

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held via video conference, on **Monday, June 21, 2021, at 7:00 p.m.**

AGENDA

Call to Order

O Canada

Approval of Agenda

Declarations of Pecuniary Interest

Celebrating Board Activities/Announcements

Delegations

Jennifer Akgol - Equity, Equality and Inclusion for In Person Learning

Mandi-May Bond - Volunteers in Schools

Cait Glasson - Board Policy 4020 Naming and Renaming of Board Facilities

Staff Follow Up

Policy and Governance

01 Board Policy 1002 - Occupational Health and Safety

M. Weinert

03 Board Policy 1004 - Harassment

M. Weinert

08 Board Policy 1009 - Violence in the Workplace

M. Weinert

Reports

COVID-19 Pandemic - Verbal Update

J. Bryant / L. Read

12 2020-2030 Long-Term Accommodation Plan

L. Agar

130 2021-2026 Accessibility Plan Update

M. Gerard

Board Reports

169 Membership in the Ontario Public School Boards' Association

Trustee L. Tremble

Ontario Public School Boards' Association Update

Trustee L. Tremble

172 Ad Hoc Suspension Review Committee 2020-21

Trustee S. Piatkowski

180 Ad Hoc School Resource Officer Review Committee Final Report

Trustee K. Meissner

211 Ad Hoc School Naming Review Committee Update

Trustee K. Woodcock

225 Trustee Self-Evaluation 2021

Trustee C. Millar

Question Period (*10 minutes*)

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

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

Adjournment

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519-570-0003, ext. 4336, or Stephanie_Reidel@wrdsb.ca



OCCUPATIONAL HEALTH AND SAFETY

Legal References:	<i>Ontario Occupational Health and Safety Act and Regulations</i>
Related References:	<i>Board Policy 1004 - Harassment</i> <i>Board Policy 1009 - Violence in the Workplace</i> <i>Administrative Procedure 3140 – Reporting and Investigation of Employee Incidents, Accidents and Safety Concerns</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>August 25, 2015</i> <i>October 17, 2016</i> <i>January 15, 2018</i> <i>June 21, 2021</i>
Reviewed:	<i>June 15, 2020</i> <i>June 21, 2021</i>

1. It is the policy of the Waterloo Region District School Board (WRDSB), recognizing that all employees of the Board must adhere to the responsibilities and requirements placed upon it through the *Occupational Health and Safety Act* and Regulations, to:
 - 1.1 report unsafe conditions and comply with all other applicable legislated health and safety requirements;
 - 1.2 take every reasonable precaution to prevent personal injury and to take appropriate measures to provide and maintain a safe, healthy work environment for all employees;
 - 1.3 ensure that appropriate consideration is given to employee health and safety in all of the Board's organizational activities;
 - 1.4 ensure that employees are aware that the roles and responsibilities outlined in the *Occupational Health and Safety Act* and its Regulations for "worker" and "supervisors" are required duties in their roles with the Board;
 - 1.5 implement health and safety training programs as appropriate and ensure their effectiveness through evaluation;
 - 1.6 provide a respectful, safe and secure working environment for its employees free of violence, threats of violence, harassment (including sexual harassment), intimidation, bullying and other disruptive behaviour;
 - 1.7 ensure they utilize and comply with all Personal Protective Equipment (PPE) requirements as established by the WRDSB at all times.
2. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.



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Board Policy 1004 HARASSMENT

Legal References:	<i>Occupational Health and Safety Act Ontario Human Rights Code Education Act</i>
Related References:	<i>Board Policy 1002 - Occupational Health and Safety Policy Board Policy 1008 - Equity and Inclusion Board Policy 1009 - Violence in the Workplace Board Policy 6000 - Safe Schools Board Policy 6001 - Code of Conduct Administrative Procedure 1200 – Student Bullying and/or Harassment Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	September 19, 2016 , January 15, 2018 June 21, 2021
Reviewed:	June 15, 2020 June 21, 2021

1. The Waterloo Region District School Board (~~the Board~~) (WRDSB) is committed to providing a safe working and learning environment where all individuals are treated with dignity and respect, free from sexual, racial, ethno cultural, or other harassing or discriminatory behaviour.

This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments and of responsiveness to the damaging effects of harassment in the workplace. The Board WRDSB will not tolerate harassment of any kind from any person in the workplace.

This policy applies to all work activities that occur while on Board premises, while engaging in workplace activities or workplace social events and extra-curricular activities.

2. Definitions

2.1. Harassment

The *Ontario Human Rights Code* defines 'harassment' as:

"Engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome."

The *Ontario Occupational Health and Safety Act* defines 'workplace harassment' as:

- a) *"Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome,*
or
- b) *Workplace sexual harassment."*

Workplace Sexual Harassment

The *Ontario Occupational Health and Safety Act* defines 'workplace sexual harassment' as:

- a) *"Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or*
- b) *Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome."*

~~Reasonable corrective direction or discipline cannot be construed as harassment.~~

2.2. What Workplace Harassment is Not

Reasonable action or conduct by a Superintendent, Administrator, Manager, Officer, or Supervisor that is part of their normal work function would not normally be considered workplace harassment. This is the case even if there are sometimes unpleasant consequences for a worker.

For example, workplace harassment does not include:

- requesting medical documents or other appropriate documentation to support of an absence from work,
- measures to correct performance deficiencies, such as placing someone on a performance improvement plan or criticism of an employee's conduct or performance,
- transfers to other departments or shifts,
- changes in work assignments,
- time studies,
- job assessment or observations,
- enforcement of Board rules and procedures and
- administering disciplinary action for workplace infractions.

Also, differences in opinion or minor disagreements between co-workers would not generally be considered workplace harassment.

In addition, this policy is not meant to inhibit the free speech of our employees nor is it intended to interfere with the normal social relations that are part of working within this organization.

3. Application

- 3.1. This policy applies to all ~~Board~~ **WRDSB** employees, trustees and other users such as members of consultative committees, clients of the ~~Board~~ **WRDSB**, parents, volunteers, permit holders, contractors, and employees of other organizations not related to the ~~Board~~ **WRDSB** but who nevertheless work on or are invited onto ~~Board~~ **WRDSB** premises. This policy also covers harassment by such persons which is proven to have repercussions that adversely affect the ~~Board's~~ **WRDSB's** learning and working environment.
- 3.2. The rights of students to a respectful working and learning environment, free from harassment and discrimination, are dealt with under other appropriate legislation, regulations, and Board policy and procedures including but not limited to: the *Education Act* (Section XIII), Safe School Policy (6000), Code of Conduct (6001), Student Bullying Prevention and Intervention Policy (6009), and Administrative Procedure 1200 - Student Bullying and/or Harassment.

4. Guidelines

- 4.1. The Board **WRDSB** is committed to develop and maintain a program to implement this policy with respect to harassment, and to meeting the requirements of the *Occupational Health and Safety Act* and *Ontario Human Rights Code*.
- 4.2. This policy prohibits reprisals against individuals, acting in good faith, who report incidents of harassment or act as witnesses. The Board shall take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further harassment.
- 4.3. This policy will be reviewed on an annual basis by the Director of Education, or designate, as well as the Board of Trustees, and posted in conspicuous locations in the workplace.

DRAFT



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- b) *Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome."*

Reasonable corrective direction or discipline cannot be construed as harassment.

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VIOLENCE IN THE WORKPLACE

Legal References:	<i>Ontario Occupational Health and Safety Act Education Act Safe Schools Act</i>
Related References:	<i>Board Policy 1002 - Occupational Health and Safety Policy Board Policy 1004 - Harassment Policy Board Policy 1008 - Equity & Inclusion Policy Board Policy 6000 - Safe Schools Board Policy 6001 - Code of Conduct Administrative Procedure 2330 - Management Process for Students Causing a Risk-of-Injury Administrative Procedure 3780 - Violence in the Workplace</i>
Effective Date:	<i>May, 2007</i>
Revisions:	September 19, 2016, January 15, 2018 <i>June 21, 2021</i>
Reviewed:	June 15, 2020 <i>June 21, 2021</i>

1. The Waterloo Region District School Board (“the Board”) (WRDSB) is committed to providing a working and learning environment free from workplace violence including domestic violence that may pose a risk in the workplace, where all individuals are treated with dignity and respect.
 - 1.1. This policy is intended to provide a greater awareness of the value of establishing and maintaining respectful working and learning environments. Any act of violence in the workplace is unacceptable conduct and for this reason, the Board will not tolerate any incidents of this kind against or by any employee or any other person.
 - 1.2. This policy applies to all work activities that occur while on Board WRDSB premises, while engaging in workplace activities or workplace social events and extra-curricular activities.
2. Definitions:
 - 2.1. Workplace Violence

As defined by the *Occupational Health and Safety Act*, workplace violence is:

- a) *the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker,*
- b) *an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker,*
- c) *a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.*

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4. Guidelines

- 4.1. The ~~Board~~ **WRDSB**, as the employer, will comply with all aspects of the *Occupational Health and Safety Act* that apply to the organization.
- 4.2. The ~~Board~~ **WRDSB** is committed to developing and maintaining a program to implement this policy with respect to workplace violence. It is recognized that when working with students, including students with special needs, the ~~Board~~ **WRDSB** may be required to implement proactive measures to promote a violence-free workplace.
- 4.3. The ~~Board~~ **WRDSB** will assess the risk of workplace violence that may arise from the nature of the workplace, in accordance with the provisions of the *Occupational Health and Safety Act*.
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Board Policy 1009

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Report to Committee of the Whole

June 21, 2021

Subject: 2020-2030 Long-Term Accommodation Plan

Recommendation

That the Waterloo Region District School Board approves the 2020-2030 Long-Term Accommodation Plan (LTAP); and

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

Status

The final version of the Waterloo Region District School Board (WRDSB) 2020-2030 Long-Term Accommodation Plan (LTAP) updates the 2017 LTAP. It identifies short-term (one to five year) and medium-term (six to ten year) accommodation recommendations - the recommendations highlight priority areas for classroom additions, boundary studies, partnership opportunities and pupil accommodation reviews. A summary table of proposed actions for consideration is provided in the attached LTAP (see Appendix A).

The recommendations in the LTAP allow for flexibility of timing. Therefore, future updates to the LTAP may reflect changing timelines for projects.

Since releasing the draft LTAP on May 10, 2021, staff have undertaken promotional activities to support consultation and encourage feedback. Actions taken include:

- Key stakeholders (internal and external) were emailed and advised the draft LTAP was available and requested feedback;
- Website news post with a link to the draft LTAP and request for feedback pushed to all school websites;
- The deadline to submit feedback was extended to June 14, 2021, to allow stakeholders more time to review the document.

Despite these consultation efforts, staff did not get the volume of feedback expected. For many, the size and content of the document are overwhelming. A further explanation may be that this is an update to an existing plan, and the draft 2020-2030 LTAP took into account feedback from the 2017 LTAP (developed through extensive consultation).

Reflecting on the size and content of the document, staff have identified opportunities to use the LTAP as a communication and education tool in advance of the next update. Options to incorporate information from the LTAP into an online interactive portal, allowing school communities to access the information relevant to them quickly, are being explored.

Background

On March 19, 2018, the 2017-2027 LTAP was approved by the Committee of the Whole. The LTAP is a guiding document used for student accommodation and capital planning exercises. The LTAP includes consolidated information and data related to student enrolment, facility utilization and facility condition and provides recommendations for action related to the Waterloo Region District School Board's short- and long-term student accommodation and capital investment needs.

The March 2018 report indicated that the LTAP would be revisited and revised according to the Education Development Charges (EDC) Background Study.

In 2020, the WRDSB retained Watson & Associates Economists Ltd. to prepare an EDC Background Study. The EDC Background Study, presented at a Public Meeting on April 19, 2021, identifies the WRDSB's site needs over the next 15 years. The enrolment projection trends in the 2020-2030 LTAP align with those prepared by Watson & Associates.

The 2020-2030 LTAP uses October 31, 2020 enrolment as a baseline for enrolment projections. The LTAP is based on the best data and information available; however, factors used to develop the LTAP are impacted by the COVID-19 pandemic (this includes how education is delivered currently and in the future and inconsistencies with historical trends). The LTAP provides 10-year projections based on several assumptions and the best data available in uncertain times.

The development of the plan emphasized trend-based analysis and qualitative evaluation. This approach enabled Planning staff to consider the various implications of the pandemic by each school and by review area. The 2020-2030 LTAP provides a snapshot in time, updated and modified throughout the return to a more typical and status quo education system.

The 2020-2030 LTAP is intended to be both a reference document and an educational tool. A key consideration integrated into the 2020-2030 LTAP was the need to communicate how student accommodation and capital planning processes are complex, integrated and dynamic.

Incorporating an equity and inclusion lens to accommodation solution recommendations was identified through stakeholder consultations. As a result, future versions of the LTAP intend to capitalize on the extensive data and insights gained from the 2021 WRDSB Student Census and integrate these new datasets into developing data-driven recommendations that support the lenses of equity, inclusion and accessibility board-wide.

Financial implications

No financial implications.

Communications

Information about the LTAP is available on the dedicated LTAP webpage (www.wrdsb.ca/planning/ltap). Stakeholders were provided with a copy of the Draft LTAP on May 7, 2021, requesting feedback before June 14, 2021.

