education Program Other (EPO)) were \$2.9M, or 76.5% higher than the budget forecast. This increase, which was anticipated, is the result of funding [announced](#) by the Ministry in March 2018, the details of which were not communicated until after submission of the WRDSB's 2018-19 budget. This timing difference continues to present challenges for staff as we endeavor to provide timely and accurate information to the Board through our budget and financial reporting process.

Following the June 2018 Provincial election, the newly elected Government implemented a number of changes to EPO grants, the details of which were not communicated to boards until December 2018 and January 2019.

As part of our interim financial reporting to the Board, the [January 21, 2019](#), report provided a summary of adjustments that would impact EPO grants that were included in the 2018-19 budget. This table, which is included at the end of this report, has been updated to reflect actual amounts received.

- Impact: EPO grants are used to support targeted Ministry initiatives, such as the Renewed Math Strategy, and can change from year-to-year based on Ministry priorities and the availability of financial resources.
- 2019-20 Outlook: The [2019-20 budget](#) included \$625,000 in revenues from EPO grants (now referred to as Priorities and Partnerships Fund (PPF)) that were announced prior to the budget being approved. While we anticipate additional revenues to be announced or confirmed during the early part of 2019-20, we expect an overall reduction in this funding stream moving forward.

- Education Development Charges (EDC) Revenue

- In-year change: Revenues collected through [Education Development Charges \(EDC\)](#) were \$7.8M, or 77.1% higher than the budget forecast.
- Impact: EDCs are a levy on new residential and non-residential construction, and are used to fund the purchase of new school sites (land and land improvements). The authority to collect EDCs is provided under the Education Act, Ontario Regulation 20/98. Any funds collected in a year

are retained until they are needed to fund a future land purchase; as such, they have no impact on the operating position of the WRDSB.

- 2019-20 Outlook: The [2019-20 budget](#) included \$10.6M in revenues from EDC collections; this forecast is based on estimates of municipal building permits.

#### Expenditures

- Textbooks and Classroom Supplies

- In-year change: Expenditures were \$1.4M higher than the budget forecast, an increase of 8.3%.
- Impact: The GSN provides funding to support the elements of a classroom that are required by, and generally common to, all students (textbooks and supplies). Historically, these budgets have been underspent and the remaining funds have been carried forward from one year to the next. The table below illustrates the historical spending trend in this area of the budget:

School Year	Unutilized Budget for Textbooks and Classroom Supplies (Carry-over)	Percentage of Textbooks and Classroom Supplies Budget
2015-16	\$1,503,000	10.4%
2016-17	\$1,740,000	11.7%
2017-18	\$1,723,000	11.8%
2018-19	\$1,513,000	9.3%
2019-20	\$125,000	0.9%

Over the past 18 months staff from Business and Financial Services have been working with school administrators to identify and understand the challenges associated with spending these funds, and have communicated the importance of ensuring that funds allocated to provide classroom resources are expended in the year provided. These efforts were further strengthened by a commitment (announced in June 2019) to cap any carry-over of unspent funds at 10% of the prior year's budget. With these efforts, and the commitment of our school administrators, 100% of the 2018-19 textbooks and classroom supplies budget was spent, and we have reduced our carry-over of unutilized funds to less than \$125,000, or 1.8% of the textbooks and classroom supplies budget.

- 2019-20 Outlook: The [2019-20 budget](#) includes \$16.0M to support the provision of textbooks and classroom supplies. Staff will continue to

monitor spending to ensure that the resources allocated are being utilized to support our students and staff in the classroom.

- Professional Development (PD)
  - In-year change: Expenditures were \$875,000 lower than the budget forecast, a decrease of 21.0%.
  - Impact: In February 2019 it was announced that all *non-mandatory* professional development and training sessions requiring teacher coverage were cancelled until the end of the year; this included the use of site based days. This action was taken to reduce the number of fail-to-fills across the system, which negatively impacts student and staff well-being. As a result, funds that had been budgeted for PD were underspent and there were limited opportunities to re-direct these funds for other purposes.
  - 2019-20 Outlook: The [2019-20 budget](#) includes forecast expenditures of \$2.3M to support professional development; this is significantly less than what was budgeted in 2018-19, due to the elimination or reduction of various EPO grants.
- Non-teaching Salary and Benefit Savings (Vacant Positions)
  - In-year change: Expenditures on non-teaching salaries and benefits were \$1.8M lower than the budget forecast, a decrease of 5.0%.
  - Impact: Vacant positions arise for a variety of reasons and our ability to fill those positions in a timely manner is often impacted by external factors (market conditions). As we progress through the hiring process, these vacant positions generate savings for the organization; they also increase the workload on existing staff to complete the work required. The savings noted above were generated primarily through Information Technology Services (ITS), who underwent a significant re-organization during 2018-19, and vacant positions in WRDSB Administration which arise throughout the course of the year as a result of vacancies (new positions, retirements and resignations).
  - 2019-20 Outlook: As part of the [2019-20 budget](#) process, each department within the WRDSB was asked to undertake a review of its vacant positions to determine whether they were still required. Moving forward, Human Resource Services will continue to provide support during the hiring process to help ensure departments can attract and retain qualified staff.
- Supply Staff (Teachers, Educational Assistants, Designated Early Childhood Educators)
  - In-year change: Expenditures were \$171,000 higher than the budget forecast, an increase of 0.8%.

- Impact: Short-term supply costs continue to be a significant cost pressure for the WRDSB, and were identified by the Auditor General's Office in its [2017 Annual Report](#) as a challenge across the Province. The year-end position is consistent with information presented to the Board during the course of the 2018-19 school year as part of our interim reports.
- 2019-20 Outlook: The [2019-20 budget](#) includes forecast expenditures of \$21.0M to cover short term supply costs; which represents an increase of 0.8% over the 2018-19 budget. Further to this, Human Resource Services has enacted a number of meaningful measures, such as guaranteed deployment positions, to alleviate the pressure schools face in dealing with fail-to-fill scenarios. Staff will continue to monitor in-year expenditures and report back to the Board as part of our interim financial reporting for 2019-20.
- School Operations
  - In-year change: Expenditures were \$1.9M lower than the budget forecast, a decrease of 3.0 % within the School Operations budget.
  - Impact: The primary factors for the above noted variance were savings from vacant positions (custodial, maintenance) within School Operations and savings in utility costs (Water, Natural Gas, Hydro). Facility Services presented their [2018/19 Energy Update](#) to the Board on May 13, 2019. Amongst other items, the report identified that the WRDSB has experienced a 22.3% reduction in Energy Use Intensity when comparing 2017-18 to 2008. As noted in the report, utility consumption (and therefore cost) is an aspect over which the board and its stakeholders have partial control. Factors that are controllable may include:
    - Student and staff behavior;
    - Use of efficient technologies;
    - Automation and control (occupancy sensors or building automation systems);
    - Building envelope improvements;
    - Designated periods of set-back and/or shut down.

Consumption is also driven by factors beyond stakeholder control and can include factors such as:

  - Weather (warmer summer and shoulder seasons drive cooling demand);
  - Hours of operation (extended use for Ministry initiatives such as Community Use);
  - School closures (disposal of redundant school sites, port-a-packs or portables);
  - Expansion of facilities and square footage (new schools or school additions).
  - 2019-20 Outlook: The [2019-20 budget](#) did not include a material change to the overall School Operations budget, and staff were hesitant to reduce



the utilities budget. This is largely due to the variability of uncontrollable factors that can drive utility costs, as well as expected increases in the global adjustment charge applied to energy bills. Staff from Financial Services and Facility Services meet regularly throughout the year to assess the financial impact of changes in our utility consumption.

- Non-Operating Expenses (Recoverable Costs)
  - In-year change: Expenditures were \$3.0M higher than the budget forecast, an increase of 30.5%.
  - Impact: This increase is attributable to higher enrolment in the WRDSB's Extended Day Program, which required additional staff (25.90) be hired during the 2018-19 school year. These expenditures are directly offset by revenues collected for the program. In addition, recoverable billings have increased for WRDSB staff who have been seconded to other organizations (such as the Ministry of Education).
  - 2019-20 Outlook: The [2019-20 budget](#) included a \$2.8M, or 28.49%, increase in non-operating expenses. This was primarily the result of forecasted enrolment increases in the WRDSB's extended day program, which operates on a cost-recovery model through parent fees.

Overall, staff continue to identify ongoing risks and develop mitigation strategies that help ensure the fiscal well-being of the organization. As noted above, the 2018-19 in-year surplus is \$1.9M; this amount has been added to the WRDSB's Accumulated Unappropriated Operating Surplus, which is now \$36.3M, or 5.2% of annual operating revenues.

The Accumulated Unappropriated Operating Surplus represents funds that are available on a one-time basis to address strategic priorities, financial pressures and respond to unforeseen circumstances.

## Background

It is the sole responsibility of the Board to approve the annual operating budget and it is the responsibility of staff to oversee and monitor day-to-day spending within the budget framework. The Board plays a key role in the budget process, ensuring that funding is aligned with the WRDSB's strategic priorities and legislative requirements.

In an effort to support the Board in fulfilling their fiduciary duties, staff provide quarterly financial updates on in-year spending forecasts relative to the budget. These updates identify potential risks and opportunities that may be on the horizon, as well as the strategies staff have in place to address the identified items. These actions are intended to support the Board in making evidence based decisions and fulfilling their governance responsibilities.

## Financial Implications

No financial implications.

**Communications**

Financial Services will work with our communications department to ensure that financial information is readily available to the public via our corporate website.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board  
Nick Landry, Controller, Financial Services  
Sharon Uttley, Manager, Accounting Services  
Wendy Jocques, Manager, Budget Services  
Connie Donnelly, Accounting Officer  
Fabiana Frasheri, Capital Budget Officer  
Wenqi Zhou, Budget Officer  
in consultation with Coordinating Council



## 2018-19 Final Financial Report

PSAB Revenues for the Period Ending August 31, 2019

### SUMMARY OF FINANCIAL RESULTS (000s)

	Budget	Actual	In-Year Change	
			\$	%
<b>Revenue</b>				
Provincial Grants-GSN	710,663	715,352	4,689	0.7%
Revenue transferred from/(to) deferred revenue	28	(89)	(118)	(413.8%)
Other Grants	3,742	6,604	2,863	76.5%
Other Revenue	25,937	37,392	11,455	44.2%
School Generated Funds	14,000	13,402	(598)	(4.3%)
Transferred from DCC**	35,198	34,086	(1,112)	(3.2%)
Transferred to DCC**	(14,975)	(14,291)	684	(4.6%)
<b>Total Revenue</b>	<b>774,594</b>	<b>792,456</b>	<b>17,863</b>	<b>2.3%</b>
<b>Expenses</b>				
Instruction	605,353	604,122	(1,231)	(0.2%)
Administration	18,149	16,860	(1,289)	(7.1%)
Transportation	18,174	18,297	123	0.7%
School Operations & Maintenance	64,204	62,390	(1,814)	(2.8%)
Pupil Accom/Renewal/Debt/Non-operating	48,251	50,133	1,882	3.9%
School Generated Funds	14,000	13,680	(320)	(2.3%)
<b>Total Expenses</b>	<b>768,132</b>	<b>765,483</b>	<b>(2,650)</b>	<b>(0.3%)</b>
<b>Surplus/(Deficit)</b>	<b>6,461</b>	<b>26,974</b>	<b>20,512</b>	<b>317.5%</b>

### DETERMINATION OF ANNUAL OPERATING SURPLUS (000s)

	Budget	Actual
<b>PSAB Surplus/(Deficit) (from above)</b>	<b>6,461</b>	<b>26,974</b>
<b>LESS: Restricted Amounts</b>		
Revenues Recognized for Land	9,652	17,797
Transfers to/(from) Internally Appropriated	4,344	7,358
Transfers to/(from) Externally Appropriated	(37)	(150)
<b>Sub-Total: In-Year Appropriations</b>	<b>13,959</b>	<b>25,005</b>
<b>ANNUAL Unappropriated Operating Surplus/(Deficit)</b>	<b>(7,497)</b>	<b>1,968</b>

#### Changes in Revenue

- Provincial Grants- Increase in enrolment, ESL/ELD funding and change in Special Education benchmarks
- Deferred Revenue- Changes are related to transfers for Special Education, Student Achievement Envelope, Indigenous Education and school renewal
- Other Grants- Increase due to additional Educational Program Other (EPO) announcements following 2018-19 budget submission
- Other Revenue- Increase in extended day care fees due to increased enrolment; interest income; secondment and other cost recoveries; increase in Education Development Charges due to increase in building permits issued by municipalities

#### Change in Expenditures

- Instruction- staff vacancies, placement of teachers on grid, pause on professional development
- Administration- staff vacancies, fees and contracts savings
- School Operations- staff vacancies and utilities savings
- Pupil Accom/Renewal/Debt/Non-Operating- Net of increase extended day enrolment and number of staff secondments and decrease in school renewal expenditures

\*\*DCC - Deferred Capital Contributions

## 2018-19 Final Financial Report

### SUMMARY OF CAPITAL TO BE FINANCED (000s)

	Budget	Actual	In-Year Change	
			#	%
<b>Funding</b>				
New Building and Additions	7,000	9,007	2,007	28.7%
Community Hubs	0	10	10	100.0%
Child Care Capital	1,000	2,440	1,440	144.0%
Child and Family Centres	1,000	1,246	246	24.6%
Greenhouse Gas (GHG) Reduction	1,602	98	(1,504)	-93.9%
School Condition Improvement	14,422	14,301	(120)	-0.8%
Full Day Kindergarten	1,350	1,293	(57)	-4.2%
Renewal	7,367	7,067	(300)	-4.1%
Education Development Charge (EDC)	13,032	16,031	2,999	23.0%
Proceeds of Disposition	5,465	5,593	128	2.3%
Minor Tangible Capital Assets	7,608	7,156	(452)	-5.9%
Rural and Northern Education		68	68	100.0%
Other	4,830	2,636	(2,194)	-45.4%
<b>Total Capital by Funding Source</b>	<b>64,675</b>	<b>66,947</b>	<b>2,273</b>	<b>3.5%</b>
<b>Expenditure</b>				
Buildings (new, additions & renewal)	42,236	41,101	(1,135)	-2.7%
Land	13,032	16,031	2,999	23.0%
Land Improvements	1,350	1,009	(341)	-25.3%
Leasehold Improvements	0	734	734	100.0%
Moveable Assets	8,058	8,073	16	0.2%
<b>Total Capital Expenditure</b>	<b>64,675</b>	<b>66,947</b>	<b>2,273</b>	<b>3.5%</b>