The Ministry of Education, local municipality clerk's departments, co-terminus school boards and other identified stakeholders will be sent the final version of the 2020-2030 LTAP by email.

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

INNOVATING TOMORROW
BY EDUCATING TODAY



2020–2030

LONG-TERM ACCOMMODATION PLAN

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EXECUTIVE SUMMARY

What is a Long-Term Accommodation Plan?

The Long-Term Accommodation Plan (LTAP) is a guiding document used for student accommodation and capital planning exercises. The LTAP includes consolidated information and data related to student enrolment, facility utilization and facility condition and provides recommendations for action related to the Waterloo Region District School Board's short- and long-term student accommodation and capital investment needs.

Why is the LTAP important?

The LTAP is a planning resource that provides a system-wide overview of opportunities, challenges and limitations related to student accommodation and capital planning. The LTAP includes enrolment and facility information summarized by review area and by school. Before considering school closures and partnerships, a long-term plan is necessary.

Recommendations within the LTAP are subject to consultation and considered through an open and transparent review process conducted according to Board policy. Decisions regarding these matters rest with the elected Board of Trustees.

How is the LTAP used?

The LTAP is a tool used by the Planning Department to develop long-term work plans based on comprehensive analysis. It serves as a roadmap to help identify where and when capital investments may be required across the district while providing insight into current and projected student accommodation needs.

The LTAP provides area-specific, data-driven recommendations for action for the short-term (1-5 years) and medium-term (6-10 years) planning horizons.

How is 2020-2030 LTAP different?

The Coronavirus (COVID-19) pandemic has affected the preparation of the 2020-2030 LTAP. Factors used to develop the LTAP are impacted by the pandemic. This includes how education is currently and will be delivered in the future, as well as inconsistencies with historic trends. The LTAP provides 10-year projections based on several assumptions and the best data available in uncertain times.

Data, information, and recommendations provided in the LTAP will be closely monitored and routinely adjusted to reflect this evolving situation.

INTRODUCTION

The WRDSB is committed to providing students with high-quality, accessible and sustainable learning environments. Responsive and proactive planning, assessment and investment achieve these commitments.

The Long-Term Accommodation Plan (LTAP) provides a snapshot of the current and anticipated future state of WRDSB elementary and secondary schools. The plan outlines enrolment trends, facility utilizations, review area profiles, and the factors that influence student accommodation in Waterloo Region (i.e., development activity, program offerings, etc.) The LTAP is used to inform and educate WRDSB administration, local municipalities, stakeholders and the public about student accommodation and capital planning across the school district.

Within each Review Area, recommendations provide information for future action-based considerations. An open and transparent review process following Board Policies and Administrative Procedures is conducted before implementing any accommodation measures or recommendations.

The 2020-2030 LTAP was prepared in the 2020/21 school year and amid the global Coronavirus (COVID-19) pandemic. The pandemic has fundamentally impacted the delivery of education in Ontario. Most students have transitioned from in-person learning to a fully remote delivery model at several points (beginning in the Spring of 2019 and continuing intermittently throughout the 2020/21 school year). The uncertainty associated with these changes, and more generally the pandemic itself, has had implications for school operations, student enrolment and accommodation planning initiatives.

GUIDING PRINCIPLES

The LTAP reflects many important principles and key commitments.

All recommendations contained within the LTAP will:

1

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

6

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

2

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

7

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

3

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

8

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

4

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

9

Consider partnership and community hub opportunities.

5

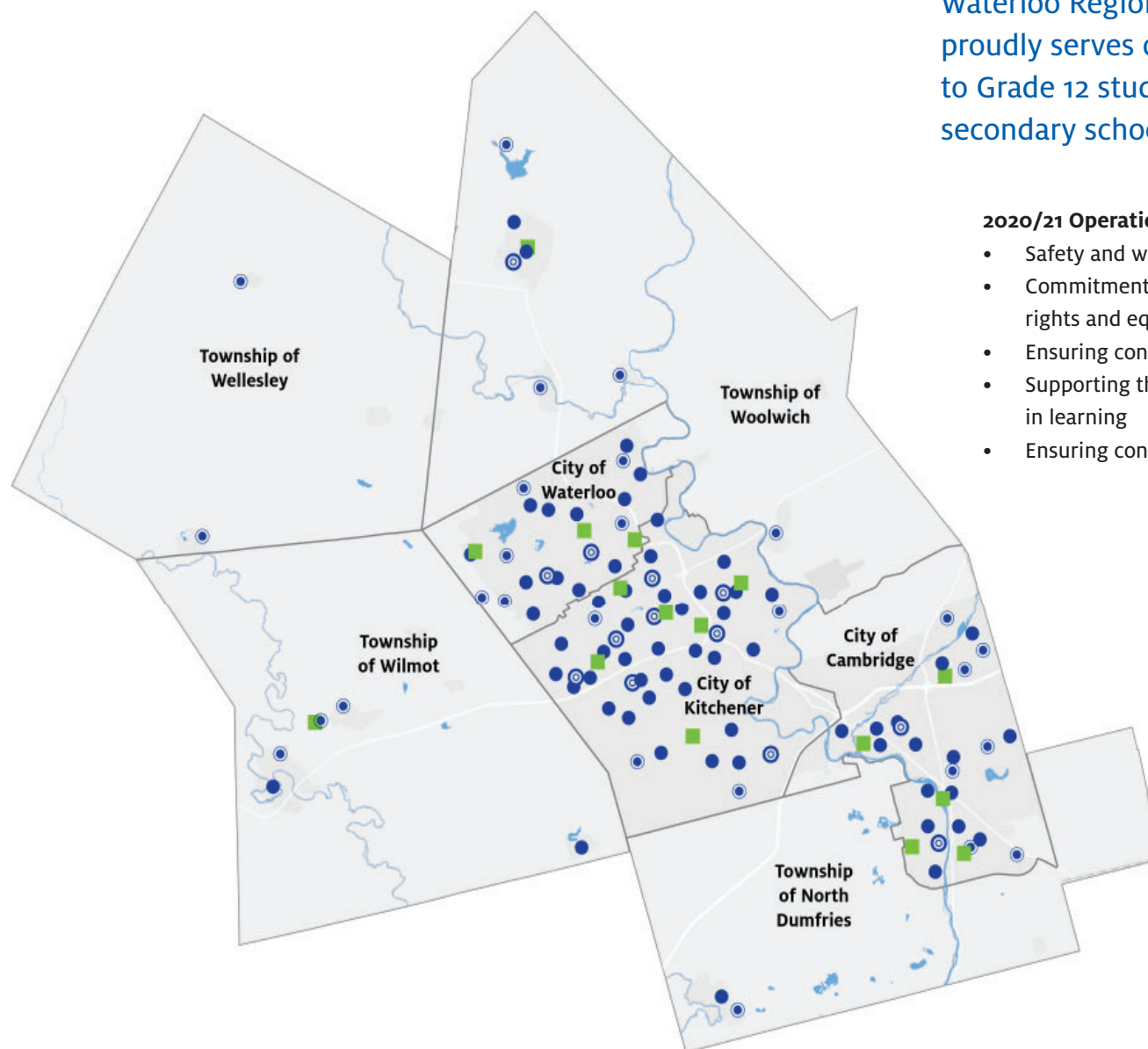
Be based on enrolment projections that use current planning methodologies and demographic information.

10

Consider the impact on student transportation while promoting active transportation.

WATERLOO REGION DISTRICT SCHOOL BOARD

Figure 1: Waterloo Region District School Board Jurisdiction and School Locations



Waterloo Region District School Board (WRDSB) proudly serves over 65,000 Junior Kindergarten to Grade 12 students in 120 elementary and secondary schools across the Region of Waterloo.

2020/21 Operational Priorities

- Safety and well-being of staff and students
- Commitment to an organization culture rooted in human rights and equity
- Ensuring continuity of quality learning for all students
- Supporting the most vulnerable students and closing gaps in learning
- Ensuring continuity of effective operations

- Composite School (JK-8)
- Junior Elementary School (JK-6)
- Senior Elementary School (7/8)
- Secondary School (9-12)

REGION OF WATERLOO



Region of Waterloo

The Region of Waterloo includes three cities (Cambridge, Kitchener and Waterloo) and four townships (North Dumfries, Wellesley, Wilmot and Woolwich). The Region of Waterloo is located in Southwestern Ontario and is one of the largest and fastest-growing areas in Ontario.

Population growth trends

Between 2006 and 2016, the Region of Waterloo grew by 11 per cent (see Table 1a), compared to the Provincial average of 5.7 per cent. Growth occurred at different rates throughout the Region, with all municipalities experiencing positive population growth between 2006 and 2016 (10-year growth rate) and 2011 and 2016 (5-year growth rate).

Table 1a: Region of Waterloo Population and Growth Trends by Municipality (2006-2016)

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

Source: Statistics Canada, 2006, 2011 and 2016

Table 1b: Region of Waterloo Population Estimates (July 1, 2017-2020)

CMA	POPULATION ESTIMATE (JULY 1)			
	2017	2018	2019	2020
WATERLOO REGION	553,526	567,853	581,954	593,882

Source: Statistics Canada, 2021

Population Estimates

Population estimates are prepared by Statistics Canada quarterly and annually based on postcensal studies, net under coverage, and historical census counts. Estimates indicate population counts and growth between Census periods (see Table 1b).

The Region of Waterloo continued to grow considerably through the period from 2017 to 2020, driven predominantly by migration to the area. Updated data from the 2021 Census should be available in early 2022.

RECOMMENDATIONS

The WRDSB was divided into 25 Elementary and 5 Secondary Review Areas to support comprehensive and complete system-wide analysis and planning.

Evaluation of historical and projected enrolment and a review of facility condition and utilization indicators were incorporated into the development of time-bound recommendations.

Basis for Recommendations

The recommendations in the LTAP are action-based strategies intended to help address identified opportunities and challenges from student accommodation and capital planning lenses.

Recommendations include identifying where capital investments for new schools and facility additions should be contemplated, proposed boundaries studies, programming considerations, and areas to be considered for future pupil accommodation reviews.

Ministry Approvals, Funding and Timelines

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

RECOMMENDATIONS

Table 2 summarizing the proposed actions of the 2020 - 2030 LTAP follows on page 8.

Pupil Accommodation Reviews (PARs)

In July 2017, the Ministry of Education imposed a moratorium on school closures and suspended the use of PARs pending a revised guideline. The revised PAR Guideline (PARG) was released in 2018, just before a Provincial Government change. As of April 2021, the moratorium remains in place with limited information on when the Ministry might update the PARG and allow PARs to resume.

The recommendations of the 2020-2030 LTAP acknowledge the limited planning tools available and generally excludes PARs over the short-term planning horizon.

RECOMMENDATIONS

Table 2: 2020-2030 LTAP Recommendations

ACTION	SHORT-TERM	MEDIUM TO LONG -TERM
New school	Review Area Eo2	Review Area Eo1
8 Elementary	Review Area Eo9*	Review Area Eo7 x2
2 Secondary	Review Area E12	
	Review Area E2o	
	Review Area E22	
	Review Area So2	
	Review Area So5*	
Addition	Review Area Eo3	Review Area Eo6
9 Elementary	Review Area Eo4	Review Area E17
1 Secondary	Review Area E16	Review Area E21
	Review Area E19	Review Area E23
	Review Area E25	
	Review Area So4	
Boundary Study	Review Area Eo2	Review Area Eo9
14 Elementary	Review Area Eo6	Review Areas E1o/E11
2 Secondary	Review Area Eo7	Review Area E12
	Review Area Eo8	Review Areas E15/E16
	Review Area E13	Review Area E18
	Review Area E17	Review Area E2o
	Review Areas E23/E24/E25	Review Area E22
		Review Area So1
		Review Areas So2/So3