### SUMMARY OF ENROLMENT

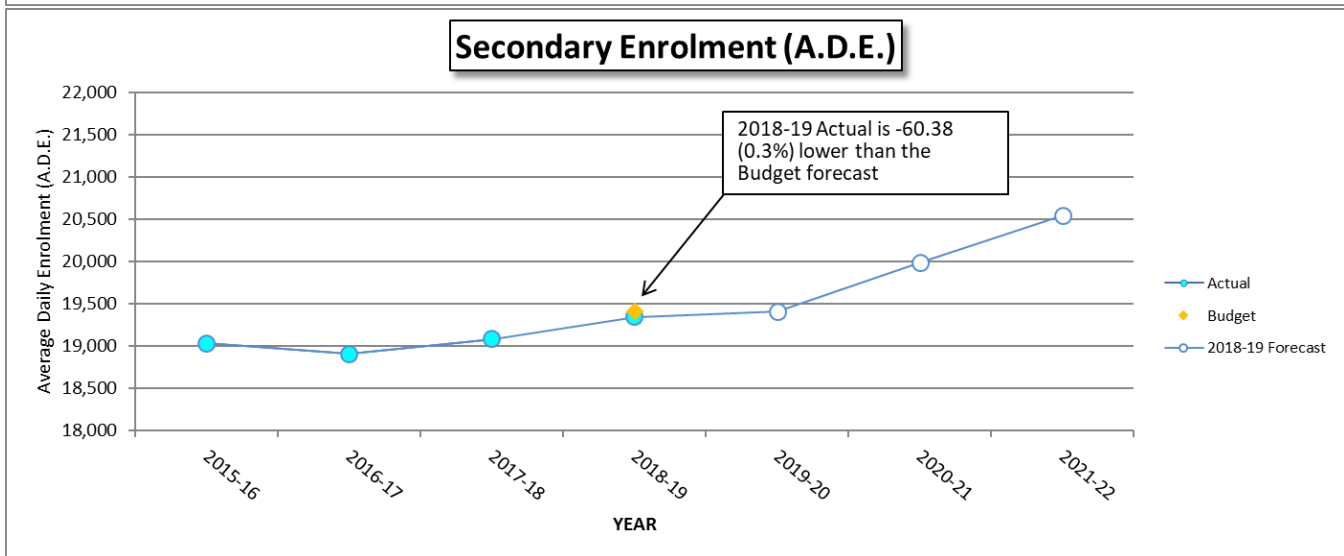
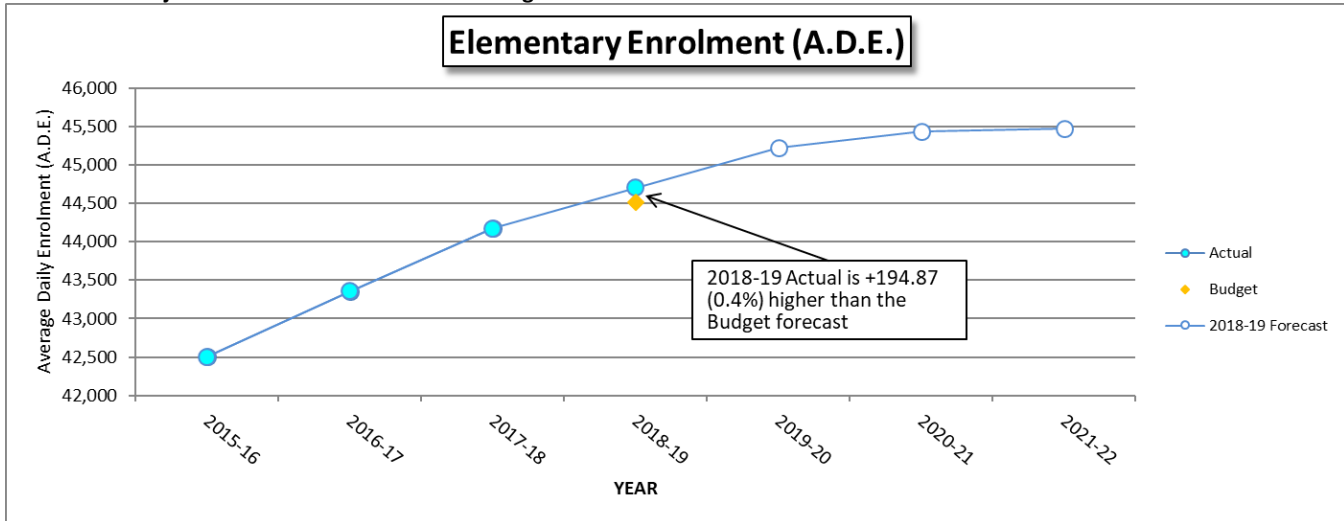
ADE	Budget	Actual	In-Year Change	
			#	%
<b>Elementary</b>				
JK	3,766.75	4,121.90	355.15	9.4%
SK	4,319.33	4,303.88	(15.45)	-0.4%
Grade 1-3	13,542.84	13,445.92	(96.92)	-0.7%
Grade 4-8	22,862.64	22,822.23	(40.41)	-0.2%
Other Pupils (International)	18.00	10.50	(7.50)	-41.7%
<b>Total Elementary</b>	<b>44,509.56</b>	<b>44,704.43</b>	<b>194.87</b>	<b>0.4%</b>
<b>Secondary</b>				
Pupils of the Board <21	19,258.95	19,215.52	(43.43)	-0.2%
High Credit Pupils	28.04	22.91	(5.13)	-18.3%
Pupils of the Board >21	8.00	7.68	(0.32)	-4.0%
Other Pupils (International)	114.00	102.50	(11.50)	-10.1%
<b>Total Secondary</b>	<b>19,408.99</b>	<b>19,348.61</b>	<b>(60.38)</b>	<b>-0.3%</b>
<b>Total</b>	<b>63,918.55</b>	<b>64,053.04</b>	<b>134.49</b>	<b>0.2%</b>

#### Highlights of Changes in Enrolment:

- Growth in the elementary panel is attributable to a larger than expected JK cohort, which could be the result of migration into the Region; children not born in the Region would not be reflected in our 2014 birth data, which we use as the basis for our JK forecast.
- We have adjusted our multi-year forecast for both elementary and secondary schools to reflect actual results for 2018-19. The 2019-20 budget reflects continued growth in both panels.

## 2018-19 Final Financial Report

### Historic and Projected Enrolments with 2018-19 Budget vs Actual



### SUMMARY OF STAFFING

FTE	Budget	Actual	In-Year Change	
			#	%
<b>Instruction</b>			-	
Classroom Teachers	3,924.75	3,945.69	20.94	0.53%
Non-Classroom	2,028.50	2,059.11	30.60	1.51%
<b>Total Instruction</b>	5,953.25	6,004.80	51.55	0.87%
<b>Non-Instruction</b>	809.00	809.93	0.93	0.11%
<b>Total</b>	6,762.25	6,814.73	52.48	0.78%

#### Highlights of Changes in Staffing:

- Classroom-additional elementary teachers due to enrolment growth
- Non-Classroom- enrolment growth in extended day

Waterloo Region District School Board  
PSAB Revenues for the Period Ending August 31, 2019

2018-19						Material Variance Note
Budget	% Change from Prior Year Actuals	Actual	In-Year Change			
			\$ Increase (Decrease)	% Increase (Decrease)		
<b>Provincial Grants for Student Needs</b>						
Pupil Foundation-Elementary	242,152,627	3.1%	243,580,413	1,427,786	0.59%	1
Pupil Foundation-Secondary	114,678,188	2.9%	114,419,582	(258,606)	(0.23%)	
School Foundation	43,700,637	2.2%	43,777,158	76,521	0.18%	
Special Education	88,274,603	3.2%	89,250,003	975,400	1.10%	2
French as a Second Language	8,964,597	2.5%	9,044,907	80,310	0.90%	
English as a Second Language	10,232,768	0.2%	11,812,672	1,579,904	15.44%	3
Remote and Rural Allocation	42,411		42,411	-	0.00%	
Learning Opportunities	7,249,304	(6.9%)	7,262,230	12,926	0.18%	4
Continuing Education	1,443,826	4.4%	1,277,063	(166,763)	(11.55%)	
High Credit	97,074	(7.1%)	79,314	(17,760)	(18.30%)	
Teacher Q&E	64,048,344	(1.2%)	64,968,113	919,769	1.44%	
New Teacher Induction Program (NTIP)	313,564	3.0%	310,122	(3,442)	(1.10%)	
ECE Q&E	4,249,545	(1.3%)	4,325,576	76,031	1.79%	
Transportation	17,307,869	3.8%	17,498,289	190,420	1.10%	
Admin and Governance	18,279,612	6.3%	18,296,649	17,037	0.09%	
Trustees' Association Fee	43,316	0.0%	43,316	-	0.00%	
School Operations	60,865,654	2.6%	60,963,189	97,535	0.16%	
Community Use of Schools	842,701	1.6%	842,701	-	0.00%	
Declining Enrolment	-	0.0%	-	-	0.00%	
Temporary accomodation - relocation and leasing	1,930,500	8.1%	1,930,500	-	0.00%	
Indigenous Education	992,228	(12.8%)	960,723	(31,505)	(3.18%)	
Safe Schools	1,319,434	2.0%	1,321,688	2,254	0.17%	
School Renewal	9,932,536	1.1%	9,945,533	12,997	0.13%	
Approved Debt	104,872	0.0%	104,872	-	0.00%	
Debt Charges-Interest Portion	7,207,269	(2.3%)	6,905,427	(301,842)	(4.19%)	
1% Lump Sum				-		
Capital Grant for Land				-		
Restraint Savings	(129,030)	0.0%	(129,030)	-	0.00%	
Labour Related Enhancements	6,518,694	0.0%	6,518,694	-		
<b>Total Provincial Grants for Student Needs (GSN)</b>	<b>710,663,143</b>	<b>2.4%</b>	<b>715,352,115</b>	<b>4,688,972</b>	<b>0.66%</b>	
<b>Amortization of Deferred Capital Contributions</b>						
	<b>35,197,975</b>	<b>6.7%</b>	<b>34,086,052</b>	<b>(1,111,923)</b>	<b>(3.16%)</b>	
<b>Legislative Grants transferred from/(to) Deferred Revenue</b>						
	28,436	(110.0%)	(89,246)	(117,682)	(413.85%)	5
<b>Other Grants</b>	3,741,569	(41.2%)	6,604,427	2,862,858	76.51%	
<b>Non Grant Revenue</b>						
Fees	2,287,900	15.9%	2,074,150	(213,750)	(9.34%)	6
Transportation Recoveries	-	(100.0%)	166,881	166,881	0.00%	
Rental Revenue	1,669,100	(1.0%)	1,805,900	136,800	8.20%	
Education Development Charge	10,142,195		17,965,146	7,822,951	77.13%	
Other Revenue	11,837,882	(18.5%)	15,380,140	3,542,258	29.92%	7
<b>Non Grant Revenue</b>	<b>25,937,077</b>	<b>2.8%</b>	<b>37,392,217</b>	<b>11,455,140</b>	<b>44.17%</b>	
<b>School Generated Funds Revenue</b>						
	<b>14,000,000</b>	<b>0.7%</b>	<b>13,401,747</b>	<b>(598,253)</b>	<b>(4.27%)</b>	
<b>Grants Transferred to Deferred Capital Contributions</b>						
	<b>(14,974,537)</b>	<b>(2.2%)</b>	<b>(14,290,952)</b>	<b>683,585</b>	<b>(4.56%)</b>	
<b>Total PSAB Revenues</b>						
	<b>774,593,663</b>	<b>2.3%</b>	<b>792,456,360</b>	<b>17,862,697</b>	<b>2.31%</b>	

Waterloo Region District School Board  
 PSAB Revenues for the Period Ending August 31, 2019

**EXPLANATION OF MATERIAL VARIANCES- REVENUE**

- 1 Student enrolment in the elementary panel 194.87 higher than the budget estimate
- 2 Increase in Special Education per pupil amount allocation announced as part of revised estimates, as well net increase in student enrolment
- 3 Number of students eligible for ESL/ELD funding higher than budget estimate
- 4 Increase in number of Elementary teachers due to increase in enrolment
- 5 Additional government grants (Education Program Other- EPO) announced after budget
- 6 Reflects higher collections than budgeted in the year due an increase in building permits issued by municipalities
- 7 Extended day, interest revenues, secondment and other cost recoveries higher than budget

Waterloo Region District School Board  
PSAB Expenses for the Period Ending August 31, 2019

	2018-19				Material Variance Note
	Budget (Estimates)	Actual	Change		
			\$ Increase (Decrease)	% Increase (Decrease)	
OPERATING					
Classroom					
Classroom Teachers	402,527,473	401,701,762	(825,711)	(0.2%)	1
Supply Staff	20,854,500	21,025,105	170,605	0.8%	
Teacher Assistants	35,713,994	35,779,524	65,530	0.2%	
Early Childhood Educator	17,966,100	18,336,842	370,742	2.1%	2
Textbooks and Classroom Supplies	16,226,029	17,577,085	1,351,056	8.3%	3
Computers	6,737,300	6,507,574	(229,727)	(3.4%)	
Professionals & Paraprofessionals	30,225,035	29,007,005	(1,218,030)	(4.0%)	4
Library & Guidance	13,680,279	13,876,253	195,974	1.4%	
Staff Development	4,160,810	3,285,762	(875,048)	(21.0%)	5
Department Heads	1,426,000	1,418,806	(7,194)	(0.5%)	
Principal and Vice-Principals	28,689,618	29,120,765	431,147	1.5%	
School Secretaries & Office Supplies	16,451,569	15,986,417	(465,152)	(2.8%)	
Teacher Consultants	8,779,234	8,865,569	86,335	1.0%	
Continuing Education	2,088,699	1,848,765	(239,934)	(11.5%)	
Instruction-Amortization	6,239,783	5,922,580	(317,203)	(5.1%)	
Less: GSN Funded Tangible Capital Assets	(6,413,200)	(6,137,800)	275,400	(4.3%)	
Sub-Total Instruction Expenses	605,353,223	604,122,013	(1,231,210)	(0.2%)	
Other Expenses					
Board Administration	18,614,626	16,861,029	(1,753,597)	(9.4%)	6
School Operations	64,330,963	62,403,441	(1,927,522)	(3.0%)	7
Transportation	18,172,835	18,297,707	124,872	0.7%	
Amortization	603,521	582,891	(20,630)	(3.4%)	
Less: GSN Funded Tangible Capital Assets	(1,194,300)	(597,753)	596,547	(49.9%)	8
Sub-Total Other Expenses	100,527,645	97,547,315	(2,980,330)	(3.0%)	
TOTAL OPERATING EXPENSE	705,880,868	701,669,328	- 4,211,540	(0.6%)	
NON-OPERATING					
Pupil Accommodation/Renewal/Debt					
School Renewal	9,933,140	9,336,285	(596,855)	(6.0%)	9
Debt Charges	6,766,418	6,599,520	(166,898)	(2.5%)	
Recoverable Costs	9,838,400	12,842,216	3,003,816	30.5%	10
Other Non-Operating Expenses	104,872	104,872	-	0.0%	
Loss on Disposal of TCA and Assets					
Amortization of Capital Assets	28,975,532	28,064,165	(911,367)	(3.1%)	
Less: GSN Funded Tangible Capital Assets	(7,367,037)	(6,814,120)	552,917	(7.5%)	9
Total Pupil Accommodation Expense	48,251,325	50,132,938	1,881,613	3.9%	
School Generated Funds	14,000,000	13,680,370	(319,630)	(2.3%)	
TOTAL EXPENSES	768,132,193	765,482,637	(2,649,556)	(0.3%)	

Waterloo Region District School Board  
PSAB Expenses for the Period Ending August 31, 2019

**EXPLANATION OF MATERIAL VARIANCES- EXPENDITURES**

- 1 Changes to the placement of teachers on qualifications and experience grid compared to budget
- 2 Increase in staffing due to an increase in Kindergarten classes added in September 2018, and an increase in extended day enrolment (revenue offset)
- 3 Increase in spending reflects carryover from prior fiscal year
- 4 Savings from staff vacancies throughout the school year
- 5 System pause on professional development
- 6 Savings from staff vacancies, fees and contracts
- 7 Utility savings and savings from staff vacancies throughout the school year
- 8 Timing of expenditures for minor tangible capital assets
- 9 Timing of expenditures for school renewal - offset in deferred revenue
- 10 Increase in extended day enrolment, increase in number of staff secondments - has revenue offset

Waterloo Region District School Board  
Other Grant Revenue- Including Education Program Other (EPO)  
for the Period Ending August 31, 2019

<b>OTHER GRANT REVENUE</b>	<b>2018/2019 Budget</b>	<b>2018/2019 Actual</b>	<b>Variance</b>
<b>EPOs Included in 2018/19 Budget</b>			
Community Use - Outreach Co-ordinator	\$128,000	\$80,000	(\$48,000)
Community Use - Priority Schools	102,000	63,750	(38,250)
Focusing on Fundamentals in Mathematics	1,478,573	1,143,317	(335,256)
Highly Skilled Workforce Strategy K-12 Experiential Learning	222,056	153,877	(68,179)
Indigenous Support and Engagement	100,000	100,000	-
Innovation in Learning Fund	108,111	-	(108,111)
Mental Health Workers in School	477,472	428,736	(48,736)
Well Being: Safe Accepting and Healthy Schools and Mental Health	274,695	93,566	(181,129)
<b>Sub-total</b>	<b>\$2,890,907</b>	<b>\$2,063,246</b>	<b>(\$827,661)</b>
<b>EPOs Not Included in 2018-19 Budget</b>			
Board Leadership Development & Mentoring for All	\$0	\$61,049	\$61,049
Broadband Modernization Project, Wave 1	-	234,592	234,592
Autism (from 2017-18)	-	36,853	36,853
Identity-Based Data Collection, Analysis and Use	-	43,402	43,402
NTIP - Teacher Learning & Leadership Program (TLLP)	-	19,431	19,431
Online Incident Reporting	-	10,000	10,000
Ontario Focused Intervention Project -Low Performing Schools	-	6,638	6,638
Parents Reaching Out (Regional)	-	8,995	8,995
Parents Reaching Out (School Councils)	-	35,307	35,307
Keeping Students in School (was Positive Preventative Measures Pilot Project)	-	2,268	2,268
Positive School Climate (From previous years)	-	1,000	1,000
Speak-Up Projects	-	-	-
Specialist High Skills Majors (SHSM)	-	333,729	333,729
Special Education Professional Assessments	-	227,102	227,102
Supporting Schools: Recreational Cannabis Legalization	-	10,237	10,237
Supporting Students with Severe Learning Disabilities	-	219,333	219,333
Teacher Learning & Leadership Program (TLLP's from 2017-18)	-	40,546	40,546
TRC Revised Curriculum	-	17,908	17,908
Transportation for Youth In Care	-	50,279	50,279
<b>Sub-total</b>	<b>\$0</b>	<b>\$1,358,670</b>	<b>\$1,358,670</b>
<b>Total EPO Grants</b>	<b>\$2,890,907</b>	<b>\$3,421,916</b>	<b>\$531,009</b>
<b>Other Grants</b>			
Local Priorities (to deferred revenue in 2018/2019)	\$0	(\$62,917)	(62,917)
Ministry of Education Financial Statement Adjustments- Prior Years	\$0	\$239,294	239,294
P-VP & Non-Union Remedy Agreement (Deferred Revenue from 2017/2018)	-	\$306,121	306,121
P-VP & Non-Union Remedy Agreement (2018-19 adjustment)	-	70,176	70,176
OSSTF Remedy Agreement (2017-18)	-	549,555	549,555
OSSTF Remedy Agreement (2018-19)	-	147,859	147,859
Executive Compensation (2018-19)	-	185,810	185,810
Payments to Eligible EWAO (Deferred Revenue from 2017/2018)	-	825,857	825,857
Payments to Eligible EWAO (2018-19 adjustment)	-	58,716	58,716
DECE PD Day	-	71,261	71,261
DECE PD Agreement	-	57,918	57,918
Literacy & Basic Skills (LBS)	370,900	372,065	1,165
Ontario Youth Apprenticeship Program (OYAP)	265,165	217,781	(47,384)
Official Languages in Education Program: French as a Second Language	214,597	142,930	(71,667)
Miscellaneous	-	85	85
<b>Total Other Grants</b>	<b>\$3,741,569</b>	<b>\$6,604,427</b>	<b>\$2,862,773</b>





# Report to Committee of the Whole

November 18, 2019

## Subject: 2018-2019 Audited Financial Statements

### Recommendation

***That the Waterloo Region District School Board approve the Audited Financial Statements for the year ended August 31, 2019, as recommended by the Board Audit Committee.***

### Status

The draft 2018-2019 Waterloo Region District School Board (WRDSB) Consolidated Financial Statements are attached as Appendix A. Dale Zorgdrager, Partner in the Audit and Assurance Group of PricewaterhouseCoopers LLP, will be present during the meeting to elaborate on the audited statements.