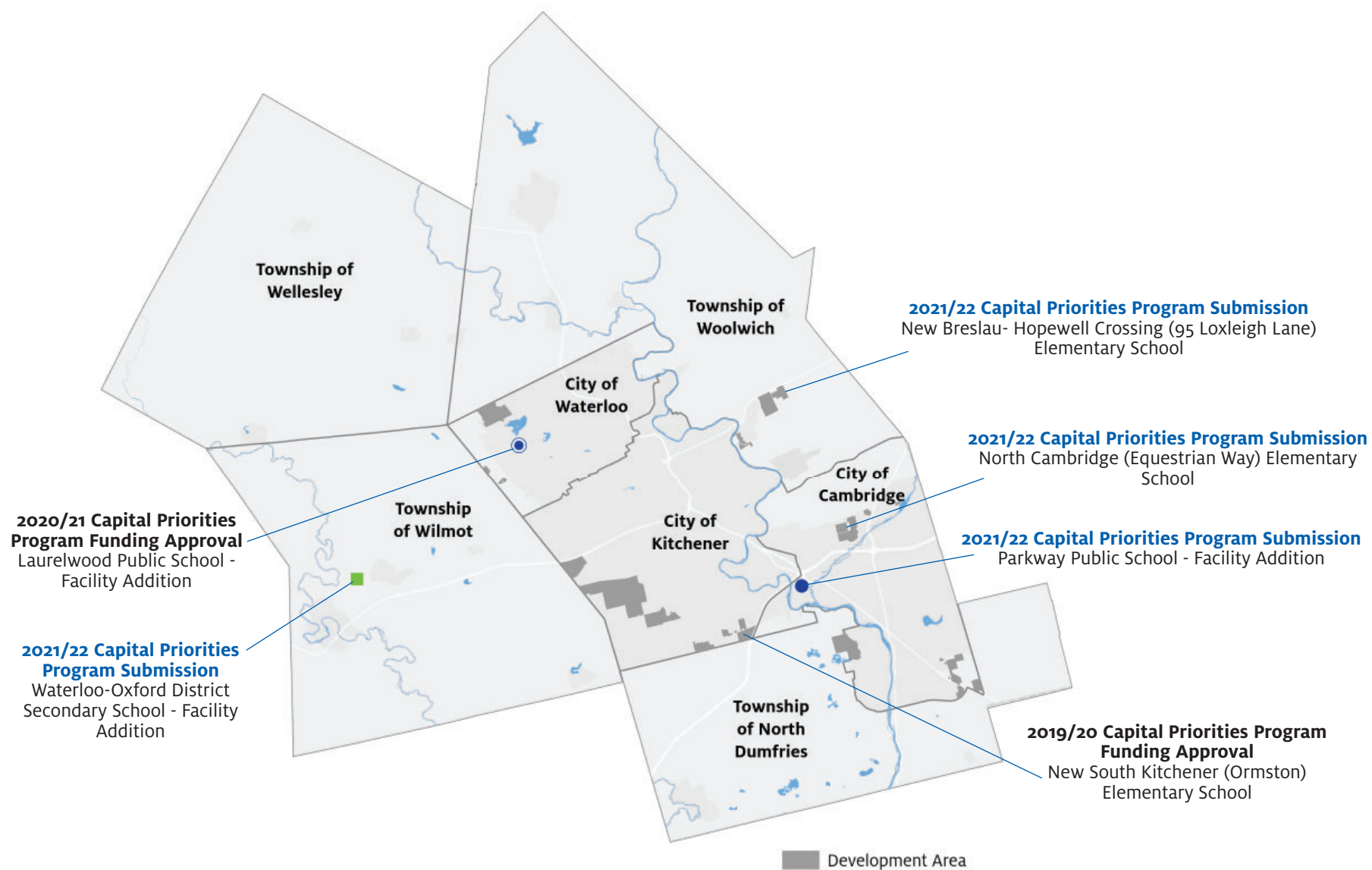
ACTION	SHORT-TERM	MEDIUM TO LONG -TERM
Pupil Accommodation Review		Review Area Eo9
2 Elementary**		Review Area E18
Partnership	Review Area E12	Review Area Eo7
6 Elementary	Review Area E14A	Review Area E25
2 Secondary	Review Area E18	Review Area So2
	Review Area E2o	
	Review Area So5	

* Facility rebuild

** Identified as Boundary Study or Pupil Accommodation Review

RECOMMENDATIONS

Figure 2: Capital Priorities Program Submissions and Approvals (2019-2021)



RECOMMENDATIONS

Several recommended capital projects and investment opportunities did not meet the submission criteria for the 2021/22 Capital Priorities Program due to category or timing limitations. Table 3 outlines potential future Capital Priorities Program submissions.

Table 3: Potential Future Capital Priorities Program Submissions

REVIEW AREA	FUNDING REQUEST	2021/22 CONSIDERATIONS
Eo1	New Cambridge West (Bismark Dr) Elementary School	Premature due to lack of site and timing requirements
Eo4	Facility addition or facility rebuild at Clemens Mill PS	Does not meet criteria; ineligible project for 2021/22
Eo7	New Rosenberg Elementary School(s)	Premature due to lack of site and timing requirements
Eo9	Facility rebuild at Sunnyside PS	Does not meet criteria; ineligible project for 2021/22
E12	New Trussler North (Benninger Dr) Elementary School	Premature due to lack of site and timing requirements
E16	Facility addition at Lackner Woods PS	Premature due to timing; boundary study recommended before submission
E17	Facility addition at Forest Glen PS or Grandview PS (NH)	Premature due to timing; boundary study recommended before submission
E19	Facility addition at John Mahood PS	Premature due to timing
E21	Facility addition at Ayr PS	Premature due to timing
E22	New North Waterloo (Beaver Creek Meadows) Elementary School	Premature due to lack of site and timing requirements
E23	Facility addition or rebuild at select Review Area E23 school	Premature due to timing; boundary study recommended before submission
E25	Facility rebuild at Lexington PS	Does not meet criteria; ineligible project for 2021/22
So2	New Kitchener Secondary VII School	Premature due to lack of site and timing requirements
So5	Facility rebuild at Waterloo CI and partnership with WLU & City of Waterloo	Does not meet criteria; ineligible project for 2021/22

2021/22 Capital Priorities Program - Categories

- Accommodation pressures;
- School consolidation and facility condition (where a PAR has been completed); and,
- French-language accommodation (specific to French-language school boards).

Projects are expected to be completed and opened no later than the 2024/25 school year.

2021/22 Capital Priorities Program - Ineligible Projects

- Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion;
- Projects for additional child care space that is not associated with a capital priorities school project (i.e., child care only project requests);
- Projects associated with consolidations and/or closures where a Pupil Accommodation Review has not been completed;
- Requests for Land Priorities funding for site acquisitions;
- Projects addressing the renewal needs of a facility; and
- Projects addressing school board administrative space.

Source: Ministry of Education, 2021

ENROLMENT & PROJECTIONS

Understanding historical, current and forecasted student enrolment and associated trends is fundamental to planning for student accommodation.

TYPES OF ENROLMENT PROJECTIONS

Enrolment projections represent a quantitative and qualitative analysis, expressed as numerical figures, prepared for different purposes. At the WRDSB, enrolment projections support the Education Development Charge (EDC) Background Study, Ministry Grant and budget development, the LTAP and annual staffing allocations. For each of these purposes, specific criteria and methodologies are adopted. Table 4 provides an overview of the types of enrolment projections, their intended use and associated considerations.

Table 4: Types of Enrolment Projections

TYPE OF ENROLMENT PROJECTION	INTENDED USE	TIMING, FREQUENCY AND HORIZON	CONSIDERATIONS
Projections to support Education Development Charge Background Study	Basis for determining EDC eligibility, need and quantum of charge to accommodate growth-related net land costs.	Prepared in support of an EDC By-law renewal every 5 years. Projections capture a 15-year horizon.	School-level projections aggregated to Review Areas; represented as student counts based on October 31 enrolment data; inclusive of current and anticipated growth.
Projections to support Ministry Grant calculations and budget development	Basis for Ministry reporting and internal budget development. Projected enrolment is a revenue stream and used to determine grant allocations.	Prepared annually in the Fall, per Ministry requirements. Projections capture current year plus 4 additional years.	District-level projections represented as annual Average Daily Enrolment*; based on October 31 and March 31 Full-Time Equivalent enrolment and adjusted based on historical rates and ratios.
Projections to support the Long-Term Accommodation Plan	Basis for internal student accommodation and capital planning analysis, initiatives and recommendations.	Adjusted bi-annually based on October 31 and March 31 reported enrolment and continuous Regional development activity. Projections capture current year plus 9 additional years.	School-level projections aggregated to Review Areas; represented as student counts based on enrolment data; emphasis on current growth and short- to medium-term development activity.
Projections to support staffing allocations	Basis for school-level Fall (September) staffing processes, schedule development.	Prepared annually in the Spring to support school administration. Projections capture Fall enrolment for the subsequent school year.	School- and grade-level projections; represented as Full-Time Equivalent; based on registrations, course selections, and historical rates and ratios.

*Average Daily Enrolment (ADE) is calculated based on the average full-time equivalent of October 31 and March 31 enrolment.

Full-time equivalent (FTE) is representative of the ratio between enrolment and full course load count. Elementary FTE is considered to equal student count, whereas Secondary FTE is variable dependent on student course loads and is typically less than the student count.

ENROLMENT & PROJECTIONS

ENROLMENT PROJECTION METHODOLOGY - LONG-TERM ACCOMMODATION PLAN

The enrolment projections prepared for the LTAP are based on analysis of relationships and trends between historical enrolment data, demographic indicators and development activity. Enrolment projections within the LTAP were developed using School Planning Software (SPS Plus™ School Planning Software, Paradigm Shift Technology Group Inc.). This software enables enrolment scenario modelling, micro-adjustments and serves as a database for historical data and information. Enrolment projections can be independently modelled within the SPS Plus Enrolment Projection Module to reflect existing school communities and the growth resulting from residential development.

Table 5: Components of Enrolment Projections

PANEL	EXISTING COMMUNITY COMPONENT	GROWTH COMPONENT	OTHER CONSIDERATIONS
ELEMENTARY	<ul style="list-style-type: none"> Actual enrolment (October 31) Year to year retention rates Year to year progression 	<ul style="list-style-type: none"> Live birth data Kindergarten registrations Residential development Student yields from new development Migration and immigration 	<ul style="list-style-type: none"> Historical population and housing trends; Demographic composition and community age structure; Residential building permit activity by geographic area; Residential growth forecasts by municipality; and, Historical student participation and proportional share of students.
SECONDARY	<ul style="list-style-type: none"> Actual enrolment (October 31) Year to year retention rates Progression from elementary to secondary Year to year progression 	<ul style="list-style-type: none"> Residential development Student yields from new development Migration and immigration 	

2020-2030 LTAP Enrolment Projection Assumptions

The COVID-19 pandemic impacted the 2019/20 and 2020/21 school years and substantially changed the delivery of public education in Ontario. These changes resulted in apparent anomalies in enrolment counts and student data. As enrolment projections primarily base forecasts on reflective analysis, assumptions and adjustments were incorporated into the development of the LTAP enrolment projections.

Considerable uncertainty remains, and the adjustments were based on the best information and data available at the time of preparation; however, as the situation progresses, projections will be reviewed and adjusted accordingly.

The 2020-2030 LTAP enrolment projections contemplate the following:

- Quality of October 31, 2020 enrolment data due to software limitations related to “quadmester” scheduling of secondary school;
- Analysis of 4-year average retention rates with 2019/20 to 2020/21 weighted less than the preceding three years where variability in the data was present;
- Incremental adjustment of Junior Kindergarten and Senior Kindergarten enrolment beginning in 2021/22 to represent a gradual return to pre-pandemic status quo; and,
- Identification and adjustment of enrolment gaps where demit to home school, reduced immigration, and international student enrolment could result in potential longer-term impacts to enrolment counts.

ENROLMENT & PROJECTIONS

Development Activity

Development activity is a crucial consideration in the growth component of enrolment projections. In addition, the Education Development Charges (EDCs) funding mechanism is specific to growth-related student accommodation needs resulting from new residential development. Development activity across Waterloo Region is reviewed and tracked to understand the enrolment and financial implications resulting from growth.

Ontario's growth and development follows the *Planning Act* and related Provincial, regional (if applicable) and local planning documents. Provincial plans and policies set a broad vision for growth and development in Ontario's communities and provide direction on matters of provincial interest (e.g., the economy, the protection of the environment and natural resources and creating strong communities). The Region of Waterloo Official Plan (ROP) sets out the regional vision for growth and development.

The areas in each municipality designated as agricultural, rural or natural/resources are protected from development for the most part. Based on this, future population growth will occur in the municipal Urban Areas (designated greenfield area) or in designated Rural, Village or Hamlet Areas (see Figure 3).