### Background

Pursuant to Regulation 361/10 of the Education Act, one of the duties of the Board Audit Committee after reviewing the Financial Statements is, "To recommend, if the Audit Committee considers it appropriate to do so, that the Board of Trustees (Board) approve the Annual Audited Financial Statements." The Board Audit Committee consists of three trustees and two external members with financial expertise.

The draft 2018-2019 Audited Financial Statements were presented at the Board Audit Committee meeting on November 12, 2019. After reviewing the statements, the Board Audit Committee passed a motion recommending that the Board approve the Audited Financial Statements.

### Financial implications

No financial implications.

### Communications

After approval of the Financial Statements by the Board, the Financial Statements will be published as per Section 252(2) of the Education Act by posting them on the WRDSB's website.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board, on behalf of  
Jayne Herring, Chairperson of the Board  
Trustee Kathi Smith, Chair of the Board Audit Committee  
in consultation with Coordinating Council.

# **Waterloo Region District School Board**

**Consolidated Financial Statements  
August 31, 2019**

**DRAFT**

## **Management Report**

### **Management's Responsibility for the Consolidated Financial Statements**

The accompanying consolidated financial statements of the Waterloo Region District School Board are the responsibility of the Board management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in note 1 to the consolidated financial statements.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgement, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management (and by the Board's internal auditor).

The Audit Committee of the Board meets with management and the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by PricewaterhouseCoopers LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

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John Bryant  
Director of Education

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Matthew Gerard  
Coordinating Superintendent, Business Services  
and Treasurer of the Board

Date, 2019

- , 2019

## **Independent Auditor's Report**

**To the Board of Trustees of  
Waterloo Region District School Board**

Use new format.

Chartered Professional Accountants, Licensed Public Accountants

# Waterloo Region District School Board

## Consolidated Statement of Financial Position

As at August 31, 2019

	2019 \$	2018 \$
<b>Financial assets</b>		
Cash and short term investments	45,608,040	51,707,710
Accounts receivable – Other (note 2)	53,506,327	35,089,715
Accounts receivable – Government of Ontario – Approved Capital (note 2)	150,679,256	165,708,372
Assets held for sale (note 3)	3,933,000	3,933,000
	<u>253,726,623</u>	<u>256,438,797</u>
<b>Financial liabilities</b>		
Accounts payable and accrued liabilities	44,544,102	40,510,886
Net debenture debt and capital loans (notes 7 and 8)	133,838,296	143,903,028
Deferred revenue (note 4)	20,239,374	26,140,995
Employee benefits payable (note 6)	31,419,000	34,177,169
Deferred capital contributions (note 5)	576,826,072	561,821,280
	<u>806,866,844</u>	<u>806,553,358</u>
<b>Net debt</b>	<u>(553,140,221)</u>	<u>(550,114,561)</u>
<b>Non-financial assets</b>		
Prepaid expenses	17,091,313	19,463,487
Tangible capital assets (note 10)	678,748,864	646,377,306
	<u>695,840,177</u>	<u>665,840,793</u>
<b>Accumulated surplus</b> (note 11)	<u>142,699,956</u>	<u>115,726,232</u>
<b>Contractual obligations and contingent liabilities</b> (note 4)		

# Waterloo Region District School Board

## Consolidated Statement of Operations

For the year ended August 31, 2019

	2019		2018
	Budget \$	Actual \$	Actual \$
<b>Revenues</b>			
Local taxation	192,417,591	194,568,915	191,255,609
Provincial grants – Grants for Student Needs	503,289,451	506,393,922	487,158,620
Provincial grants – Other	3,741,569	6,604,427	6,359,154
Other fees and revenues	25,471,813	36,194,741	24,187,217
Investment income	475,264	1,206,556	1,055,419
School funds	14,000,000	13,401,747	13,902,379
Amortization of deferred capital contributions	35,197,975	34,086,052	32,993,644
	<u>774,593,663</u>	<u>792,456,360</u>	<u>756,912,042</u>
<b>Expenses (note 9)</b>			
Instruction	605,353,223	604,122,011	581,690,324
Administration	18,149,120	16,859,761	16,735,180
Transportation	18,174,062	18,297,274	17,477,372
School operations and maintenance	62,960,063	61,154,052	60,954,009
Pupil accommodation	39,552,453	38,422,078	37,147,817
Other	9,943,272	12,947,089	10,264,442
School funded activities	14,000,000	13,680,371	13,185,594
	<u>768,132,193</u>	<u>765,482,636</u>	<u>737,454,738</u>
<b>Annual surplus (note 11)</b>	6,461,470	26,973,724	19,457,304
<b>Opening accumulated surplus</b>	108,468,241	115,726,232	96,268,928
<b>Closing accumulated surplus</b>	<u>114,929,711</u>	<u>142,699,956</u>	<u>115,726,232</u>

# Waterloo Region District School Board

## Consolidated Statement of Cash Flows

For the year ended August 31, 2019

	2019 \$	2018 \$
<b>Sources and uses of cash</b>		
<b>Operating transactions</b>		
Annual surplus	26,973,724	19,457,304
Non-cash amortization of tangible capital assets	34,569,636	33,410,259
Non-cash amortization of deferred capital contributions	(34,086,052)	(32,993,644)
Non-cash gain on sale of tangible capital assets	(251,653)	(4,800,131)
Increase in accounts receivable	(18,416,612)	(1,417,537)
Increase in accounts payable and accrued liabilities	4,033,216	3,215,540
(Decrease) increase in deferred revenue	(5,901,621)	6,739,637
Decrease in employee benefits payable	(2,758,169)	(3,500,068)
(Increase) decrease in prepaid expenses	2,372,174	(18,271,610)
Increase in deferred capital contributions	49,090,844	54,135,358
	<u>55,625,487</u>	<u>55,975,108</u>
<b>Capital transactions</b>		
Proceeds on sale of tangible capital assets	257,913	5,014,500
Cash used to acquire tangible capital assets	(66,947,454)	(55,951,743)
	<u>(66,689,541)</u>	<u>(50,937,243)</u>
<b>Financing transactions</b>		
Decrease in accounts receivable – Government of Ontario – Approved Capital	15,029,116	10,946,120
Debt repayments and sinking fund contributions	(10,064,732)	(9,695,226)
	<u>4,964,384</u>	<u>1,250,894</u>
<b>Change in cash and short-term investments</b>	(6,099,670)	6,288,759
<b>Cash and short-term investments – Beginning of year</b>	<u>51,707,710</u>	<u>45,418,951</u>
<b>Cash and short-term investments – End of year</b>	<u>45,608,040</u>	<u>51,707,710</u>

**Waterloo Region District School Board**

## Consolidated Statement of Changes in Net Debt

For the year ended August 31, 2019

	2019 \$	2018 \$
<b>Annual surplus</b>	26,973,724	19,457,304
<b>Tangible capital asset activities</b>		
Acquisition of tangible capital assets	(66,947,454)	(55,951,743)
Net proceeds on sale of tangible capital assets	257,913	5,014,500
Gain on sale allocated to deferred revenue	(251,653)	(4,800,131)
Amortization of tangible capital assets	34,569,636	33,410,259
	(32,371,558)	(22,327,115)
<b>Other non-financial asset activities</b>		
Acquisition of prepaid expenses	(17,091,313)	(19,463,487)
Use of prepaid expenses	19,463,487	1,191,877
	2,372,174	(18,271,610)
<b>Increase in net debt during the year</b>	(3,025,660)	(21,141,421)
<b>Net debt – Beginning of year</b>	(550,114,561)	(528,973,140)
<b>Net debt – End of year</b>	(553,140,221)	(550,114,561)



# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

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### 1 Summary of significant accounting policies

The consolidated financial statements of Waterloo Region District School Board (the Board) are prepared by management in accordance with the basis of accounting described below.

#### Basis of accounting

These consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario of Education memorandum 2004:B2 and Ontario Regulations 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring schools boards to adopt Canadian public sector accounting standards commencing with the year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue is recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standards PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standards PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

As a result, revenue recognized in the statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

**Waterloo Region District School Board**

## Notes to Consolidated Financial Statements

August 31, 2019

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**Reporting entity**

The consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenues, and expenses of various organizations that exist at the school level, as well as including Waterloo Education Foundation Inc., that are controlled by the Board, are reflected in the consolidated financial statements.

The consolidated financial statements also reflect the Board's pro-rata share of assets, liabilities, revenues and expenses of the Student Transportation Services of Waterloo Region Inc. (STSWR) which is a partnership that was formed with Waterloo Catholic District School Board. Inter-departmental and inter-organizational transactions and balances between these organizations have been eliminated.

**Trust funds**

Trust funds and their related operations administered by the Board are not included in the consolidated financial statements as they are not controlled by the Board.

**Cash and short-term investments**

Cash and short-term investments comprise of cash on hand, demand deposits and short-term investments. Short-term investments are highly liquid, subject to insignificant risk of changes in value and have a short maturity term. Short-term investments are recorded at the lower of cost or market value.

**Deferred revenue**

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

**Deferred capital contributions**

Contributions received or receivable for the purpose of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contribution as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- government transfers received or receivable for capital purpose;
- other restricted contributions received or receivable for capital purpose; and
- property taxation revenues which were historically used to fund capital assets.

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

### Retirement and other employee future benefits

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance, and health care benefits, dental benefits, retirement gratuity, worker's compensation and long-term disability benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the Principals and Vice-Principals Associations, the following Employee Life and Health Trusts (ELHTs) were established in 2016-17: Elementary Teachers' Federation of Ontario (ETFO), Ontario Secondary School Teachers' Federation (OSSTF), Elementary Teachers' Federation of Ontario – Education Workers (ETFO-EW) and Ontario Secondary School Teachers' Federation-Education Workers' (OSSTF-EW). The following ELHTs were established in 2017-2018: The Education Workers' Alliance of Ontario (EWAO), Ontario Non-union Education Trust (ONE-T) for non-unionized employees including principals and vice-principals. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), and other school board staff. Currently ONE-T ELHT also provides benefits to individuals who retired prior to the school board's participation date in the ELHT. These benefits are provided through a joint governance structure between the bargaining/employee groups, school board trustees associations and the Government of Ontario. Boards no longer administer health, life and dental plans for their employees and instead are required to fund the ELHT on a monthly basis based on a negotiated amount per full-time equivalency (FTE). Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN) including additional ministry funding in the form of a Crown Contribution and Stabilization Adjustment.

The Board continues to provide health, dental and life insurance benefits for retired individuals that were previously represented by the following unions/federations: ETFO, OSSTF, and OSSTF-EW.

In 2012, changes were made to the Board's retirement gratuity plan, sick leave plan and retiree health, life and dental plan. The Board has adopted the following policies with respect to accounting for these employee benefit:

- i) In prior years, the cost of retirement gratuities that vested or accumulated over the periods of service provided by the employee were actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement and discount rates. As a result of the plan change, the cost of retirement gratuities are actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. The changes resulted in a plan curtailment and any unamortized actuarial gains or losses are recognized as at August 31, 2012. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self-insured retirement and other employee future benefits that vest or accumulated over the periods of service provided by employees, such as life insurance and health care benefits for retirees, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average service life of the employee group. The changes to the retiree health, life and dental plans resulted in a plan curtailment and any unamortized actuarial gains and losses associated with the employees impacted by the change are recognized as at August 31, 2012.

## Waterloo Region District School Board

### Notes to Consolidated Financial Statements

August 31, 2019

For those self-insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation, long-term disability and life insurance and health care benefits for those on disability leave, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- ii) Employer contributions to multi-employer defined pension plans, such as the Ontario Municipal Employees Retirement System pensions, are expensed in the period incurred.
- iii) The cost of life insurance benefits is actuarially determined on the projected benefit method prorated on services for current employees who are eligible for this benefit upon retirement. For retirees, the liability is calculated as the present value of the expected future premium subsidy from the valuation date to the date that the retiree turns 65, or for the remaining lifetime, depending on the date of retirement.

#### Tangible capital assets

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Tangible capital assets, except land, are amortized on a straight line basis over their estimated useful lives as follows:

Assets	Estimated Useful Life in Years
Land improvements with finite lives	15
Building and building improvements	40
Portable structures	20
Other buildings	20
Furniture and equipment	5 - 15
Computer hardware and software	5
Vehicles	5 - 10
Leasehold improvements	Over the life of the lease

Assets under construction and assets that relate to pre-acquisition and pre-construction costs are not amortized until the asset is available for productive use.

Land permanently removed from service and held for resale is recorded at the lower of cost and estimated net realizable value. Cost includes amounts for improvements to prepare the land for sale or servicing. Building permanently removed from service and held for resale cease to be amortized and are recorded at the lower of carrying value and estimated net realizable value. Tangible capital assets which meet the criteria for financial assets are reclassified as "assets held for sale" on the consolidated statement of financial position.

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

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Works of art and cultural and historic assets are not recorded as assets in these consolidated financial statements.

### Government transfers

Government transfers, which include legislative grants, are recognized in the consolidated financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made.

Government transfers for capital that meet the definition of a liability are referred to as deferred capital contributions (DCC). Amounts are recognized into revenue as the liability is extinguished over the useful life of the related asset.

### Investment income

Investment income is reported as revenue in the period earned.

When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation, education development charges and special education forms part of the respective deferred revenue balances.

### Long-term debt

Long-term debt is recorded net of related sinking fund asset balances.

### Budget figures

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Trustees of the Board. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model. Given differences between the funding model and the basis of accounting used by the school board in preparation of the financial statements, the budget figures presented have been adjusted to conform with this basis of accounting as it is used to prepare the consolidated financial statements. The budget figures are unaudited.

### Use of estimates

The preparation of consolidated financial statements in conformity with the basis of accounting described in note 1 requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the year. Actual results could differ from those estimates.

**Waterloo Region District School Board**

## Notes to Consolidated Financial Statements

August 31, 2019

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**Property Tax Revenue**

Under Canadian Public Sector Accounting Standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board, is the Province of Ontario. As a result, property tax revenue received from the municipalities is recorded as part of Provincial Legislative Grants.

**2 Accounts receivable – Government of Ontario and other****Government of Ontario**

The Province of Ontario replaced variable capital funding with a one-time debt support grant in 2009-10. Waterloo Region District School Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in the account receivable balance.

The Board has an account receivable from the Province of Ontario of \$150,679,256 (2018 – \$165,708,372) with respect to capital grants.

**Other**

On September 1, 2019, the Ministry of Education implemented a cash management strategy to help reduce the Province's borrowing costs. Under the new policy, a school board's monthly cash flows are adjusted to reflect their immediate cash needs; this need is determined through a methodology that adjusts cash flows based on the adjusted accumulated surplus and deferred revenues reported by the Board in the prior year.

A school board's funding entitlement remains the same under the GSN regulation; however, boards are required to report a receivable from the Province for the difference between their funding entitlement and actual cash flow received. For the period ending August 31, 2019, the amount included in Accounts Receivable Other (related to this policy) is \$24,281,370 (2018 – nil).

**3 Assets held for sale**

As at August 31, 2019, \$3,933,000 (2018 – \$3,933,000) related to land is classified as assets held for sale.

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

### 4 Deferred revenue

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the consolidated statement of financial position.

Deferred revenue set-aside for specific purposes by legislation, regulation or agreement as at August 31, 2019 is comprised of:

	Balance at August 31 2018 \$	Externally restricted revenue and investment income 2019 \$	Revenue recognized in the period \$	Transfers to deferred capital contributions \$	Balance at August 31 2019 \$
Pupil accommodation	2,788,101	36,237,054	14,290,952	21,632,848	3,101,355
Education development charges	-	17,965,146	17,965,146	-	-
Proceeds of disposition – Minister Exemptions and Other	5,461,017	-	-	4,343,794	1,117,223
Proceeds of disposition – Regular	6,622,409	459,567	-	1,249,152	5,832,824
Special education	3,423,044	2,413,170	2,950,121	-	2,886,093
Restricted grants	5,787,539	95,441,422	95,319,394	810,735	5,098,832
Other	2,058,885	2,203,047	2,058,885	-	2,203,047
<b>Total deferred revenue</b>	<b>26,140,995</b>	<b>154,719,406</b>	<b>132,584,498</b>	<b>28,036,529</b>	<b>20,239,374</b>

### 5 Deferred capital contributions

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with Regulation 395/11 that have been expended by year-end. The contributions are amortized into revenue over the life of the asset acquired.

	2019 \$	2018 \$
Opening balance	561,821,280	540,679,566
Additions to deferred capital contributions	49,090,844	54,135,358
Revenue recognized in the period	(34,086,052)	(32,993,644)
<b>Closing balance</b>	<b>576,826,072</b>	<b>561,821,280</b>

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

### 6 Retirement and other future benefits

					2019	2018
	Retirement gratuities \$	WSIB benefits \$	Sick leave benefits \$	Life insurance benefits \$	Total employee future benefits \$	Total employee future benefits \$
Opening balance accrued employee future benefit obligations at August 31	27,846,715	4,176,584	358,888	1,794,979	34,177,166	37,677,237
Current period benefit cost	-	1,268,785	396,313	-	1,665,098	1,230,588
Interest accrued	798,577	126,098	-	50,287	974,962	966,303
Less: Benefit payments	(4,558,144)	(925,545)	(420,703)	(112,227)	(6,016,619)	(6,106,206)
Amortization of actuarial loss (gain)	377,177	-	61,884	179,332	618,393	409,247
Employee future benefit liability at August 31	24,464,325	4,645,922	396,382	1,912,371	31,419,000	34,177,169

					2019	2018
	Retirement gratuities \$	WSIB benefits \$	Sick Leave benefits \$	Life insurance benefits \$	Total employee future benefits \$	Total employee future benefits \$
Current period benefit cost	-	1,268,785	396,313	-	1,665,098	1,230,588
Interest on accrued benefit obligation	798,577	126,098	-	50,288	974,963	966,303
Recognized actuarial loss (gain)	377,178	-	61,884	179,332	618,394	409,247
Employee future benefits expenses <sup>1</sup>	1,175,755	1,394,883	458,197	229,620	3,258,455	2,606,138

<sup>1</sup> Excluding pension contributions to the Ontario Municipal Employees Retirement System, a multi-employer pension plan, described below.



# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

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### Retirement benefits

#### i) Ontario Teacher's Pension Plan

Teachers and employees in related groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

#### ii) Ontario Municipal Employees Retirement System

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equal the employee contributions to the plan. During the year ended August 31, 2019, the Board contributed \$9,740,578 (2018 – \$9,330,213). As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

#### iii) Retirement gratuities

The Board provides retirement gratuities to certain groups of employees hired prior to specified dates. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The amount of the gratuities payable to eligible employees at retirement is based on their salary, accumulated sick days, and years of service at August 31, 2012.

#### iv) Retirement life insurance and health care benefits

The Board provides life insurance, dental and health care benefits to certain employee groups after retirement until the members reach 65 years of age.

The premiums are based on the Board experience and retirees' premiums may be subsidized by the Board. The benefit costs and liabilities related to the plan are provided through an unfunded defined benefit plan and are included in the Board's consolidated financial statements. Effective September 1, 2013, employees retiring on or after this date, do not qualify for board subsidized premiums or contributions.

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

### Actuarial assumptions

The accrued benefit obligations for retirement gratuities as at August 31, 2019 are based on the most recent actuarial valuations completed for accounting purposes as at August 31, 2019. These valuations take into account the plan changes outlined above and the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2019 %	2018 %
Inflation	1.5	1.5
Discount on accrued benefit obligations	2.00	2.90

### Workplace Safety and Insurance Board (WSIB) Benefits

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and, as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The Putting Students First Act, 2012 requires school boards to provide salary top-up for employees receiving payments from the Workplace Safety and Insurance Board, where previously negotiated collective agreement included such provision. This resulted in a one-time increase to the Board's obligation of \$487,539 as at August 31, 2012.

The Workplace Safety and Insurance Board obligations for employee future benefit plans as at August 31, 2019 are based on actuarial valuations for accounting purposes as at August 31, 2019. These actuarial valuations are based on assumptions about future events. For purposes of these calculations, the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2019 %	2018 %
Inflation	2.0	2.0
Discount on accrued benefit obligations	2.00	2.90

### Sick leave top-up benefits

As a result of new changes made in 2013 to the short-term sick leave and disability plan, a maximum of 11 unused sick leave days from the current year may be carried into the following year only, to be used to top-up salary for illnesses paid through the short-term leave and disability plan in that year. The benefit costs expensed in the financial statements are \$396,313 (2018 – \$363,991).

The accrued benefit obligation for the sick leave top-up is based on an actuarial valuation for accounting purposes as of August 31, 2019. This actuarial valuation is based on assumptions about future events.

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

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### Life insurance benefits

The Board sponsors a separate life insurance benefits plan for certain retirees. The premiums are based on the Board experience and employees are required to pay 100% of the premium costs. The benefit costs and liabilities related to the subsidization of these retirees under this group plan are included in the Board's consolidated financial statements.

The accrued benefit obligations for life insurance benefits as at August 31, 2019 are based on actuarial valuations for accounting purposes as at August 31, 2019. These actuarial valuations are based on assumptions about future events. For purposes of these calculations, the economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	2019 %	2018 %
Inflation	1.5	1.5
Discount on accrued benefit obligations	2.00	2.90

### Health care and dental benefits

The Board sponsors a separate plan for retirees to provide group health care and dental benefits. The premiums are based on the experience or demographics of the group and retirees are required to pay 100% of the premium costs.

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

### 7 Net long-term debt

Net debenture debt, and capital loans reported on the consolidated statement of financial position is comprised of the following:

	2019 \$	2018 \$
Debenture #CDS 00-42 due on November 17, 2020. Interest payments semi-annually at 6.67%.	5,131,210	5,131,210
Debenture #CDS 02-45 due on November 21, 2022. Interest payments semi-annually at 5.642%.	9,767,000	11,894,000
Debenture #CDS 04-49 due on November 29, 2024. Interest payments semi-annually at 5.257%.	10,784,704	12,441,050
Debenture #CDS 06-53 due on October 30, 2026. Interest payments semi-annually at 4.841%.	8,868,451	9,832,308
Ontario Financing Authority Loan (OFA#1) due on November 17, 2031. Interest payments semi-annually at 4.56%.	15,761,392	16,679,331
Ontario Financing Authority Loan (OFA#2) due on March 3, 2033. Interest payments semi-annually at 4.90%.	10,876,267	11,417,267
Ontario Financing Authority Loan (OFA#3) due on November 15, 2033. Interest payments semi-annually at 5.347%.	9,333,832	9,751,104
Ontario Financing Authority Loan (OFA#4) due on March 13, 2034. Interest payments semi-annually at 5.062%.	4,166,481	4,351,499
Ontario Financing Authority Loan (OFA#5) due on November 15, 2034. Interest payments semi-annually at 5.047%.	1,213,535	1,264,168
Ontario Financing Authority Loan (OFA#6) due on April 13, 2035. Interest payments semi-annually at 5.232%.	6,991,780	7,267,990
Ontario Financing Authority Loan (OFA#7) due on April 13, 2036. Interest payments semi-annually at 4.833%.	9,524,707	9,884,987
Ontario Financing Authority Loan (OFA#8) due on November 15, 2036. Interest payments semi-annually at 3.97%.	5,948,491	6,180,201
Ontario Financing Authority Loan (OFA#9) due on March 9, 2037. Interest payments semi-annually at 3.564%.	13,049,806	13,566,765
Ontario Financing Authority Loan (OFA#10) due on March 19, 2038. Interest payments semi-annually at 3.799%.	24,632,276	25,513,864
Ontario Financing Authority Loan (OFA#11) due on November 11, 2039. Interest payments semi-annually at 4.003%.	658,272	679,707
	<u>136,708,204</u>	<u>145,855,451</u>
Less: Sinking funds accumulated	(2,869,908)	(1,952,423)
	<u>133,838,296</u>	<u>143,903,028</u>

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

Principal and interest payments relating to net long-term debt of \$183,170,802 (2018 – \$199,046,623) outstanding as at August 31, 2019 are due as follows:

	Principal Payments \$	Interest \$	Total \$
2019/20	9,597,789	6,278,383	15,876,172
2020/21	15,202,429	5,632,607	20,835,036
2021/22	10,567,306	4,930,649	15,497,955
2022/23	11,089,860	4,392,677	15,482,537
2023/24	8,844,728	3,912,136	12,756,864
Thereafter	81,406,093	21,316,145	102,722,238
Net long-term liabilities	136,708,205	46,462,597	183,170,802

Interest on long-term debt amounted to \$6,728,572 (2018 – \$7,164,551).

## 8 Debt charges and capital loans interest

Expenditures for debt charges, capital loans and interest include principal and interest expense as follows:

	2019 \$	2018 \$
Principal payments on long-term liabilities	9,147,246	8,717,854
Sinking fund contributions	917,485	977,372
Interest expense on long-term liabilities	6,728,572	7,164,551
	16,793,303	16,859,777

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

### 9 Expenses by object

The following is a summary of the expenses reported on the consolidated statement of operations by object:

		2019	2018
	Budget \$ (Unaudited)	Actual \$	Actual \$
Expenses			
Salary and wages	547,264,212	546,136,183	529,841,287
Employee benefits	86,758,359	86,485,914	81,187,588
Staff development	2,611,741	1,984,770	2,080,866
Supplies and services	42,039,536	42,644,004	39,852,611
Interest charges on capital	6,766,418	6,599,520	7,041,914
Rental	1,448,368	1,323,191	1,125,444
Fees and contract services	31,047,730	30,243,966	29,233,619
Other	376,993	1,815,081	495,556
Amortization of tangible capital assets	35,818,836	34,569,636	33,410,259
School funded activities	14,000,000	13,680,371	13,185,594
	<b>768,132,193</b>	<b>765,482,636</b>	<b>737,454,738</b>

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

### 10 Tangible capital assets

	Cost					Accumulated amortization				
	Balance at August 31, 2018 \$	Additions and transfers \$	Disposals \$	Balance at August 31, 2019 \$	Balance at August 31, 2018 \$	Amortization \$	Disposals, write-offs and adjustments \$	Balance at August 31, 2019 \$	Net book value August 31, 2019 \$	Net book value August 31, 2018 \$
Land	76,229,782	16,590,786	(6,260)	92,814,308	-	-	-	-	92,814,308	76,229,782
Land improvements	10,055,749	1,008,621	-	11,064,370	4,226,115	836,171	-	5,062,286	6,002,084	5,829,635
Buildings	808,113,345	36,982,526	-	845,095,871	278,661,091	25,429,807	-	304,090,898	541,004,973	529,613,917
Portable structures	12,090,998	59,133	(3,935,155)	8,214,976	9,061,408	507,649	(3,935,155)	5,633,902	2,581,074	2,867,928
Construction in progress	5,798,047	4,058,975	-	9,857,022	-	-	-	-	9,857,022	5,798,047
Pre-acquisition and construction cost	630,526	(559,867)	-	70,659	-	-	-	-	70,659	630,527
Furniture and equipment	15,589,674	1,089,282	(564,007)	16,114,949	7,258,447	1,595,666	(564,007)	8,290,106	7,824,843	8,331,229
Computer hardware and software	28,534,687	6,847,377	(6,060,740)	29,321,324	13,650,635	5,785,601	(6,060,740)	13,375,496	15,945,828	14,884,051
Vehicles	1,765,905	136,773	(59,130)	1,843,548	1,399,650	149,138	(59,130)	1,489,658	353,890	366,249
Leasehold improvements	3,819,382	733,848	(494,146)	4,059,084	1,993,443	265,604	(494,146)	1,764,901	2,294,183	1,825,941
	962,628,095	66,947,454	(11,119,438)	1,018,456,111	316,250,789	34,569,636	(11,113,178)	339,707,247	678,748,864	646,377,306

\*Note: reallocated portapack of \$220,470 from building to portapack and portables.

#### Asset under construction

Assets under construction (which include construction in progress and pre-acquisition and construction cost) having a value of \$9,927,681 (2018 – \$5,798,047) have not been amortized. Amortization of these assets will commence when the asset is put into service.

#### Write-down of tangible capital assets

The write-down of tangible capital assets during the year was \$nil (2018 – \$nil).

#### Asset inventories for resale (assets permanently removed from service)

The Board has identified no land and no building properties that qualify as “assets permanently removed from service” in the current year. Assets that have previously qualified have been separately disclosed as “assets held for sale”.

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

### 11 Accumulated surplus

Accumulated surplus consists of the following:

	2019 \$	2018 \$
Accumulated surplus – unappropriated	36,333,725	34,366,198
Invested in non-depreciable tangible capital assets (land)	83,686,814	65,889,322
Amounts restricted for future use by Board motion	17,688,866	10,330,589
Other	4,990,551	5,140,123
Total accumulated surplus	142,699,956	115,726,232

The annual surplus of \$26,973,724 for 2019 (2018 – \$19,457,304) includes revenues recognized for land of \$17,797,492 (2018 – \$6,817,399), transfers to internally appropriated of \$7,358,277 (2018 – \$313,689), transfers to externally appropriated of a \$468,821 (2018 – \$5,960,512) and recognized actuarial loss of \$618,393 (2018 – loss of \$409,247). The impact of these adjustments is summarized below:

	2019 \$	2018 \$
Annual surplus before the following items	1,967,527	6,774,951
Revenues recognized for land	17,797,492	6,817,399
Transfer to internally appropriated	7,358,277	313,689
Transfer to externally appropriated	468,821	5,960,512
Recognized actuarial gain	(618,393)	(409,247)
Annual surplus	26,973,724	19,457,304

### 12 Trust funds

Trust funds administered by the Board amounting to \$1,887,351 (2018 – \$1,864,473) have not been included in the consolidated statement of financial position nor have their operations been included in the consolidated statement of operations.

### 13 Ontario School Board Insurance Exchange (OSBIE)

The Board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$20 million per occurrence.

The premiums over a five-year period are based on the reciprocal's and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro rata share of claims experience. The current five year term expires January 1, 2022.



# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

### 14 Contractual obligations and contingent liabilities

#### Contractual obligations

The cost to complete construction contracts in progress at August 31, 2019 is estimated to be \$11,314,217 (2018 – \$28,022,583).

#### Contingent liabilities

The Board has various labour related and legal issues that are outstanding. Although the outcome of these matters is not known, management has made an estimate of what it believes represents the minimum amount that will become payable and this estimate has been recorded in these financial statements. The amount of the estimate has not been disclosed, as proceedings relating to these matters are ongoing. Based on the nature of the matters and existing knowledge, it is reasonably possible that changes in future conditions in the near term could require a material change in the recognized amounts. The difference between the recognized amount and the actual amount will be recorded in the period that the settlement of this matter is reached.

#### Operating lease commitments

The following is a schedule of minimum lease payments under significant operating leases required in each of the following years.

	\$
Year ending August 31, 2020	3,405,861
2021	2,773,170
2022	2,183,350
2023	1,141,326
Thereafter	2,401,480

### 15 Budget data

The unaudited budget data presented in these consolidated financial statements is based upon the 2019 budgets approved by the Board on June 13, 2018.

As boards only budget the statement of operations, the budget figures in the consolidated statement of change in net debt have not been provided.

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

### 16 Partnership in the Student Transportation Services of Waterloo Region Inc.

#### Transportation consortium

On September 1, 2007, the Student Transportation Services of Waterloo Region Inc. (STSWR) was incorporated. On February 27, 2008, the Board entered into an agreement with Waterloo Catholic District School Board in order to provide common administration of student transportation in the Region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the Boards. Under the agreement created at the time STSWR was established, decisions related to the financial and operating activities of STSWR are shared. No partner is in a position to exercise unilateral control.

This entity is proportionately consolidated in the Board's consolidated financial statements whereby the Board's pro-rata share of assets, liabilities, revenues and expenses of the consortium are included in the Board's consolidated financial statements. Inter-organizational transactions and balances between these organizations have been eliminated.