Generally, growth in the cities concentrated in:

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

Notable growth areas in the townships include:

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

Development Review + Considerations

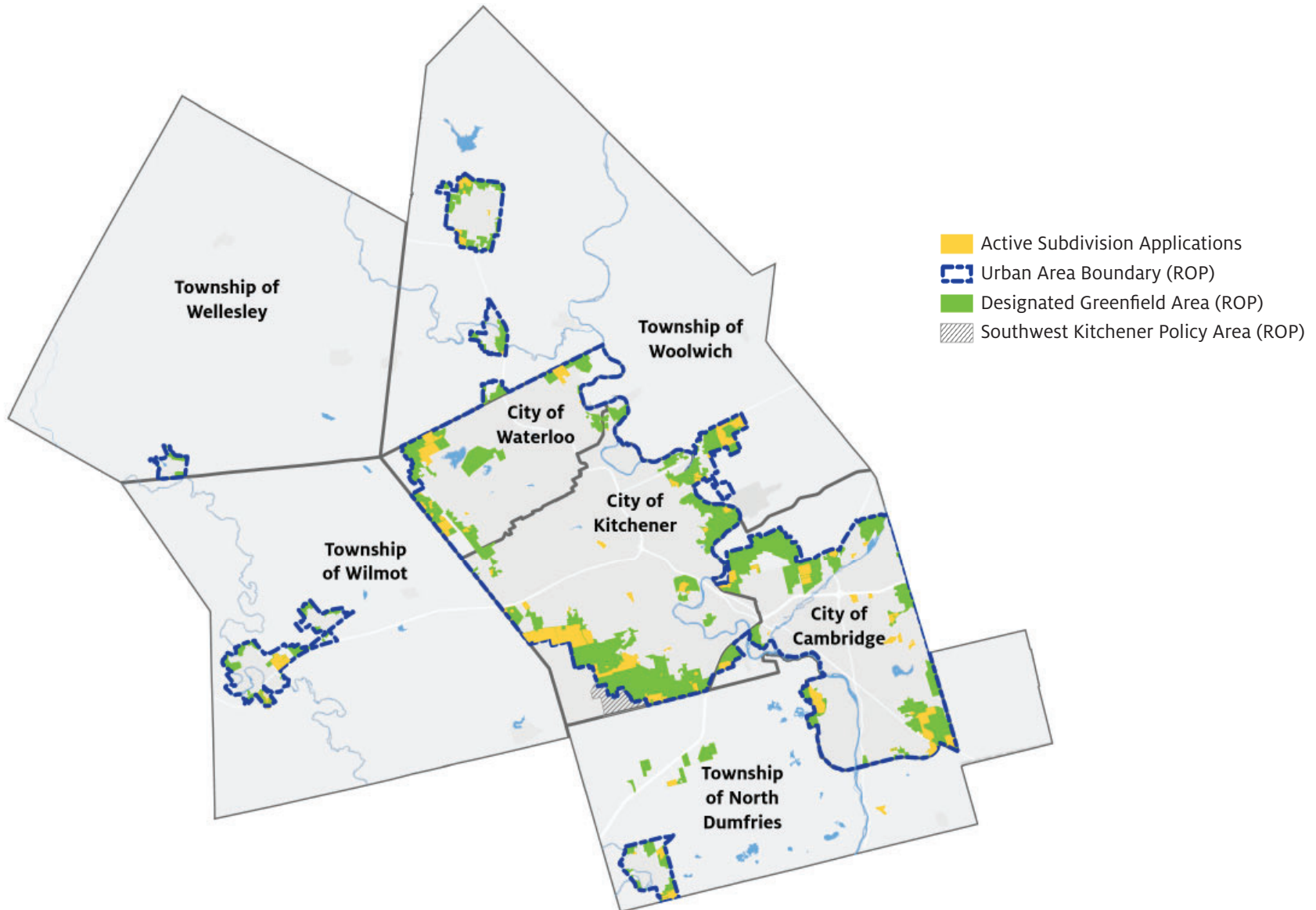
In Waterloo Region, planning is a shared responsibility between the upper-tier (Regional Municipality) and 7 lower-tier (local) municipal governments. The WRDSB is identified as an agency under the *Planning Act* and is circulated *Planning Act* pre-submission consultations and applications from the municipalities for review and comment. Written comments provided by the WRDSB can be used to inform revisions to proposals and conditions of approval.

When reviewing a circulation, the following matters are considered by the WRDSB:

- Development proposal and anticipated pupil yields from the development type, density and location;
- School site needs and student accommodation in the area, including the necessity of establishing a Development Area;
- Student transportation needs, connectivity, pedestrian infrastructure, sightlines, opportunities for active transportation; and,
- Development phasing and timelines for construction and occupancy.

ENROLMENT & PROJECTIONS

Figure 3: Region of Waterloo Development Activity and Growth Areas, 2020



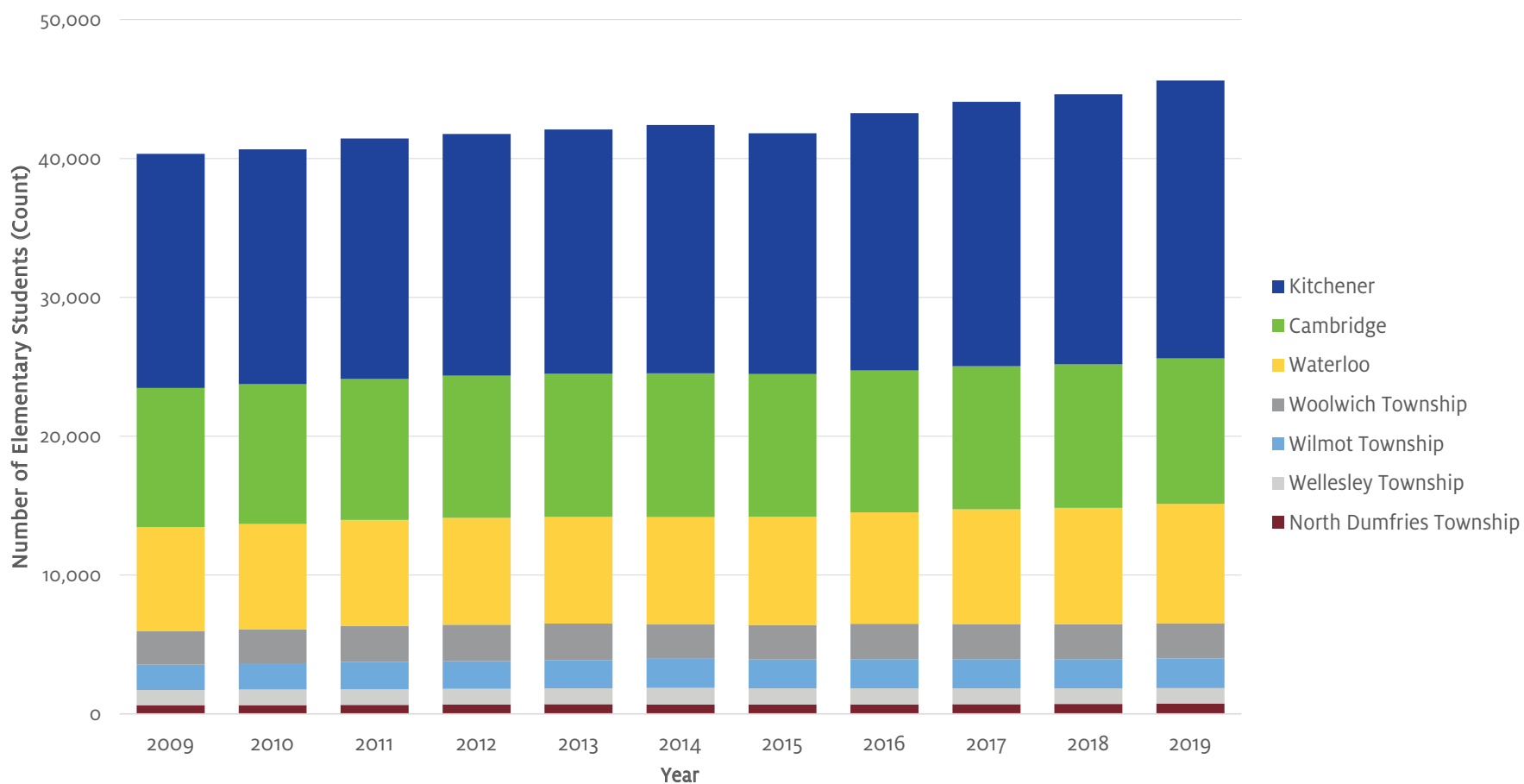
HISTORICAL ENROLMENT

ELEMENTARY PANEL

Enrolment across the elementary panel (Junior Kindergarten to Grade 8) increased by 5,284 students between 2009 and 2019 (from 40,327 to 45,611). The majority of growth occurred between 2016 and 2019. This trend mirrors the changes in estimated population for Waterloo Region outlined in Table 1b.

Historically, growth over this time period largely occurred in the cities of Cambridge, Kitchener and Waterloo, where total elementary enrolment increased by approximately 4,700 students or 14%.

Figure 4: Historical Elementary Enrolment by Municipality, 2009-2019 (Facility Location)



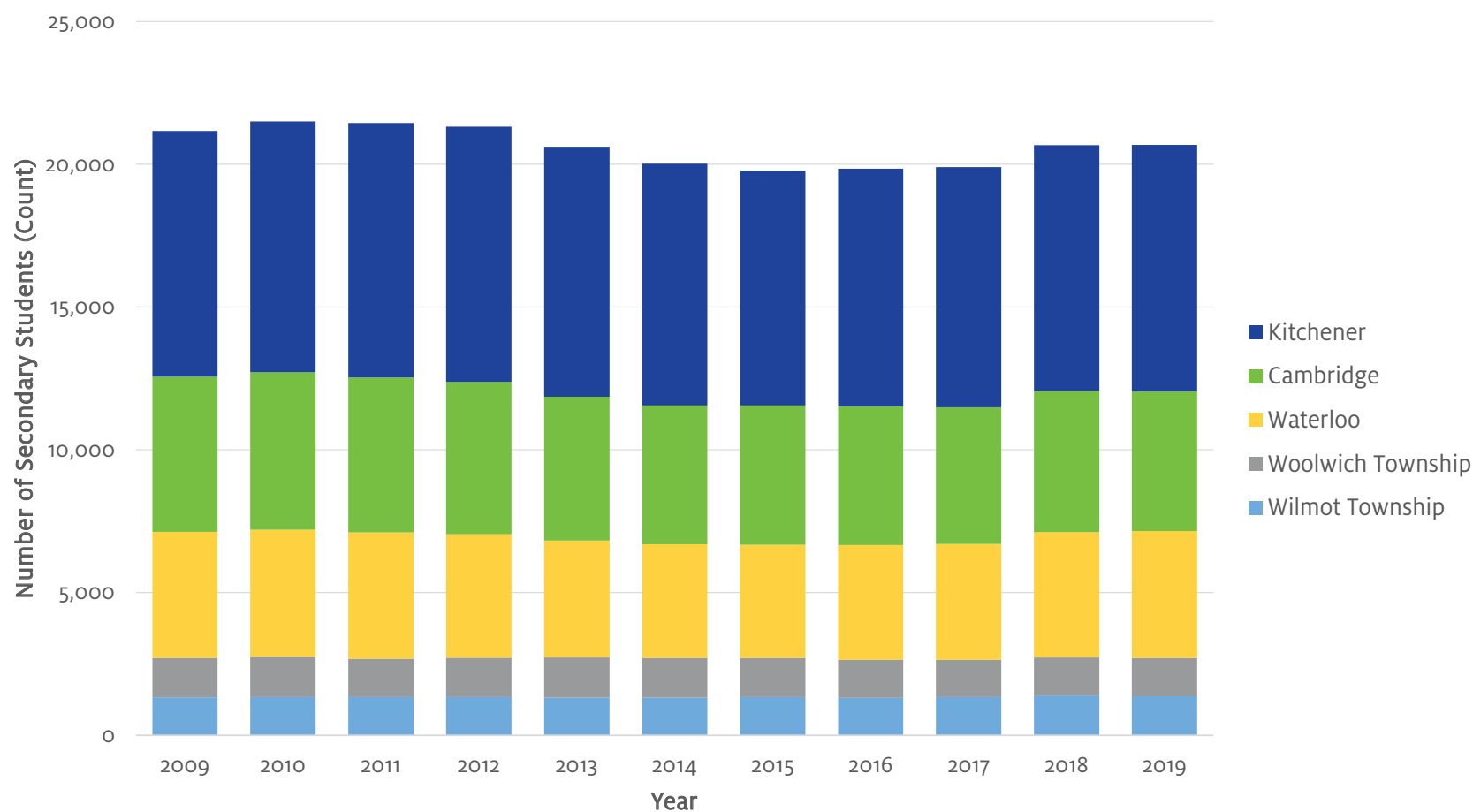
HISTORICAL ENROLMENT

SECONDARY PANEL

Over the past 10 years, enrolment across the secondary panel (Grades 9 to 12) has been more variable than the elementary panel. A noticeable decline in enrolment began in 2013 and was associated with smaller secondary cohorts. In addition, the rate of Grade 12 students returning for an extra 5th year has also been steadily declining.

The historical trendline began to rebound in 2016 and 2017 due to growth in the urban areas of Waterloo Region. From 2009 to 2019, the total change in secondary enrolment was -490 students or -2%.