The following provides condensed financial information.

	<b>2019</b>		<b>2018</b>	
	<b>Total</b>	<b>Board</b>	<b>Total</b>	<b>Board</b>
	<b>\$</b>	<b>portion</b>	<b>\$</b>	<b>portion</b>
		<b>\$</b>		<b>\$</b>
Financial position				
Financial assets	261,767	148,032	450,744	270,208
Liabilities	(277,035)	(152,751)	(479,376)	(283,653)
Non-financial assets	15,268	8,819	28,632	17,545
Accumulated deficit	-	4,100	-	4,100
Operations				
Revenues	23,504,866	15,489,707	22,252,106	14,664,137
Expenses	23,504,866	15,489,707	22,252,106	14,664,137
Annual surplus	-	-	-	-

# Waterloo Region District School Board

## Notes to Consolidated Financial Statements

August 31, 2019

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### 17 Repayment of the “55 School Board Trust” funding

On June 1, 2003, the Board received \$1,407,664 from the 55 School Board Trust for its capital related debt eligible for provincial funding support pursuant to a 30-year agreement it entered into with the trust. The 55 School Board Trust was created to refinance the outstanding not permanently financed (NPF) debt of participating boards who are beneficiaries of the trust. Under the terms of the agreement, The 55 School Board Trust repaid the Board’s debt in consideration for the assignment by the Board to the trust of future provincial grants payable to the Board in respect of the NPF debt.

As a result of the above agreement, the liability in respect of the NPF debt is no longer reflected in the Board’s financial position.

### 18 Comparative figures

Certain comparative figures have been reclassified to conform to the current year’s financial statement presentation.



# Report to Committee of the Whole

November 18, 2019

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

### **Recommendation**

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

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

### **Status**

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

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

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

## **Background**

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

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

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

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

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

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

## **Financial implications**

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

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

## Communications

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

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

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

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

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

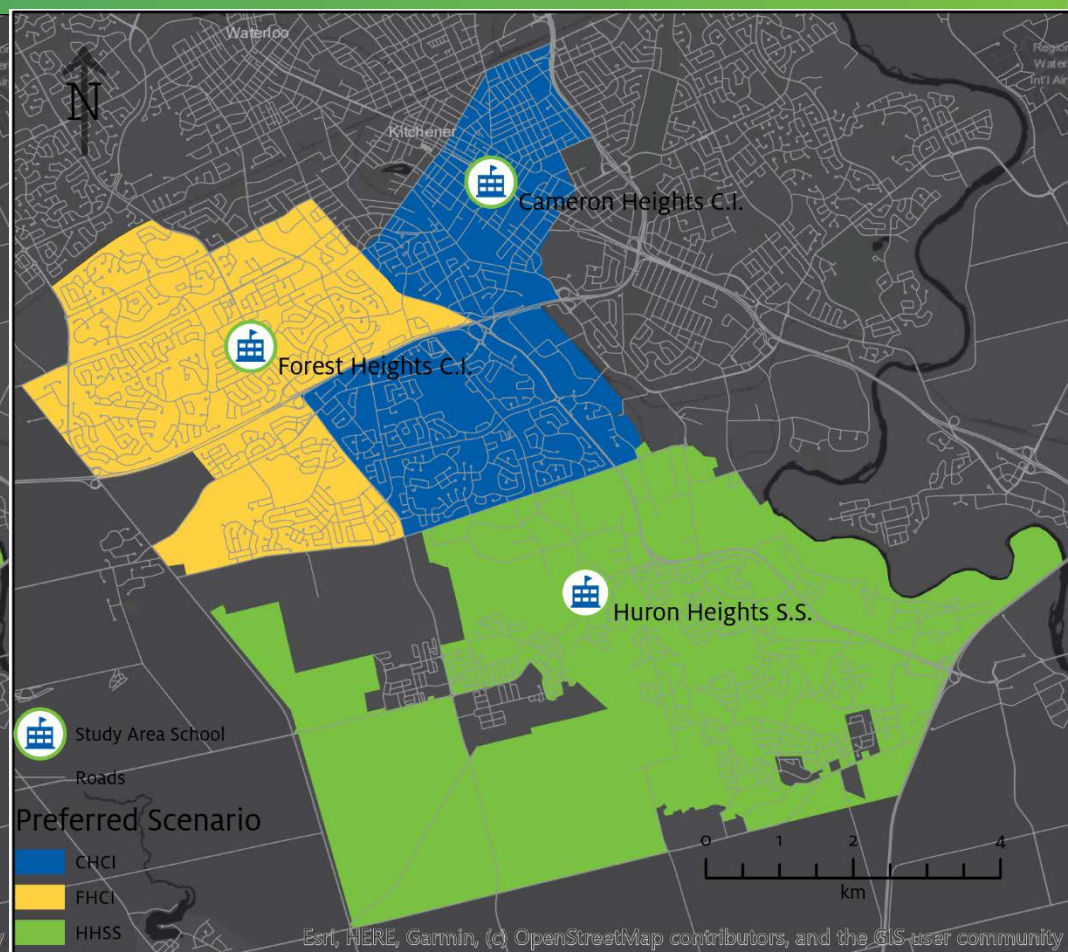
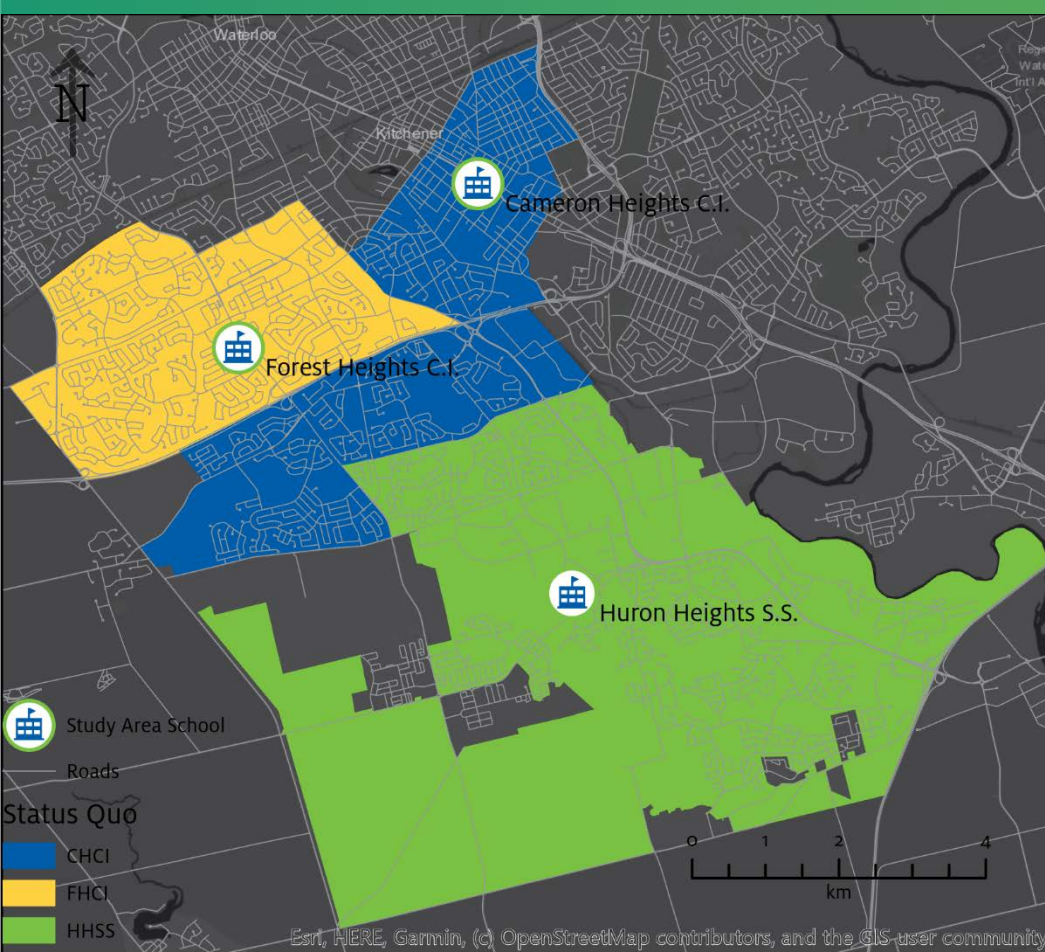
Prepared by:           Matthew Gerard, Coordinating Superintendent, Business Services  
                                  & Treasurer of the Board  
                                  Lauren Agar, Manager of Planning  
                                  Nathan Hercanuck, Senior Planner  
             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





# SOUTHWEST KITCHENER SECONDARY BOUNDARY STUDY – FINAL REPORT

NOVEMBER 18, 2019



## EXECUTIVE SUMMARY

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

Those schools are:

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

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

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

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

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

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# INTRODUCTION



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

## BACKGROUND

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

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

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

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

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

## New Kitchener Secondary School Status

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

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

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



# STUDY AREA

A blue-tinted photograph of a classroom where several students are seated at desks, focused on their work. In the center, a young man with short brown hair, wearing a grey hoodie, is leaning over his desk, writing intently with a pen on a piece of paper. To his right, another student is partially visible, also writing. In the foreground, the back of a student's head and shoulders are visible as they work. The desks are cluttered with papers, notebooks, and other school supplies. The overall atmosphere is one of quiet concentration and academic effort.



## STUDY AREA – SOUTHWEST KITCHENER SECONDARY BOUNDARY STUDY

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

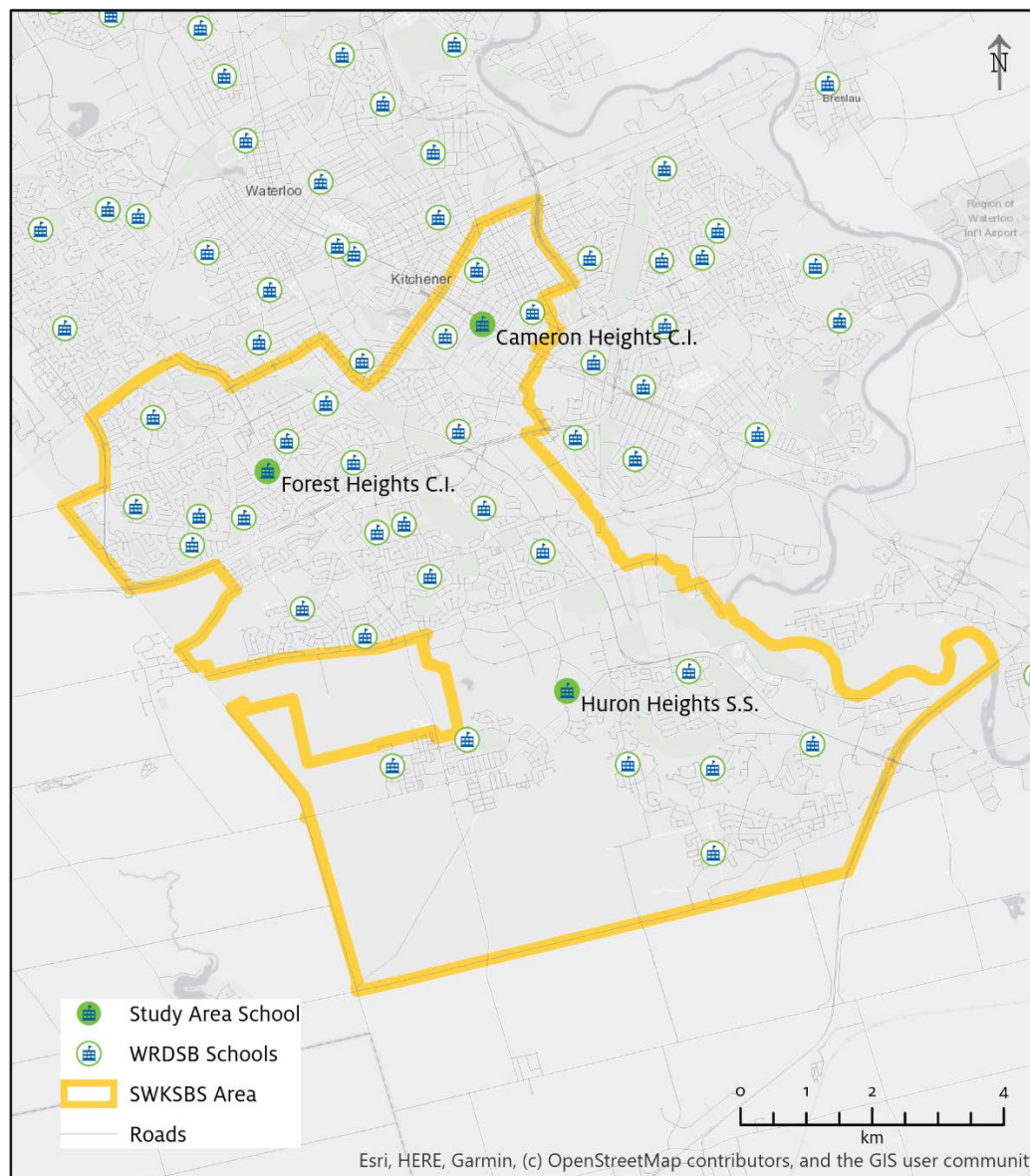
Within the Study Area there are six feeder schools:

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

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


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

FIGURE 1: STUDY AREA MAP



# EXISTING CONDITIONS



-  Study Area Schools
- Secondary Boundaries
  - CHC
  - FHC
  - HRH
- Development Areas (Current Holding School)
  - Forest Heights CI
  - TBD

## THE STATUS QUO

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

### Status Quo Implications

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

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

FIGURE 2: STATUS QUO BOUNDARY MAP

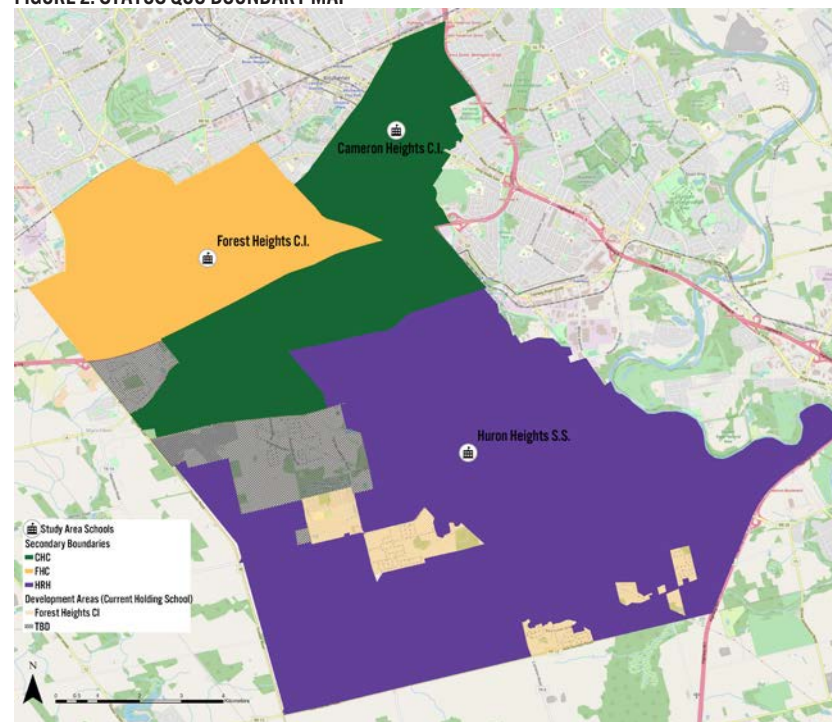


TABLE 1: STATUS QUO (NO CHANGE) ENROLMENT PROJECTIONS

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

\* Projections based on October 31, 2017 actuals

## Facility and Site Constraints

### Forest Heights Collegiate Institute

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

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

### Cameron Heights Collegiate Institute

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

### Huron Heights Secondary School

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



# CONSULTATION





## STAFF WORKING GROUP (SENIOR TEAM)

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

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

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

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

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

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

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

## BOUNDARY STUDY WORKING GROUP (PARENT AND STUDENT REPRESENTATIVES)

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

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

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

### Working Group Composition

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

TABLE 2: WORKING GROUP REPRESENTATION

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

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

## WORKING GROUP MEETINGS

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

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

Meetings took place on:

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

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

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

## PUBLIC CONSULTATION MEETINGS

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

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

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

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

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

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

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

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

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

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

Figure 3 shows prevalent themes in the feedback received.

#### SCENARIO DEVELOPMENT DISCUSSION

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

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

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

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

### Survey Responses on the Preferred Scenario

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

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

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

FIGURE 4: PREFERRED OPTION SURVEY RESPONSES

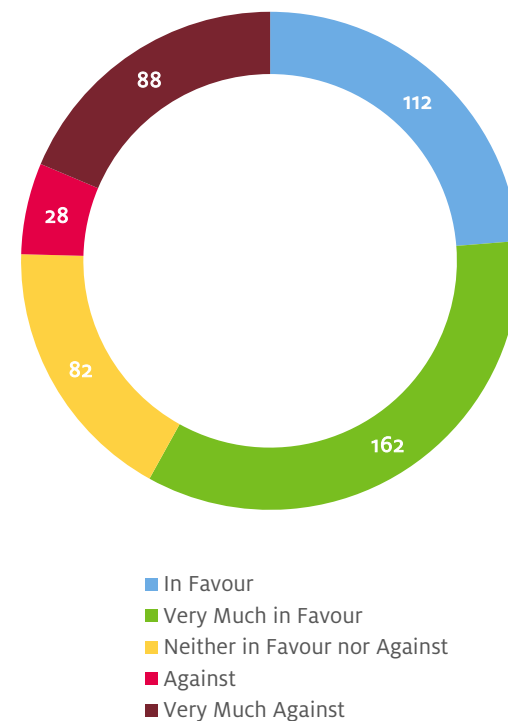
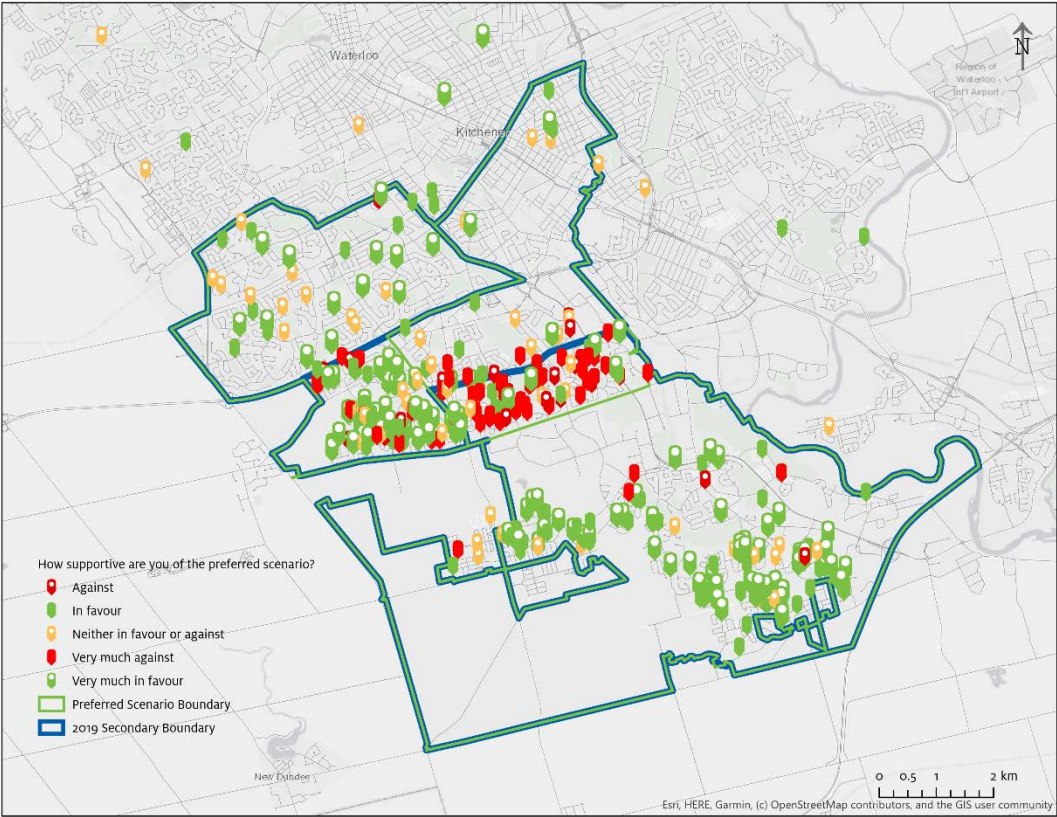


FIGURE 5: PREFERRED OPTION SURVEY RESPONSES BY RESPONDENT LOCATION



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

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

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

#### Huron Heights SS and Feeder Schools

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

#### Forest Heights CI and Feeder Schools

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

#### Cameron Heights CI and Feeder Schools

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

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

#### Huron Heights SS and Feeder Schools

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

#### Forest Heights CI and Feeder Schools

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

#### Cameron Heights CI and Feeder Schools

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

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

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

#### Huron Heights SS and Feeder Schools

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

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

#### Forest Heights CI and Feeder Schools

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

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

#### Cameron Heights CI and Feeder Schools

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

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



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

# SCENARIOS & RECOMMENDATIONS

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

## PREFERRED SCENARIO

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

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

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

## Scenario Assessment Criteria

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

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

## PREFERRED SCENARIO RECOMMENDATIONS

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

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

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

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

## PREFERRED SCENARIO MAP

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

FIGURE 6: PREFERRED SCENARIO MAP

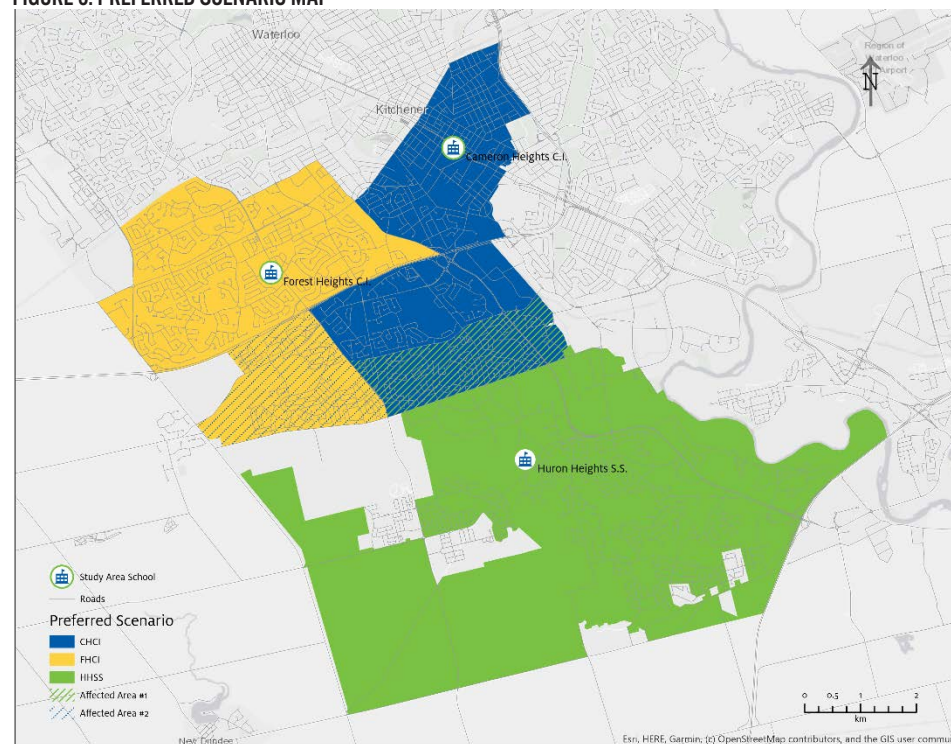




FIGURE 7: SWKSBS AFFECTED AREA #1

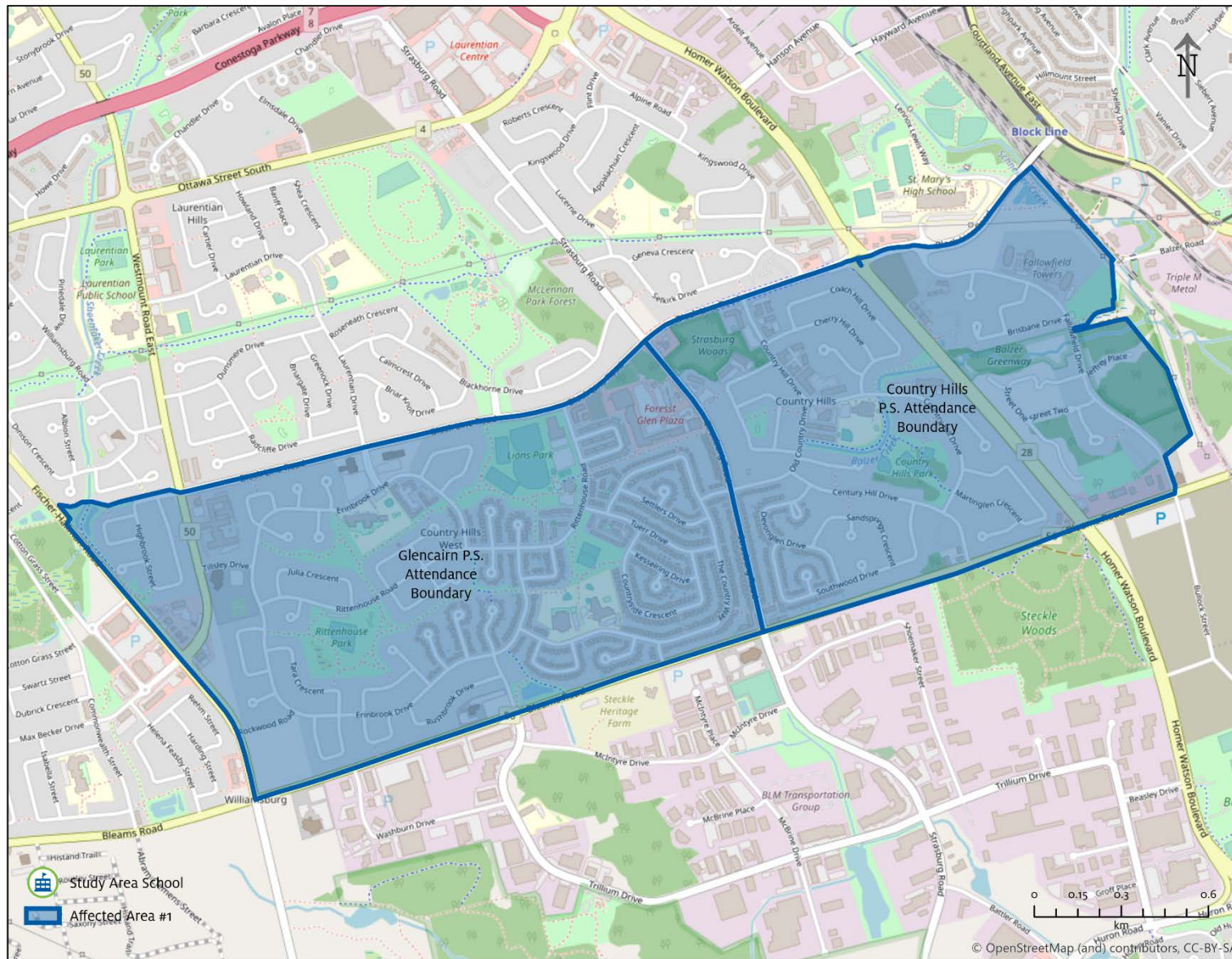




FIGURE 8: SWKSBS AFFECTED AREA #2



## ENROLMENT PROJECTIONS

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

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

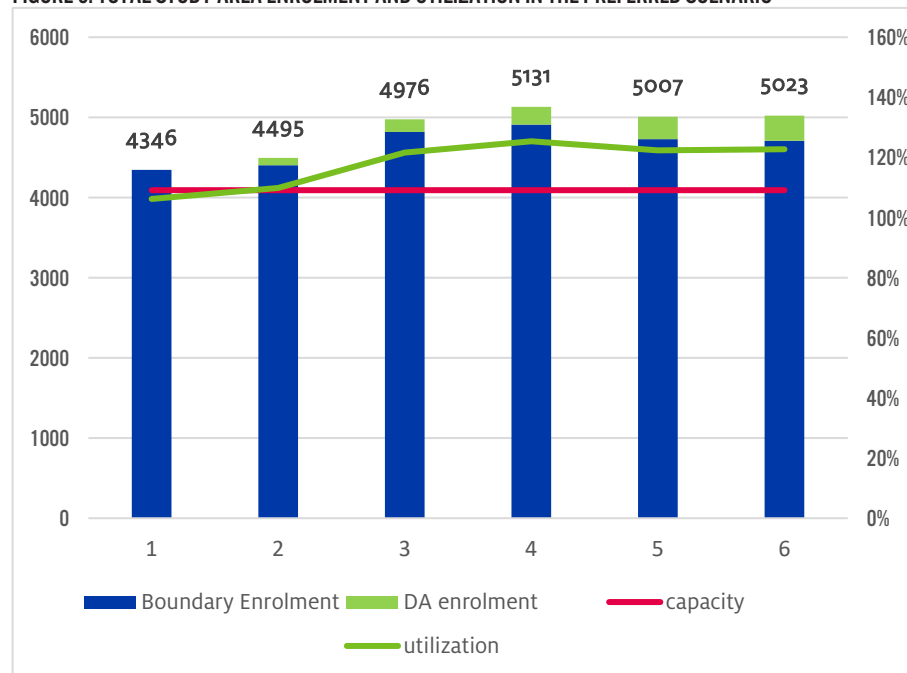
The enrolment projections for the Preferred Scenario are shown on Table 4. These projections do not include the DAs that may be assigned to the school currently or in the future. Figure 9 shows the enrolment and utilization of all schools in the Preferred Scenario.

**TABLE 4: PREFERRED SCENARIO ENROLMENT PROJECTIONS**

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

\* FHC projections exclude DAs

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



## Phased Implementation

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

The phased implementation is depicted as shown in Figure 10.

FIGURE 10: PHASED IN BOUNDARY CHANGE

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

LEGEND	NEW BOUNDARY	EXCEPTION THROUGH "GRANDPARENTING"
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## DEVELOPMENT AREAS