Figure 5: Historical Secondary Enrolment by Municipality, 2009 - 2019 (Facility Location)

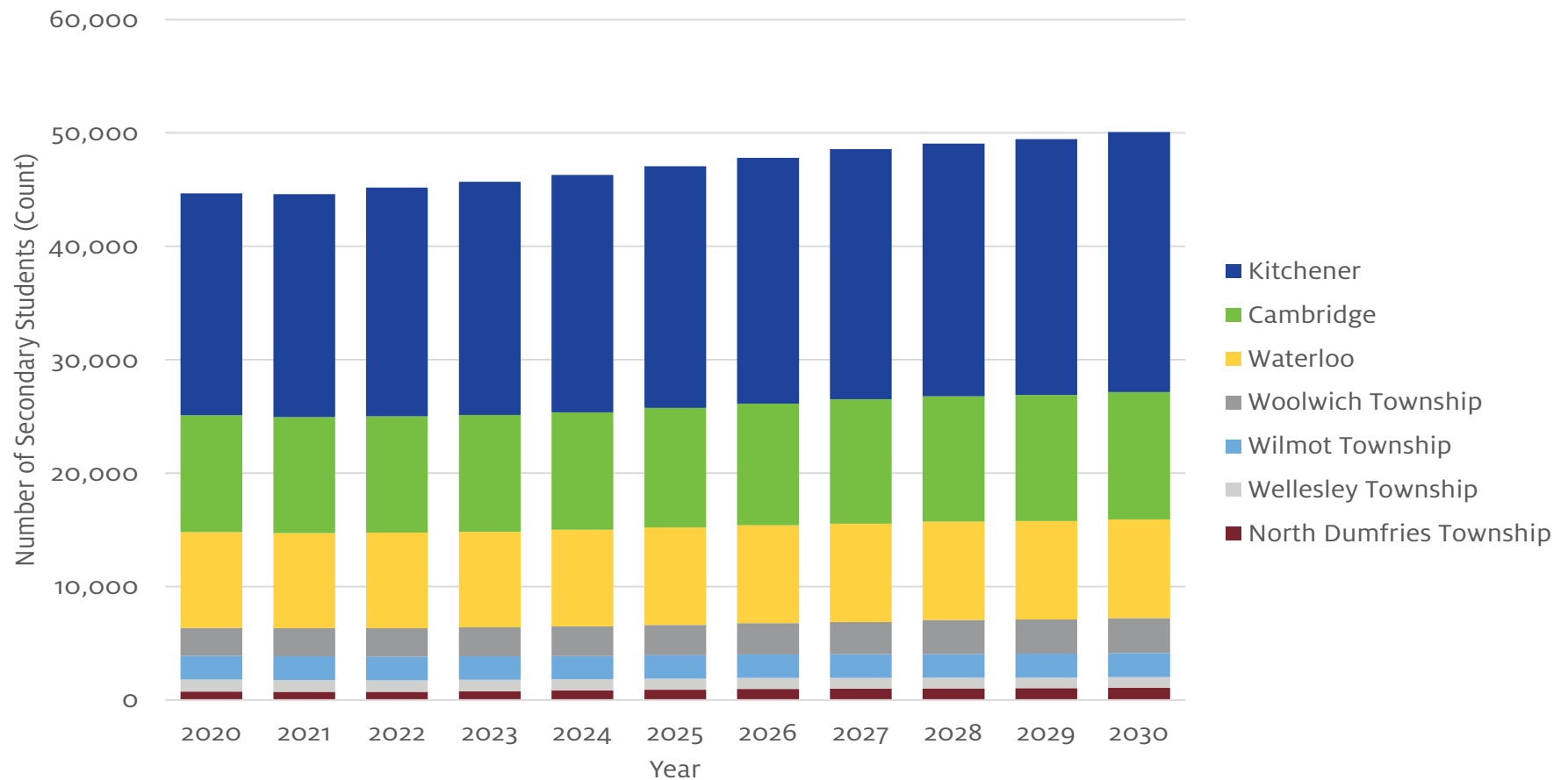


PROJECTED ENROLMENT

ELEMENTARY PANEL

Projected elementary enrolment from 2021 to 2030 illustrates an upward trend reflective of anticipated growth across Waterloo Region. Actual enrolment in the 2020/21 school year was lower than initially projected due to the COVID-19 pandemic (refer to Page 12 for additional information on assumptions). The projected elementary enrolment from 2021 to 2030 is based on the best available information at this time. It includes an overall increase from 44,607 students to 50,076 students, for a net gain of 5,468 students or 12%.

Figure 6: Actual and Projected Elementary Enrolment by Municipality, 2020-2030 (Facility Location)

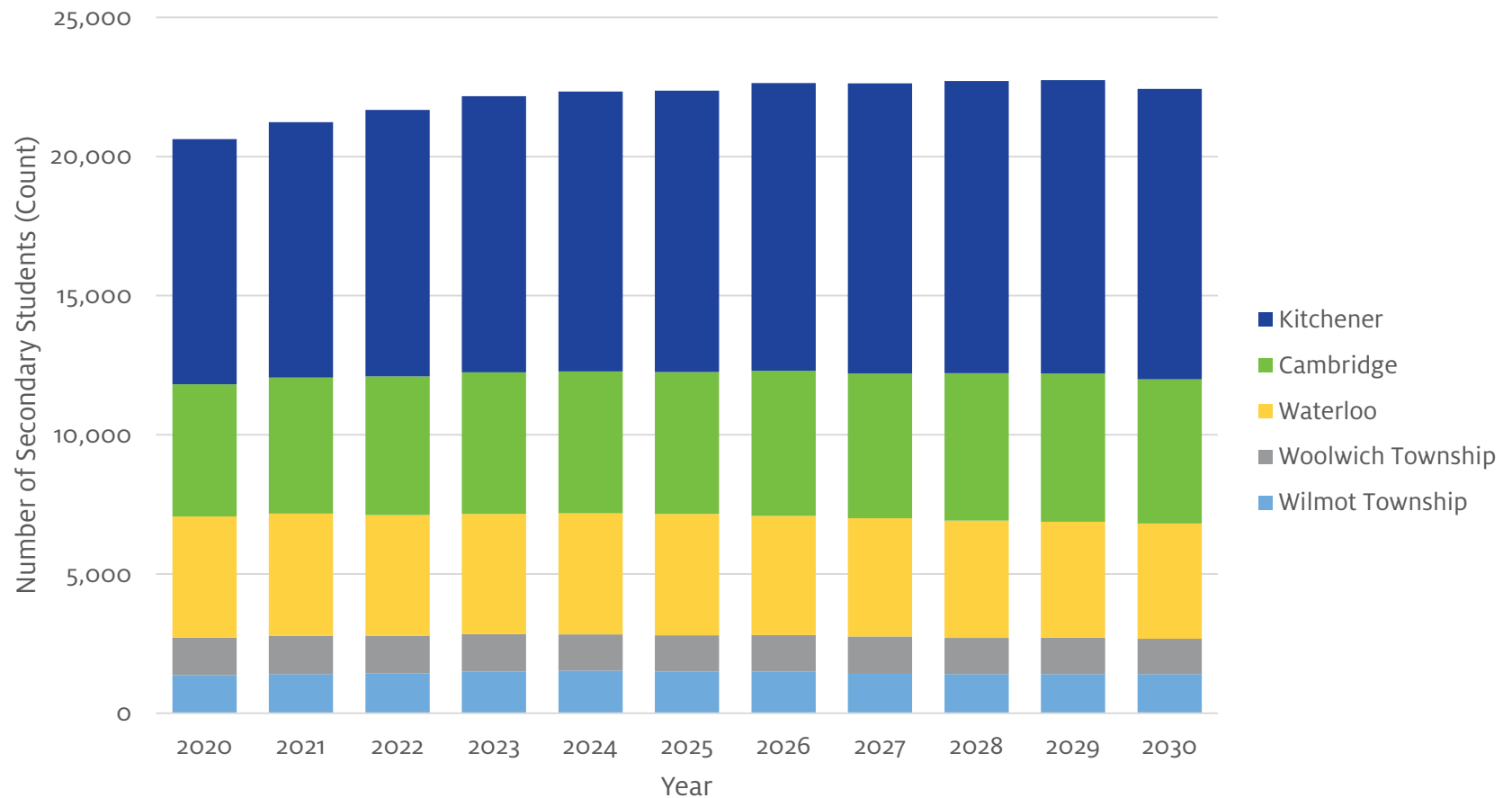


PROJECTED ENROLMENT

SECONDARY PANEL

Projected secondary enrolment from 2021 to 2030 reflects an initial increase from 2021 to 2025, followed by a period of sustained enrolment. Actual enrolment in the 2020/21 school year was lower than initially projected due to the COVID-19 pandemic (refer to Page 12 for additional information on assumptions). Secondary enrolment projections include an overall anticipated increase from 21,234 students in 2021 to 22,426 students in 2030, for a net gain of 1,191 students or 6%.

Figure 7: Actual and Projected Secondary Enrolment by Municipality, 2020-2030 (Facility Location)



FACILITIES & UTILIZATION

The WRDSB provides elementary and secondary day-school programming in 120 school facilities and several additional sites and facilities for alternative and adult education, outdoor education, and administration offices.

Age of Facilities

The WRDSB school facilities range from 0 to 168 years of age, with an average age of 49 years. The average elementary school age is 53 years, and the average secondary school age is 66 years (see Figure 8 and Figure 9 below). Additions and renovations have been undertaken over time to support the accommodation needs of students. The Review Area summaries provide detailed information about each school.

Figure 8: Age of Elementary School Facilities (as of 2020)

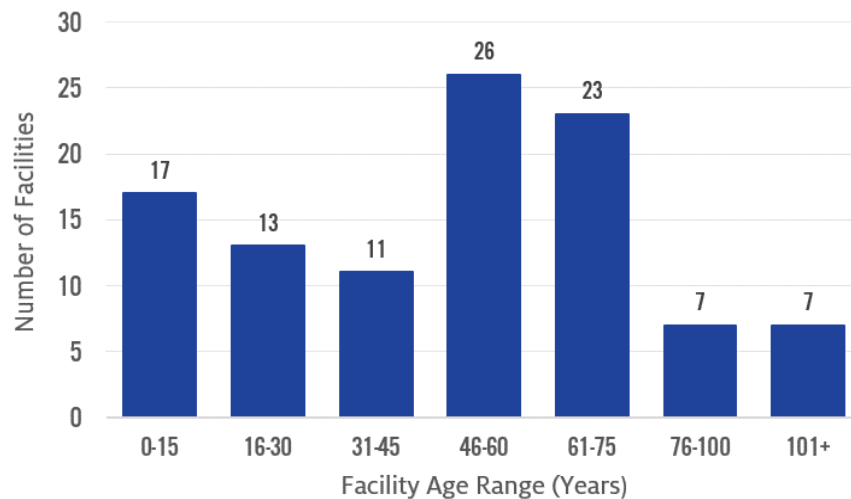
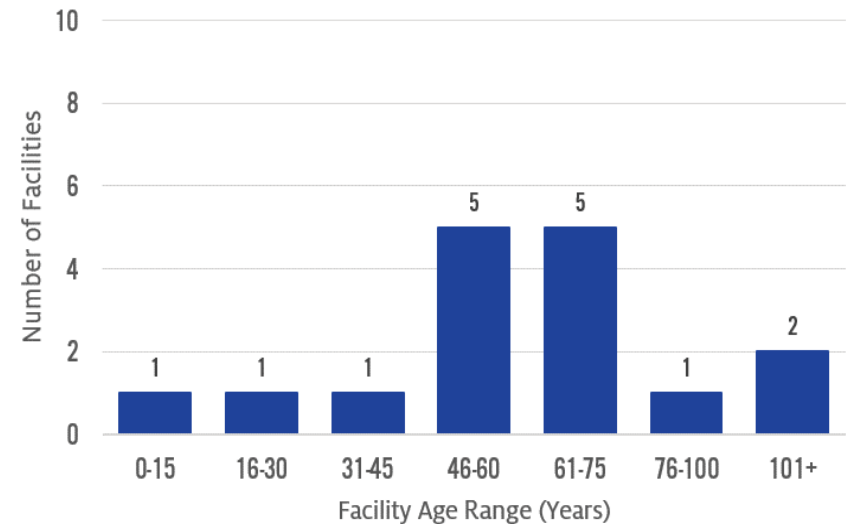


Figure 9: Age of Secondary School Facilities (as of 2020)



Source: School Facility Information System, 2021

FACILITIES & UTILIZATION

ON THE GROUND CAPACITY

The Ministry of Education (Ministry) provides capacities for elementary and secondary instructional spaces. Each space category has an assigned loading capacity (pupil places) associated with average class sizes. The sum of a school's loading capacity is the on-the-ground capacity (OTG), expressed as the number of pupil places. Examples of classroom types for elementary and secondary panels and their corresponding capacities are shown in Table 6. The Review Area summaries provide detailed information about facility OTG capacity and utilization rates.

Facility Utilization

Facility utilization measures capacity (sum of a facility's OTG or pupil places) relative to student enrolment (number of pupils), expressed as a percentage. There are efficiencies when a facility is well utilized, as excessively low or high utilization rates can result in operational challenges.

Table 6: Ministry Loading Capacity of Instructional Spaces

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

* Loading of secondary classrooms to increase to 23

FACILITIES & UTILIZATION

TEMPORARY CAPACITY

The size of a school facility is determined based on the sustainable community needs. Permanent pupil spaces are based on the anticipated accommodation needs of a mature neighbourhood. Building school facilities to accommodate peak enrolment is costly and inefficient. Instead, temporary accommodation solutions can be implemented to increase the functional capacity of a school site without adding to the permanent on-the-ground capacity of a facility.

Table 7: Examples of Temporary Accommodation

TEMPORARY ACCOMMODATION MEASURE	DESCRIPTION	INTENDED USE
PORTABLE CLASSROOM	Relocatable, temporary structures detached from the school building.	Short-term
PORTAPAK CLASSROOMS	A series of portable classrooms (usually no less than six) attached to a portion of the school building, joined by a common roof and hallway.	Medium-term
RELOCATABLE CLASSROOM MODULE (RCM)	A temporary modular classroom addition attached to the main school building (minimum of three walls; not intended to be permanent construction).	Medium- to Long-term

Limitations

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

Where temporary measures could result in long-term operating and maintenance costs, efforts are made to implement permanent accommodation solutions.

OTHER ACCOMMODATION MEASURES AND SOLUTIONS

Development Areas

A Development Area is a defined area designated to attend a holding school on an interim basis. Development Areas are typically identified in areas of new residential development and growth. They are intended to be a temporary accommodation measure until a more permanent accommodation solution can be implemented, either through new school investment or a boundary study. Refer to [Administrative Procedure 4992 - Temporary Student Accommodation for Development Areas](#) and the [Development Areas/Holding Schools web page](#) for more information.

Boundary Studies

Each school has an established catchment area defined by boundaries. As neighbourhoods change, grow and mature, modifications to these boundaries can be considered through Boundary Studies. Boundary studies can be used to help address over- and under-utilization of school facilities resulting from changes to enrolment. Refer to [Administrative Procedure 4991 - Boundary Studies](#).