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

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

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

TABLE 5: DEVELOPMENT AREA PROJECTED ENROLMENT

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

## TRANSPORTATION IMPLICATIONS

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

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

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

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

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

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

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

Summary: increase in walkability of 420 students

#### Country Hills and Glencairn Public Schools Boundary Areas

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

Summary: decrease in walkability by 180 students

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

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



## FEEDER SCHOOL IMPLICATIONS

### Queensmount Public School

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

### Laurentian Public School

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

### Alpine Public School

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

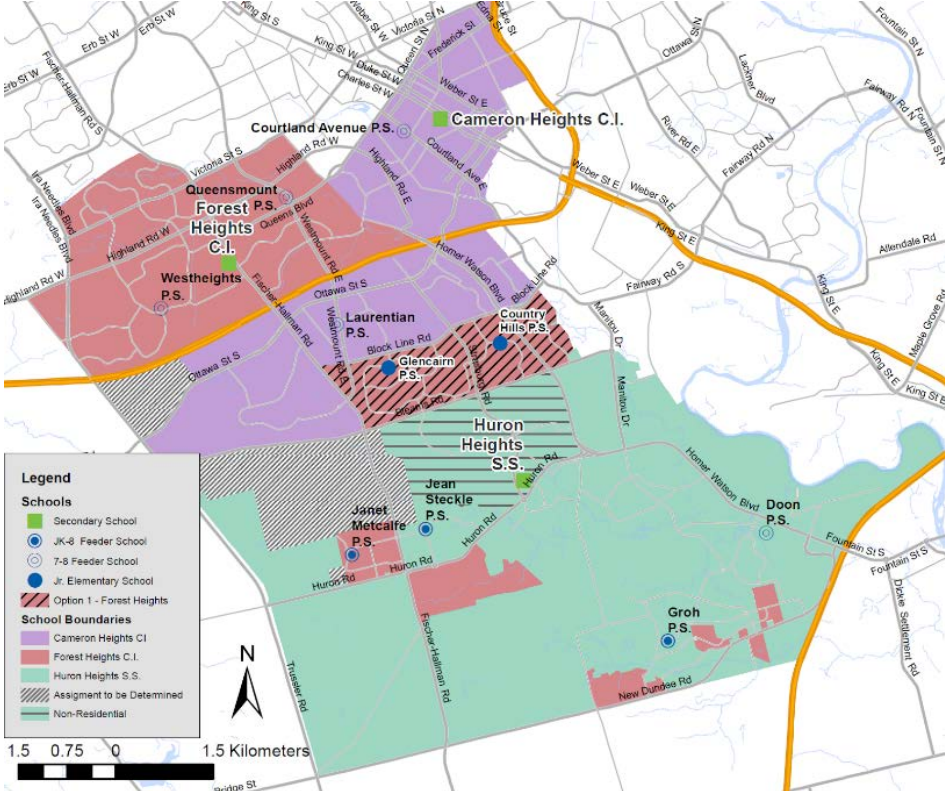
## WORKING GROUP SCENARIOS 1-7

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

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

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

TABLE 6: COMPLETE LIST OF SCENARIOS

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

## SCENARIO 2

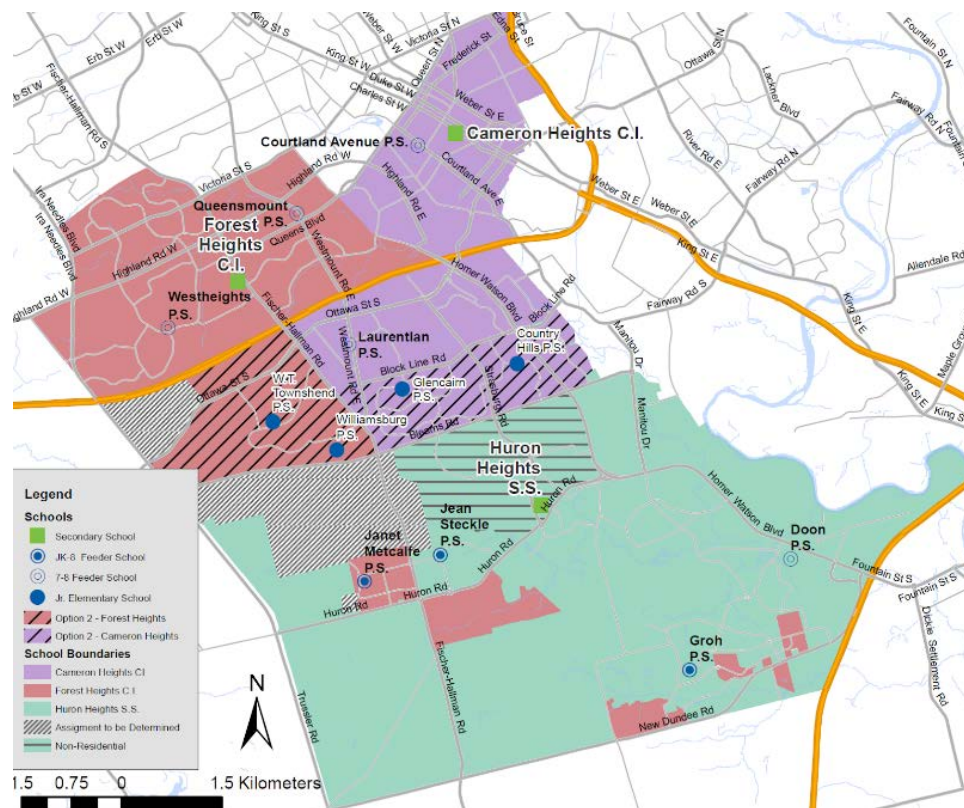
## DESCRIPTION AND RATIONALE

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

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

## CONSIDERATIONS

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



## SCENARIO 2a

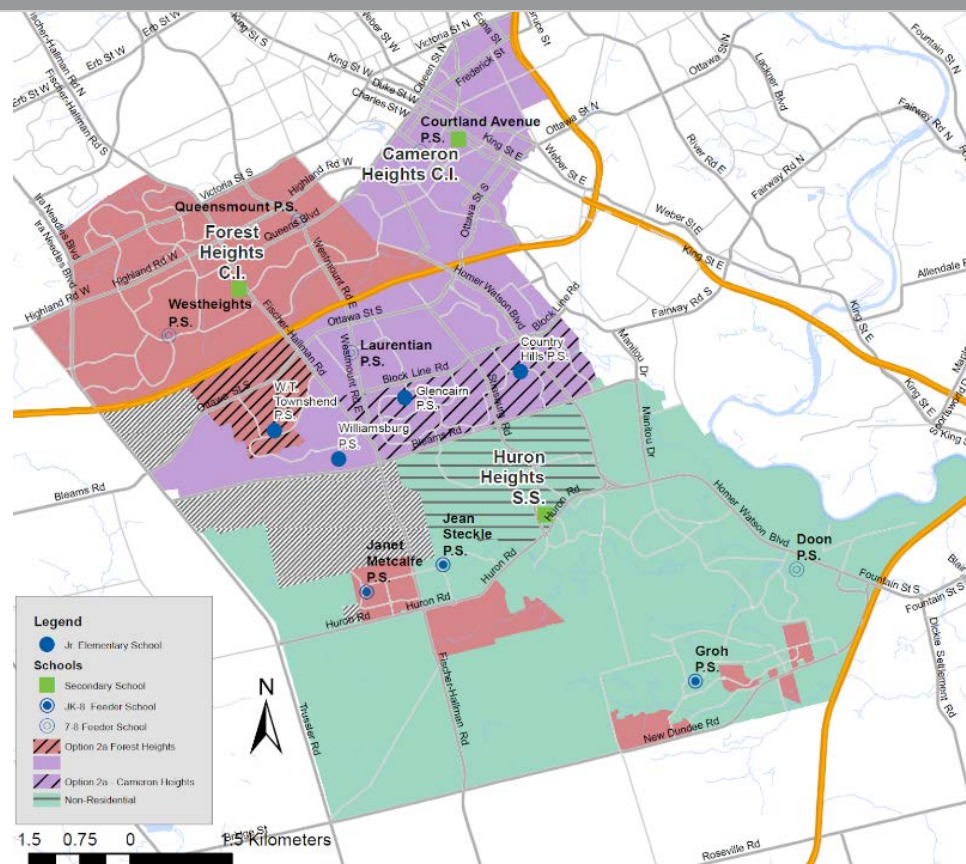
## DESCRIPTION AND RATIONALE

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

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

## CONSIDERATIONS

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





## SCENARIO 2a MODIFIED (PREFERRED SCENARIO)

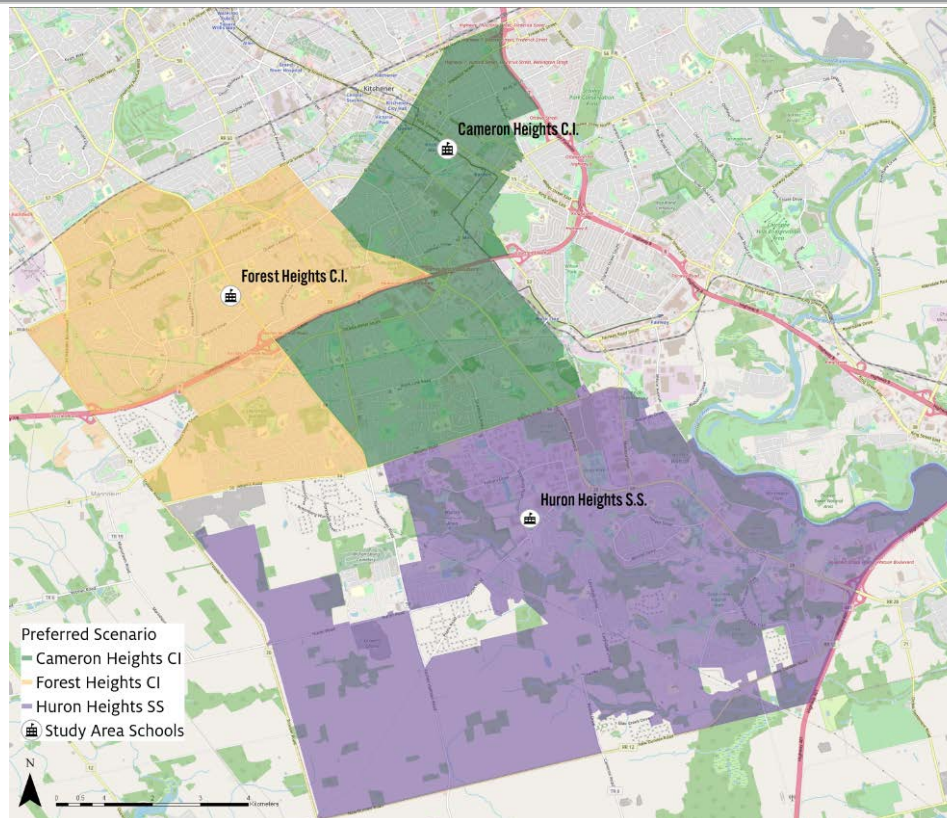
## DESCRIPTION AND RATIONALE

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

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

## CONSIDERATIONS

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



## SCENARIO 3

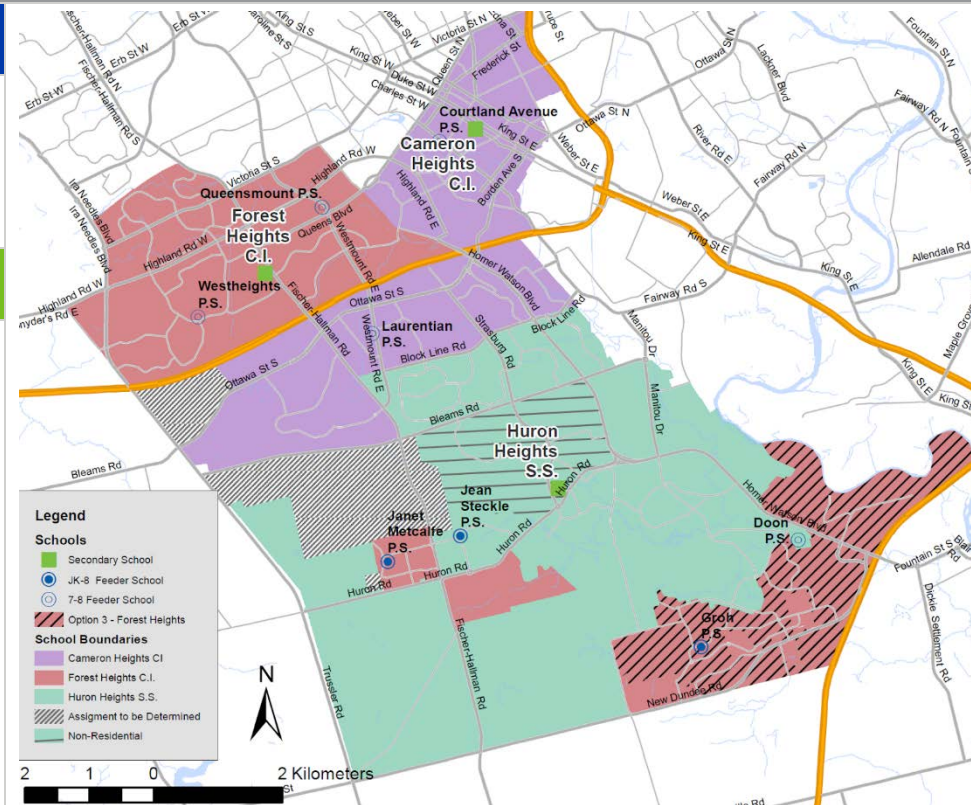
## DESCRIPTION AND RATIONALE

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

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

## CONSIDERATIONS

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



## SCENARIO 4

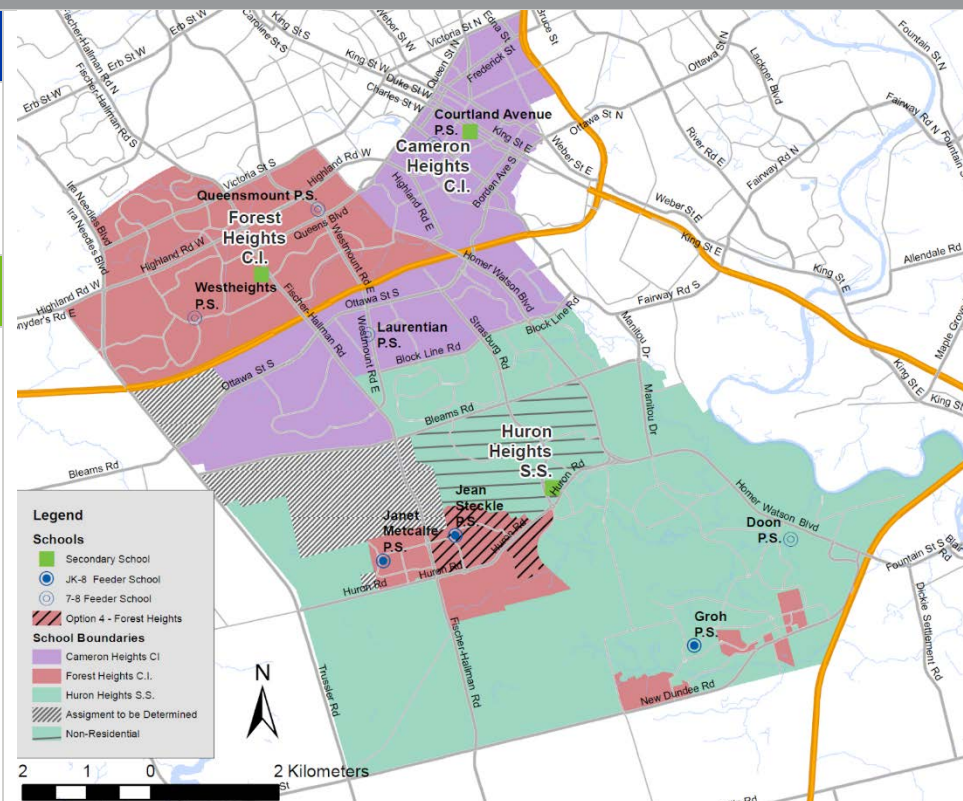
## DESCRIPTION AND RATIONALE

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

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

## CONSIDERATIONS

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





## SCENARIO 5

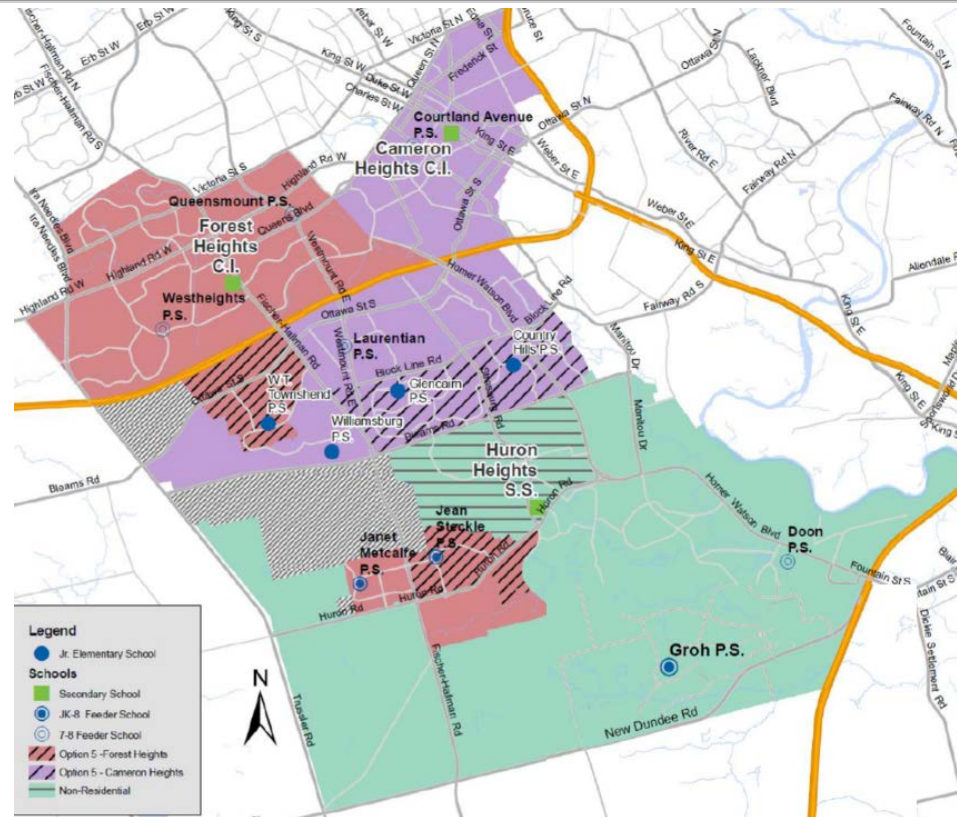
## DESCRIPTION AND RATIONALE

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

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

## CONSIDERATIONS

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





## SCENARIO 6

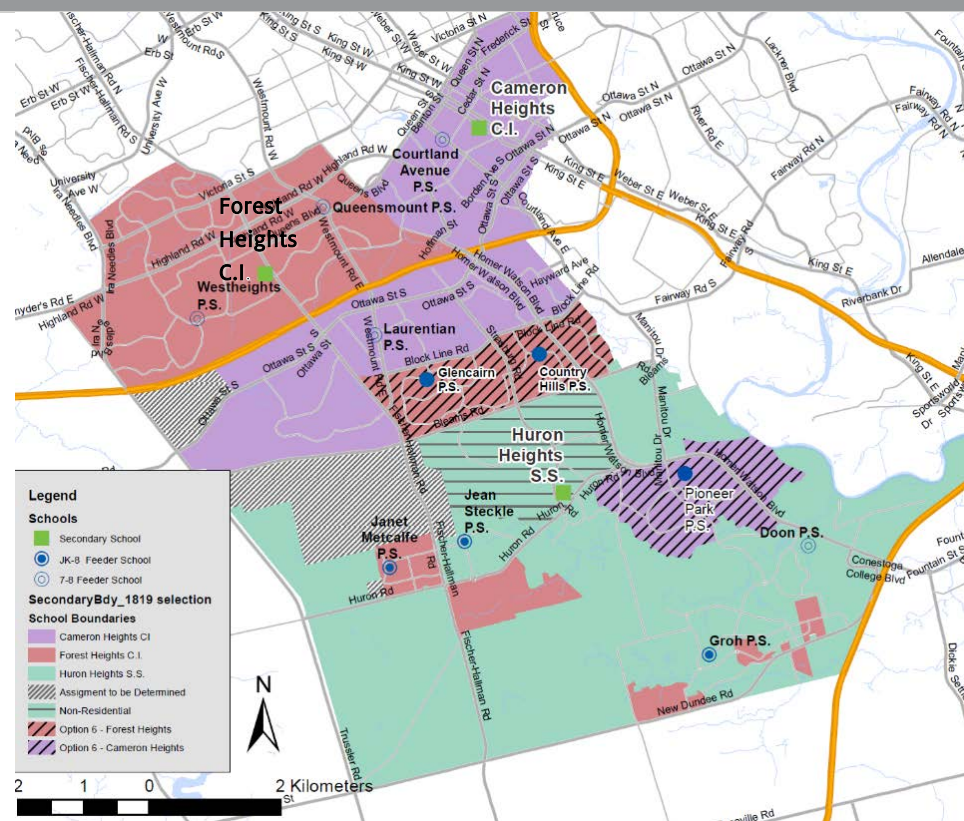
## DESCRIPTION AND RATIONALE

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

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

## CONSIDERATIONS

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



## SCENARIO 7

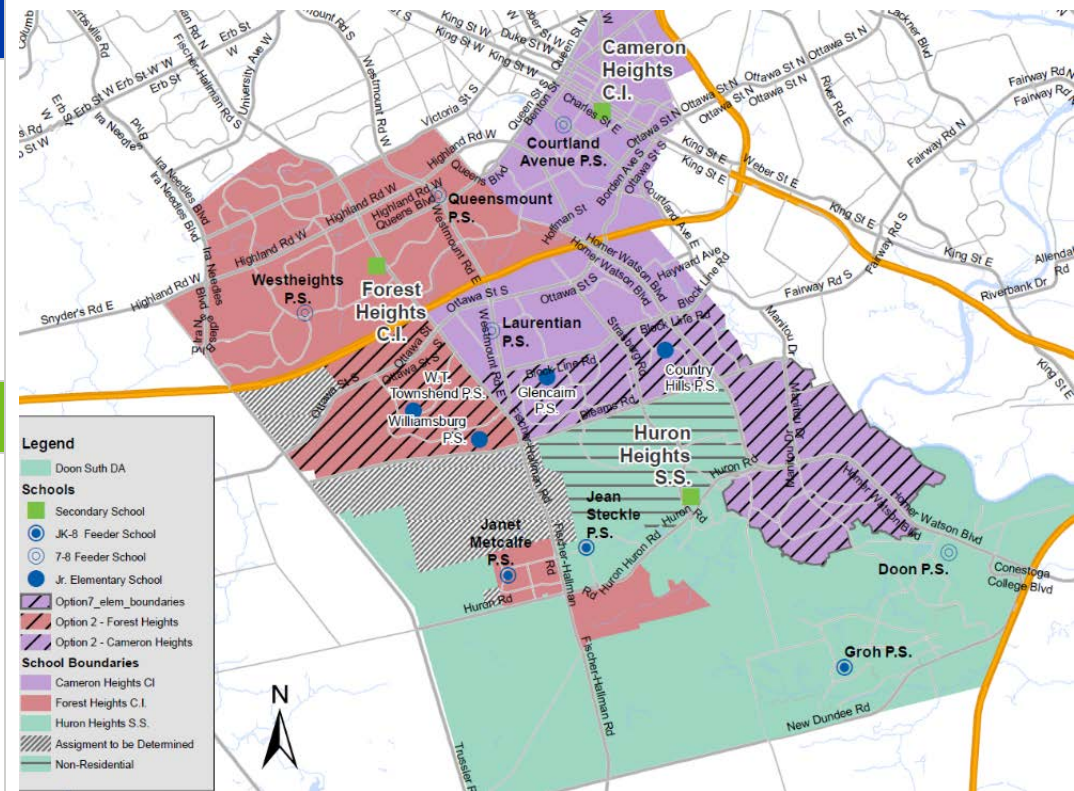
## DESCRIPTION AND RATIONALE

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

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

## CONSIDERATIONS

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



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



# NEXT STEPS

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

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

## TRANSITION COMMITTEE

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

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

## COMMUNICATION

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

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

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

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

# CONCLUSION

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

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

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





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# Report to Committee of the Whole

Monday, November 19, 2018

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

### **Recommendation**

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

### **Status**

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

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

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

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

### **Background**

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

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

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

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



## Financial implications

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

## Communications

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

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

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

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

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## Introduction

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

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

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

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

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

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

## Background

### New Kitchener Secondary School Status

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

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

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

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

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

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

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

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

## Secondary Boundary Working Group (Senior Team)

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

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

## Secondary Boundary Working Group (Senior Team) Membership

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

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

## Secondary Boundary Working Group (Senior Team) - Current Focus

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

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

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

## The Study Area

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

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

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

## The Status Quo

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

Table 1: Status Quo Enrolment Projections

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

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





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

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

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

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

Table 3: Acreage per Pupil Place (OTG)

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

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

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

## Scenario 1 - Redirection of Glencairn and Country Hills Areas

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

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