FACILITIES & UTILIZATION

MAXIMIZING UTILIZATION

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

Criteria

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

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

DISPOSITION OF SURPLUS PROPERTY

Should the WRDSB decide to sell or lease surplus property, it must follow the rules set out in Ontario Regulation 444/98 of the *Education Act*. Information about property disposition and any available properties is available online: www.wrdsb.ca/planning/disposition.

Facility Partnership during the Pandemic

For the parts of the 2019/20 school year and all of the 2020/21 school year, facility partnerships were paused to respect public health direction and stay at home orders in place.

The pandemic resulted in schools operating in fundamentally different ways and be shuttered at times. While in-person learning was permitted at times, the WRDSB assumed the position of using all available space within facilities, where appropriate, for instructional purposes to maximize physical distancing. In addition, pausing facility partnerships enabled school communities to reduce the number of potential contacts within a school facility.

Moving forward, the WRDSB hopes to resume facility partnerships; however, at this time, when these partnerships might continue and how they might operate moving forward is unknown.

The WRDSB is committed to resuming facility partnerships when it is safe to do so.

More information on WRDSB's Community Planning and Facility Partnerships can be found online: www.wrdsb.ca/planning/partnerships or by emailing: partnerships@wrdsb.ca

UTILIZATION SUMMARY

2020/21 UTILIZATION BY REVIEW AREA

Figure 10 and Figure 11 illustrate the overall utilization of each elementary and secondary review area. These visualizations represent the total enrolment of a review area versus all available capacity within the review area. Enrolment data is based on October 31, 2020, reporting and includes in-person and remote learning students.

Figure 10: 2020/21 Utilization by Review Area - Elementary Panel

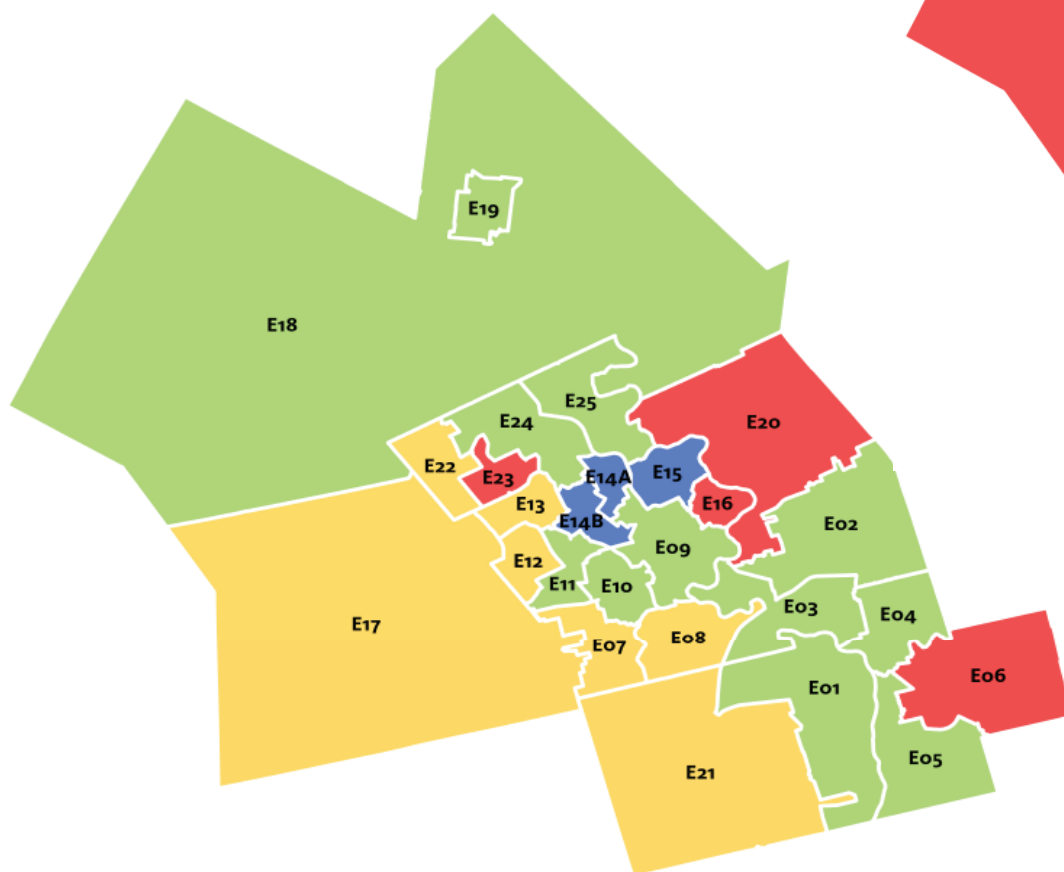


Figure 11: 2020/21 Utilization by Review Area - Secondary Panel

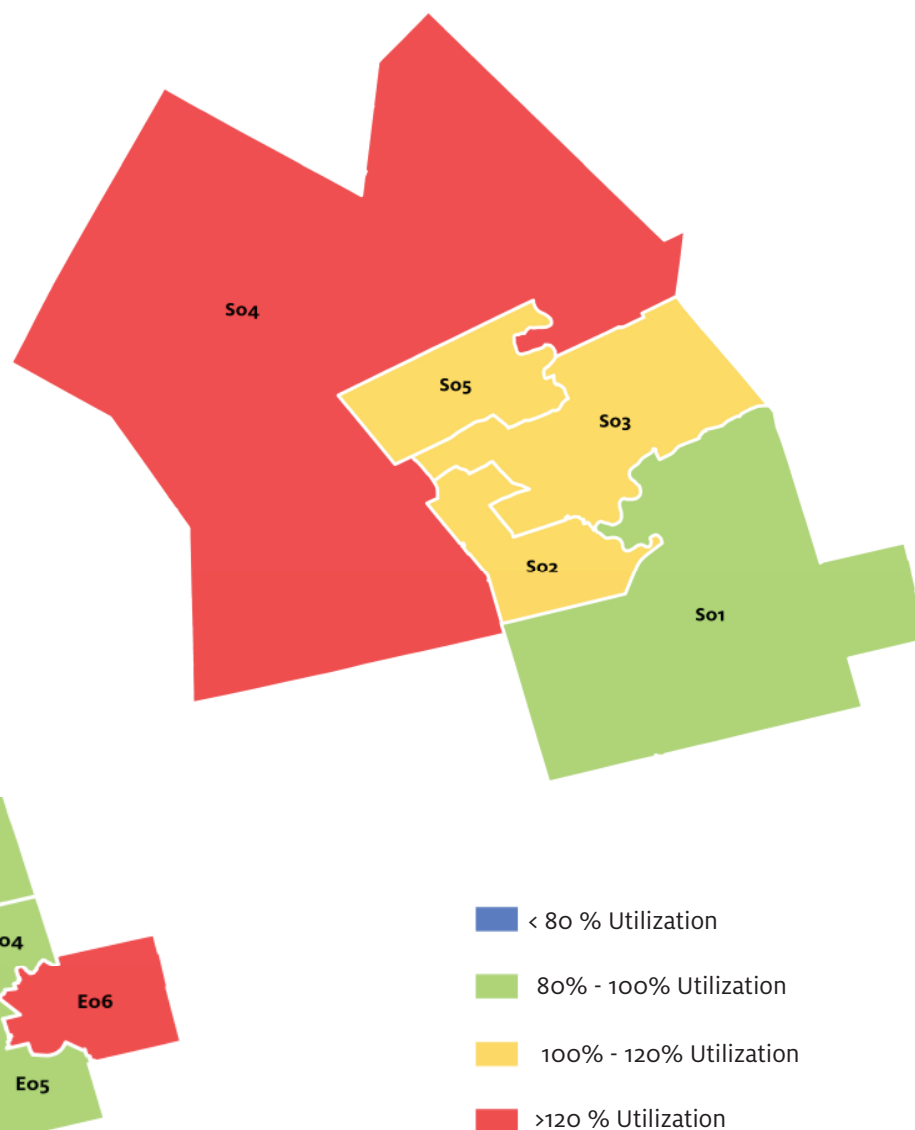


TABLE 8: CAMBRIDGE UTILIZATION SUMMARY

SCHOOL	2020/21	CURRENT YEAR 2020/21		PROJECTED 1 YEAR OUT 2021/22		PROJECTED 5 YEARS OUT 2025/26		PROJECTED 10 YEARS OUT 2030/31	
	OTG CAPACITY	2020 PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2021 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2025 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2030 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus
Blair Road PS	271	(43)		(67)		(107)		(113)	
Highland PS	464	8		1		34		36	
St. Andrew's PS	424	77		110		107		110	
Tait Street PS	507	26		42		43		24	
Eo1	1666	68		86		77		57	
Centennial PS (C)	294	80		79		38		1	
Hespeler PS	675	(31)		(11)		4		11	
Hillcrest PS	426	55		28		(50)		(54)	
Silverheights PS	637	(108)		(92)		(36)		(5)	
Woodland Park PS	479	61		79		58		19	
Eo2	2511	57		83		14		(28)	
Coronation PS	432	87		93		87		71	
Grand View PS (C)	349	96		109		151		135	
Parkway PS	251	(52)		(59)		(90)		(73)	
Preston PS	303	19		(15)		(47)		(44)	
Ryerson PS	536	70		84		119		128	
William G. Davis PS	455	20		(3)		33		54	
Eo3	2326	240		209		253		271	
Avenue Road PS	464	(19)		(7)		10		19	
Clemens Mill PS	527	(98)		(96)		(102)		(124)	
Elgin Street PS	430	17		21		21		33	
Manchester PS	426	60		56		42		33	
Saginaw PS	458	50		56		25		12	
Eo4	2305	10		30		(4)		(27)	
Central PS	308	47		56		70		60	
Stewart Avenue PS	513	12		13		20		(18)	
Eo5	821	59		69		90		42	
Chalmers Street PS	257	(163)		(155)		(117)		(141)	
Moffat Creek PS	642	(46)		(19)		2		50	
Eo6	899	(209)		(174)		(115)		(91)	
Galt CI	1167	209		168		91		106	
Glenview Park SS	1287	319		272		256		287	
Jacob Hespeler SS	1299	224		179		157		162	
Preston HS	1137	104		18		(3)		76	
Southwood SS	912	257		274		275		183	
So1	5802	1113		911		776		814	

TABLE 9: KITCHENER UTILIZATION SUMMARY

SCHOOL	2020/21	CURRENT YEAR 2020/21		PROJECTED 1 YEAR OUT 2021/22			PROJECTED 5 YEARS OUT 2025/26			PROJECTED 10 YEARS OUT 2030/31		
	OTG CAPACITY	2020 PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2021 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus		2025 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus		2030 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	
Janet Metcalfe PS	657	(154)		(217)			(373)			(429)		
Jean Steckle PS	715	(35)		(52)			(83)			(89)		
Eo7	1372	(189)		(269)			(456)			(518)		
Brigadoon PS	495	(100)		(85)			(44)			(28)		
Doon PS	331	(62)		(99)			(110)			(85)		
Groh PS	597	(236)		(298)			(496)			(489)		
J.W. Gerth PS	582	62		94			146			146		
Pioneer Park PS	294	(65)		(111)			(254)			(374)		
Eo8	2299	(401)		(499)			(758)			(830)		
Franklin PS	634	48		73			99			107		
Howard Robertson PS	504	177		172			179			173		
Rockway PS	294	78		78			84			81		
Sheppard PS	433	80		92			113			127		
Sunnyside PS	455	99		99			133			141		
Wilson Avenue PS	510	20		19			9			(4)		
Eo9	2830	502		533			617			625		
Alpine PS	294	22		23			56			54		
Country Hills PS	309	(82)		(74)			(56)			(70)		
Glencairn PS	332	27		18			29			30		
Laurentian PS	421	17		22			(9)			(30)		
Trillium PS	262	70		68			35			17		
E10	1618	54		57			55			1		
Forest Hill PS	560	104		118			132			144		
Queensmount PS	432	58		115			99			112		
Southridge PS	518	101		65			(197)			(513)		
W.T. Townshend PS	758	138		163			207			201		
Williamsburg PS	770	94		107			178			162		
E11	3038	495		568			419			106		
Driftwood Park PS	352	(56)		(42)			(20)			(5)		
John Darling PS	324	115		126			3			(55)		
Meadowlane PS	285	46		50			34			19		
Sandhills PS	678	24		44			67			60		
Westheights PS	320	(249)		(227)			(233)			(175)		
E12	1959	(120)		(49)			(149)			(156)		

TABLE 9: KITCHENER UTILIZATION SUMMARY (CONTINUED)

SCHOOL	2020/21	CURRENT YEAR 2020/21		PROJECTED 1 YEAR OUT 2021/22		PROJECTED 5 YEARS OUT 2025/26		PROJECTED 10 YEARS OUT 2030/31	
	OTG CAPACITY	2020 PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2021 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2025 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2030 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus
A.R. Kaufman PS	493	122	<div><div></div></div>	132	<div><div></div></div>	141	<div><div></div></div>	139	<div><div></div></div>
Empire PS	441	(134)	<div><div></div></div>	(133)	<div><div></div></div>	(114)	<div><div></div></div>	(136)	<div><div></div></div>
Westmount PS	493	(41)	<div><div></div></div>	(52)	<div><div></div></div>	(73)	<div><div></div></div>	(70)	<div><div></div></div>
Westvale PS	401	15	<div><div></div></div>	2	<div><div></div></div>	(25)	<div><div></div></div>	(58)	<div><div></div></div>
E13	1828	(38)	<div><div></div></div>	(51)	<div><div></div></div>	(71)	<div><div></div></div>	(125)	<div><div></div></div>
Margaret Avenue PS	472	114	<div><div></div></div>	154	<div><div></div></div>	150	<div><div></div></div>	159	<div><div></div></div>
Prueter PS	372	148	<div><div></div></div>	156	<div><div></div></div>	117	<div><div></div></div>	69	<div><div></div></div>
Suddaby PS	552	73	<div><div></div></div>	62	<div><div></div></div>	54	<div><div></div></div>	43	<div><div></div></div>
E14A	1396	335	<div><div></div></div>	372	<div><div></div></div>	321	<div><div></div></div>	271	<div><div></div></div>
Courtland Avenue PS	340	95	<div><div></div></div>	101	<div><div></div></div>	82	<div><div></div></div>	69	<div><div></div></div>
J.F. Carmichael PS	552	96	<div><div></div></div>	96	<div><div></div></div>	108	<div><div></div></div>	113	<div><div></div></div>
King Edward PS	352	63	<div><div></div></div>	61	<div><div></div></div>	60	<div><div></div></div>	45	<div><div></div></div>
Queen Elizabeth PS	358	131	<div><div></div></div>	126	<div><div></div></div>	120	<div><div></div></div>	63	<div><div></div></div>
E14B	1602	385	<div><div></div></div>	384	<div><div></div></div>	370	<div><div></div></div>	290	<div><div></div></div>
Crestview PS	525	110	<div><div></div></div>	94	<div><div></div></div>	35	<div><div></div></div>	(41)	<div><div></div></div>
Mackenzie King PS	363	91	<div><div></div></div>	69	<div><div></div></div>	(118)	<div><div></div></div>	(229)	<div><div></div></div>
Smithson PS	376	143	<div><div></div></div>	141	<div><div></div></div>	137	<div><div></div></div>	130	<div><div></div></div>
Stanley Park PS	464	82	<div><div></div></div>	47	<div><div></div></div>	(2)	<div><div></div></div>	(44)	<div><div></div></div>
E15	1728	426	<div><div></div></div>	351	<div><div></div></div>	52	<div><div></div></div>	(184)	<div><div></div></div>
Chicopee Hills PS	623	(159)	<div><div></div></div>	(170)	<div><div></div></div>	(239)	<div><div></div></div>	(190)	<div><div></div></div>
Lackner Woods PS	412	(122)	<div><div></div></div>	(158)	<div><div></div></div>	(232)	<div><div></div></div>	(271)	<div><div></div></div>
E16	1035	(281)	<div><div></div></div>	(328)	<div><div></div></div>	(471)	<div><div></div></div>	(461)	<div><div></div></div>
Forest Heights CI	1281	23	<div><div></div></div>	(152)	<div><div></div></div>	(546)	<div><div></div></div>	(602)	<div><div></div></div>
Huron Heights SS	1224	(379)	<div><div></div></div>	(335)	<div><div></div></div>	(465)	<div><div></div></div>	(520)	<div><div></div></div>
So2	2505	(356)	<div><div></div></div>	(487)	<div><div></div></div>	(1011)	<div><div></div></div>	(1122)	<div><div></div></div>
Cameron Heights CI	1596	(159)	<div><div></div></div>	(228)	<div><div></div></div>	(205)	<div><div></div></div>	(129)	<div><div></div></div>
Eastwood CI	1230	(32)	<div><div></div></div>	67	<div><div></div></div>	30	<div><div></div></div>	128	<div><div></div></div>
Grand River CI	1383	67	<div><div></div></div>	(64)	<div><div></div></div>	(338)	<div><div></div></div>	(503)	<div><div></div></div>
Kitchener-Waterloo CI	1461	(129)	<div><div></div></div>	(287)	<div><div></div></div>	(285)	<div><div></div></div>	(293)	<div><div></div></div>
So3	9219	(253)	<div><div></div></div>	(512)	<div><div></div></div>	(798)	<div><div></div></div>	(797)	<div><div></div></div>

TABLE 10: TOWNSHIPS UTILIZATION SUMMARY

SCHOOL	2020/21	CURRENT YEAR 2020/21		PROJECTED 1 YEAR OUT 2021/22		PROJECTED 5 YEARS OUT 2025/26		PROJECTED 10 YEARS OUT 2030/31	
	OTG CAPACITY	2020 PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2021 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2025 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2030 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus
Baden PS	605	16		22		62		98	
Forest Glen PS	446	(53)		(66)		(92)		(110)	
Grandview PS (NH)	179	(53)		(49)		(58)		(67)	
New Dundee PS	228	67		68		54		47	
Sir Adam Beck PS	565	(35)		(31)		(11)		(46)	
E17	2023	(58)		(56)		(45)		(78)	
Conestogo PS	262	38		59		92		110	
Floradale PS	340	109		104		104		89	
Linwood PS	528	154		167		168		177	
St. Jacobs PS	320	51		30		(6)		10	
Wellesley PS	714	16		28		87		102	
E18	2164	368		388		445		488	
John Mahood PS	381	(30)		(29)		(63)		(134)	
Park Manor PS	271	56		50		36		(28)	
Riverside PS	557	120		98		(17)		(153)	
E19	1209	146		119		(44)		(315)	
Breslau PS	565	(118)		(93)		(101)		(253)	
E20	565	(118)		(93)		(101)		(253)	
Ayr PS	179	(5)		2		(56)		(94)	
Cedar Creek PS	527	(20)		(13)		(126)		(259)	
E21	706	(25)		(11)		(182)		(353)	
Elmira District SS	975	(376)		(393)		(315)		(289)	
Waterloo-Oxford District SS	1164	(195)		(241)		(334)		(237)	
So4	2139	(571)		(634)		(649)		(526)	

TABLE 11: WATERLOO UTILIZATION SUMMARY

SCHOOL	2020/21	CURRENT YEAR 2020/21		PROJECTED 1 YEAR OUT 2021/22		PROJECTED 5 YEARS OUT 2025/26		PROJECTED 10 YEARS OUT 2030/31	
	OTG CAPACITY	2020 PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2021 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2025 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus	2030 PROJ. PUPIL PLACES	PROJ. PUPIL PLACE Deficit Surplus
Abraham Erb PS	487	3		(6)		33		41	
Edna Staebler PS	720	93		123		200		245	
Laurelwood PS	366	(347)		(319)		(266)		(231)	
Vista Hills PS	643	(137)		(206)		(382)		(351)	
E22	2216	(388)		(408)		(415)		(296)	
Centennial PS (W)	294	(150)		(154)		(158)		(183)	
Keatsway PS	294	(102)		(115)		(145)		(151)	
Mary Johnston PS	433	(11)		11		1		1	
E23	1021	(263)		(258)		(302)		(333)	
Cedarbrae PS	409	188		194		210		210	
Elizabeth Ziegler PS	437	(36)		(37)		(44)		(46)	
Lincoln Heights PS	467	111		97		95		96	
MacGregor PS	414	(126)		(104)		(80)		(80)	
N.A. MacEachern PS	309	1		5		10		(1)	
Northlake Woods PS	510	147		151		157		150	
Winston Churchill PS	216	(70)		(79)		(69)		(54)	
E24	2762	215		227		279		275	
Bridgeport PS	507	158		174		198		207	
Lester B. Pearson PS	654	(11)		15		59		33	
Lexington PS	113	(243)		(262)		(291)		(265)	
Millen Woods PS	496	154		166		155		157	
Sandowne PS	458	162		177		199		194	
E25	2228	220		270		320		326	
Bluevale CI	1389	146		104		222		314	
Sir John A. Macdonald SS	1548	(160)		(244)		(348)		(292)	
Waterloo CI	1203	(192)		(116)		(101)		(18)	
S05	4140	(206)		(256)		(227)		4	

*Laurelwood PS OTG excludes approved addition

FACILITY CONDITION

FACILITY CONDITION INDEX

The Facility Condition Index (FCI) measures the comparative cost between a facility's total renewal and repair needs relative to the total cost of facility replacement, expressed as a percentage. The measurement indicates the facility's state of repair. Ensuring that school buildings are appropriately maintained is essential to supporting the WRDSB's commitment to providing high-quality, accessible and sustainable learning environments.

Live facility condition data is maintained internally by the WRDSB's Capital Projects team. This data is updated as renewal, and school condition investments are completed. The FCI data within the LTAP is based on Ministry-required assessments conducted by third-party facility inspectors, who review essential structure and systems and wear and tear on building interiors. These inspections are completed in cycles, with the first cycle from 2011-2015 and the second cycle from 2016 -2020. Data contained within the 2020-2030 LTAP reflects the most recent 2016-2020 assessment results.

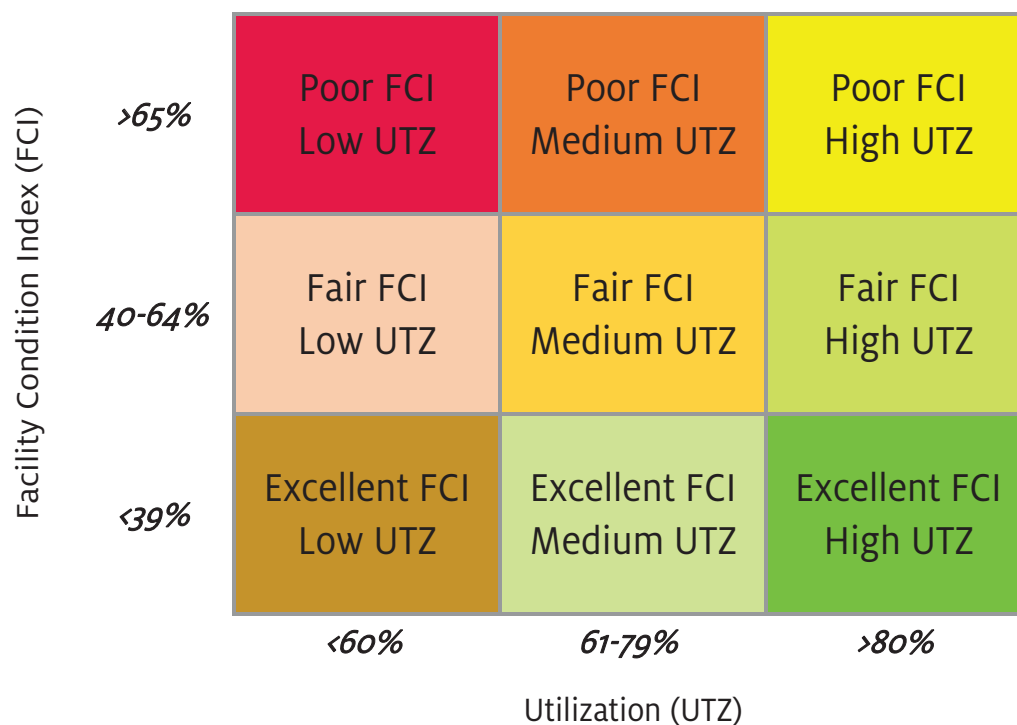
Measuring FCI

School facilities with a low FCI rating need less renewal and repair than a school with a higher FCI. As the FCI approaches 100%, it is more cost-effective to replace the entire facility than complete the backlog of repairs. In the past, a threshold of 65% FCI was used to determine when a facility was prohibitive to repair.

Evaluating FCI alongside facility utilization indicates the state of repair and how well a facility is being used. Figure 13 illustrates a utilization and FCI matrix based on categories. Figure 13 compares FCI (5-year) and utilization rates for all WRDSB school facilities, with the year of assessment included. Newly and recently constructed schools are typically deemed ineligible for review.