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

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

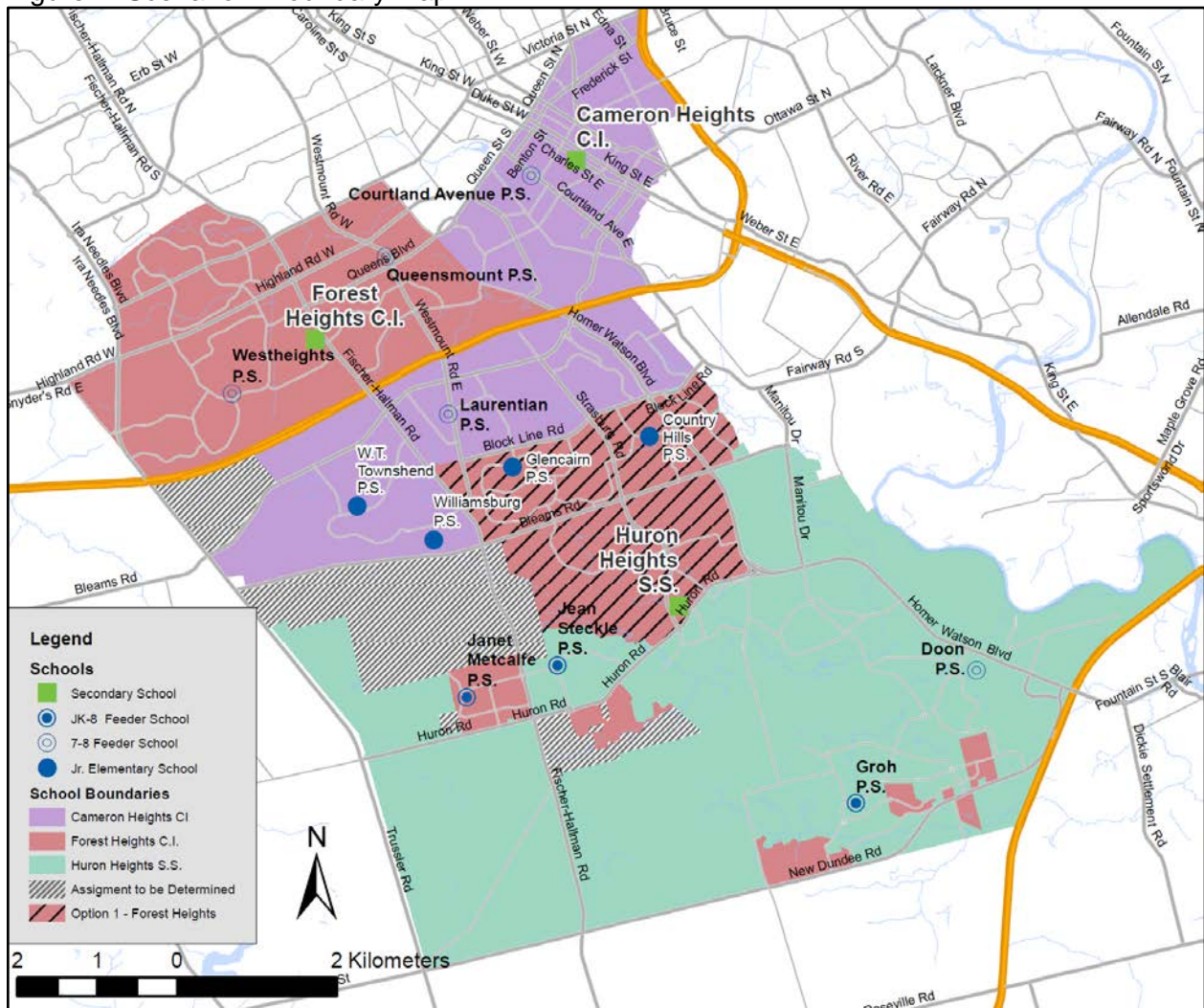
It should be noted that Development Areas identified as 'To-Be-Determined' are not assigned to any secondary schools in this scenario. These areas will require a holding school assignment prior to new home occupancies.

Table 4: Scenario 1 Enrolment Projections

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

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

Figure 2: Scenario 1 Boundary Map



## Scenario 1 Implications

## Enrolment and Utilization

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

## Grade 8 Feeder School Splits

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

### Transportation

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

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

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

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

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

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

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

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

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

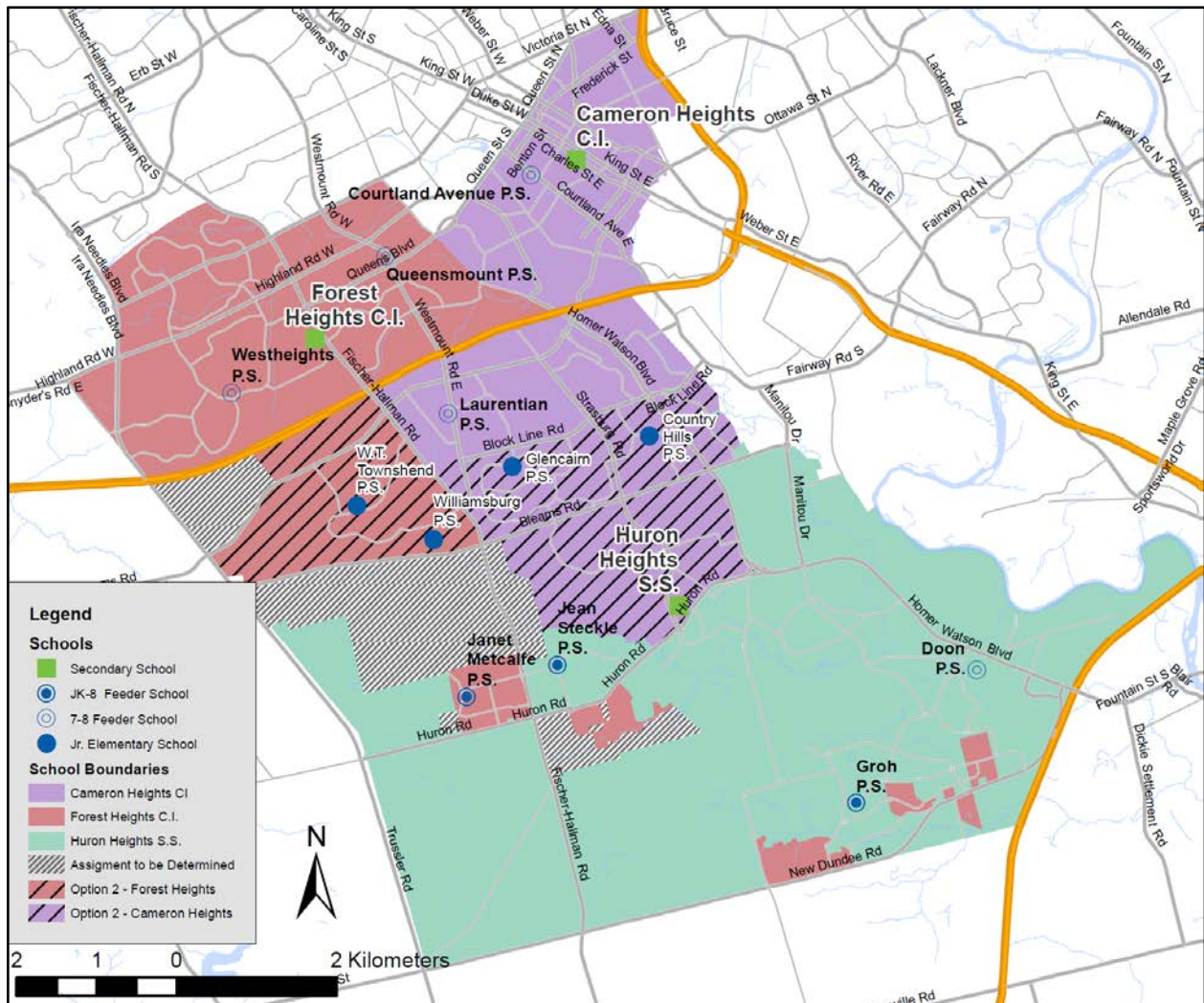
It should be noted that Development Areas identified as 'To-Be-Determined' continue to be unassigned to any schools in this scenario. These areas will require a holding school assignment prior to new home occupancies.

Table 5: Scenario 2 Enrolment Projections

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

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

Figure 3: Scenario 2 Boundary Map



## Scenario 2 Implications

### Enrolment and Utilization

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

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



### Grade 8 Feeder School Splits

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

### Transportation

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

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

## Boundary Study Working Group

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

### Working Group Composition

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

### Scenario Assessment Criteria

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



- efficiency of transportation (students within walking distance, bus routes)
- permanent capacity of schools and/or future construction requirements (e.g., site, program spaces, safety)
- current and future population density and demographics
- impact on feeder and surrounding schools (i.e., Grade 8 students moving to secondary school)
- the distribution and accessibility of Special Education and French Immersion programs
- minimizing the impact on students where changes are proposed (e.g., consideration for grandfathering, phased implementation)

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

## Proposed Boundary Study Timelines & Communications

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

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

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

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

## Transition Committee

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

## Conclusions

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

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

## Next Steps

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

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

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

## Study Area Feeder School List (Regular Track Program)

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

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

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

Queen Elizabeth Public School (JK to Grade 6)

Rockway Public School (JK to Grade 6)

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

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

#### **Queensmount Public School** (Grades 7 and 8)

Forest Hill Public School (JK to Grade 6)

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

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

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

#### **Laurentian Public School** (Grade 7 and 8),

Alpine Public School (JK to Grade 6)

Forest Hill Public School (JK to Grade 6)

Trillium Public School (JK to Grade 6)

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

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

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

John Darling Public School (JK to Grade 6)

Meadowlane Public School (JK to Grade 6)

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

#### **Queensmount Public School** (Grade 7 and 8)

Forest Hill Public School (JK to Grade 6)

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

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

#### **Development Area (DA) Holding Schools**

Mattamy Wildflowers DA

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

Doon South DA

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

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

Pioneer Park (JK to Grade 6)

**Huron Heights Secondary School (Grades 9 to 12)****Doon Public School** (Grade 7 and 8) Offers French Immersion

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

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

Pioneer Park Public School (JK to Grade 6)

**Groh Public School** (JK to Grade 8) Offers Grades 1 and 2 French Immersion**Janet Metcalfe Public School** (JK to Grade 7\*)

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

**Laurentian Public School** (Grade 7 and 8)

Country Hills Public School (JK to Grade 6)

Glencairn Public School (JK to Grade 6)

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

**Cameron Heights Collegiate Institute**  
301 Charles Street East, Kitchener

**Site and Facility**

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

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

**Additional Site and Facility Notes**

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

**Specialized Program**

International Baccalaureate Program (IB)

**Specialized Room Summary**

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

**Additional Specialized Room Notes**

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

**Site Restrictions/ Challenges/ Opportunities**

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

**Transit Data from Region of Waterloo**

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

Future routes are subject to Council Approval.



**Forest Heights Collegiate Institute**  
 255 Fischer-Hallman Road, Kitchener

**Site and Facility**

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

**Additional Site and Facility Notes**

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

**Specialized Program**

Extended French Immersion

Specialist High Skills Majors:

Arts and Culture

Information and Communications Technology

**Specialized Room Summary**

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

**Additional Specialized Room Notes**

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

**Site Restrictions/ Challenges/ Opportunities**

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

**Transit Data from Region of Waterloo**

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

Future routes are subject to Council Approval.

**Huron Heights Secondary School**  
 1825 Strasburg Road, Kitchener

**Site and Facility**

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

**Specialized Program**

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

**Specialized Room Summary**

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

**Site Restrictions/ Challenges/ Opportunities**

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

**Transit Data from Region of Waterloo**

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

Future routes are subject to Council Approval.