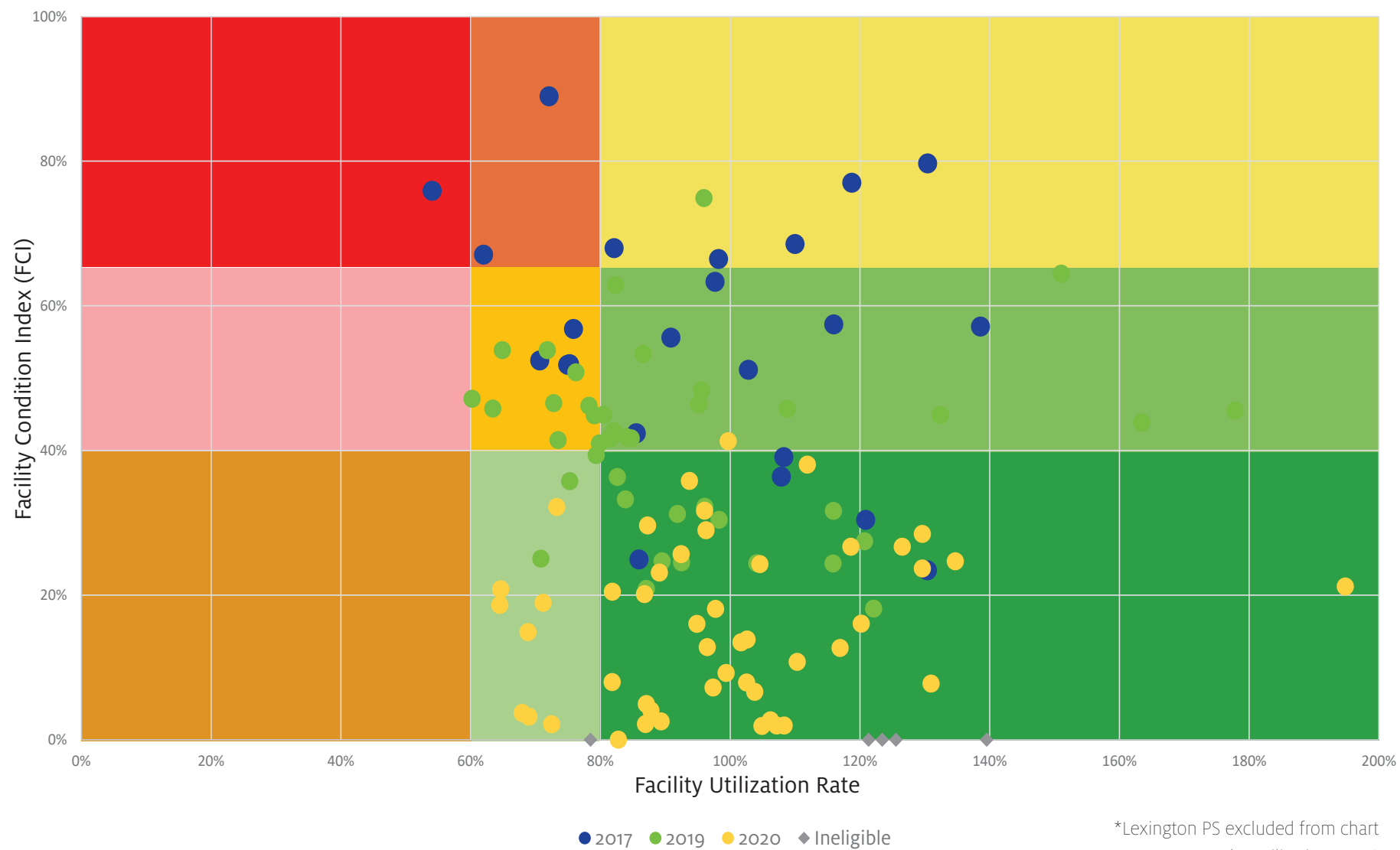
For more detailed information about FCI and utilization by school, refer to the Review Area summaries.

Figure 12: Facility Condition Index (FCI) versus Utilization Tool



FACILITY CONDITION

Figure 13: Facility Condition Index (FCI) versus Facility Utilization Rates



*Lexington PS excluded from chart
 2020/21 Utilization: 315%
 2019 Assessment FCI: 38%

ELEMENTARY & SECONDARY REVIEW AREAS

The LTAP summarizes key data, indicators and recommendations into 25 Elementary and 5 Secondary Review Areas for student accommodation and capital planning purposes.

REVIEW AREAS

A Review Area represents a grouping of schools that share a common geography and feeder relationship. These groupings enable an area-specific analysis to be undertaken and context-based recommendations to be developed. Based on the data and information from the Review Area summaries, short- and medium-term recommendations are offered for consideration.

How to Read this Section

Each Review Area is spread across two pages of the LTAP and provides a snapshot of data, information and mapping specific to schools within the Review Area. The left page generally focuses on the current situation. It includes 2020/21 program offerings, date of facility construction and facility condition index, status quo utilization forecasts, context mapping and a historical overview of highlights from the Review Area from 2009 to 2020. At the bottom of the page, recommendations are summarized based on the planning horizon.

New in the 2020-2030 LTAP are indicators relating to the average physical building accessibility of facilities within a Review Area and the number of eligible walkers attending the schools within the Review Area (using 2020/21 data). These indicators illustrate key considerations related to facility accessibility and the walkability of school boundaries/Review Areas. The purpose of including the statistics is to: 1) capture a snapshot of progress over time and 2) offer additional considerations for inclusion within student accommodation and capital planning initiatives.

The right page offers a snapshot of projected enrolment, with more recent historical data included for context. For more information on enrolment projections and the assumptions associated with the projections, refer to page 12. The chart in the bottom right corner illustrates the forecasted trend of enrolment versus capacity within the Review Area, with Development Areas and holding enrolment separated for clarity. The information provided within the overview highlights considerations related to neighbourhood composition and characteristics, including holding relationships and significant projects or initiatives that may impact student accommodation and capital planning over the horizon of the LTAP.

Figure 14 and Figure 15 illustrate the location of each Review Area.

ELEMENTARY & SECONDARY REVIEW AREAS

Figure 14: Elementary Review Areas - Key Map

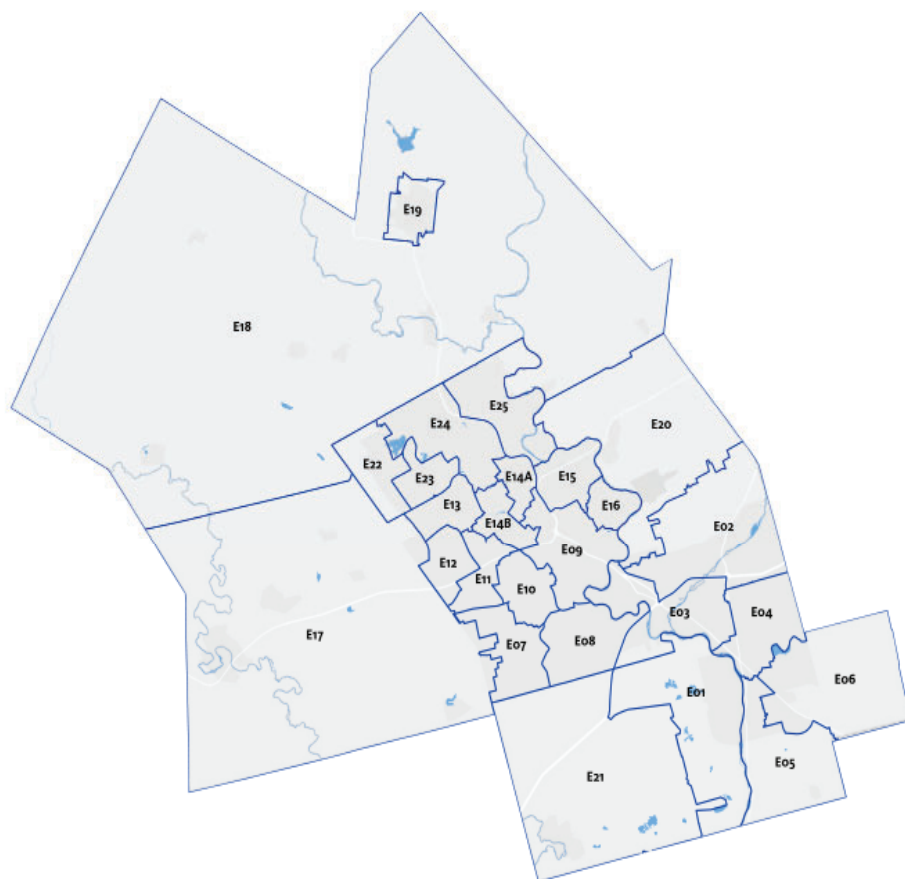
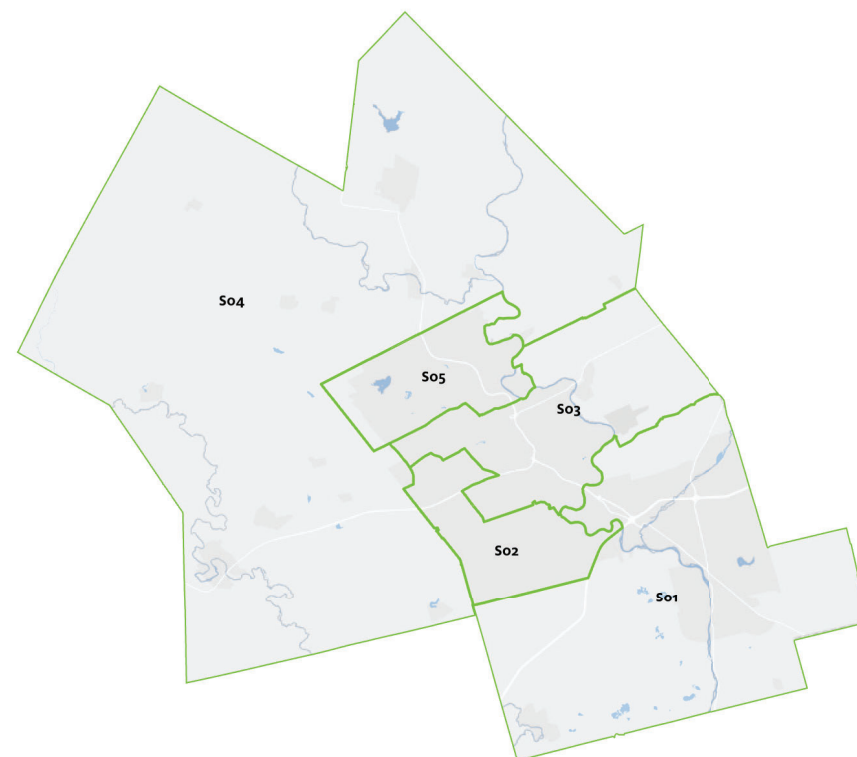


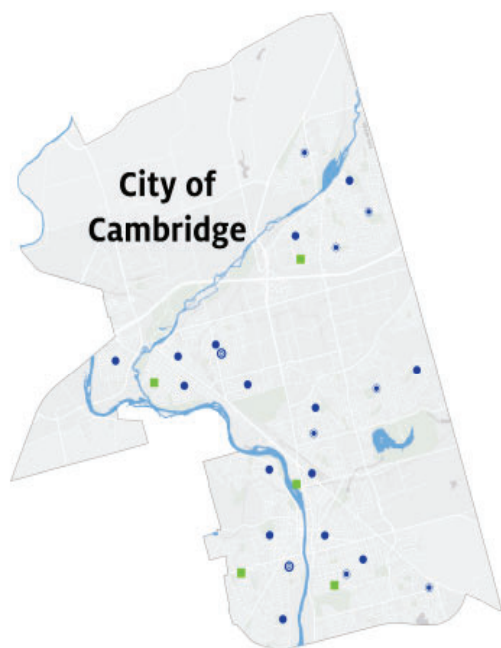
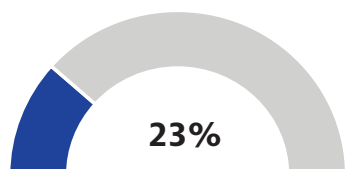
Figure 15: Secondary Review Areas - Key Map



CITY OF CAMBRIDGE REVIEW AREAS AT A GLANCE

REVIEW AREA	SCHOOLS
Eo1 - Cambridge West (West Galt-Blair Road)	Blair Road Public School
	Highland Public School
	St. Andrew's Public School
	Tait Street Public School
Eo2 - Cambridge Northeast (Hespeler)	Centennial (C) Public School
	Hespeler Public School
	Hillcrest Public School
	Silverheights Public School
	Woodland Park Public School
Eo3 - Cambridge Northwest (Preston)	Coronation Public School
	Grand View (C) Public School
	Parkway Public School
	Preston Public School
	Ryerson Public School
	William G. Davis Public School
Eo4 - Cambridge East (Greenway-Chaplin-Fiddlesticks)	Avenue Road Public School
	Clemens Mill Public School
	Elgin Street Public School
	Manchester Public School
	Saginaw Public School

REVIEW AREA	SCHOOLS
Eo5 - Cambridge South (Christopher-Champlain)	Central Public School
	Stewart Avenue Public School
Eo6 - Cambridge Southeast (Southeast Galt)	Chalmers Street Public School
	Moffat Creek Public School
So1 - Cambridge	Galt Collegiate Institute
	Glenview Park Secondary School
	Jacob Hespeler Secondary School
	Preston High School
	Southwood Secondary School

**ELEMENTARY PANEL**

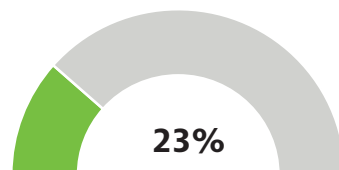
Proportion of Total Enrolment

24Number of Elementary School
Facilities**98%**

2020/21 Facility Utilization Rate

28%

Average Facility Condition Index

SECONDARY PANEL

Proportion of Total Enrolment

5Number of Secondary School
Facilities**81%**

2020/21 Facility Utilization Rate

52%

Average Facility Condition Index

SHORT-TERM RECOMMENDATIONS

- Request Capital Priorities Program funding for:
 - New North Cambridge (Equestrian Way) Elementary School with boundary study to follow upon approval
 - Addition at Parkway PS
 - Addition at Clemens Mill PS (consider)
- Boundary study to establish new attendance area for Southeast Cambridge Joint (Wesley Blvd) Elementary School
- Evaluate opportunities to increase proportion of eligible walkers within select Review Areas
- Consider grade re-structuring and programming offerings at select schools

MEDIUM-TERM RECOMMENDATIONS

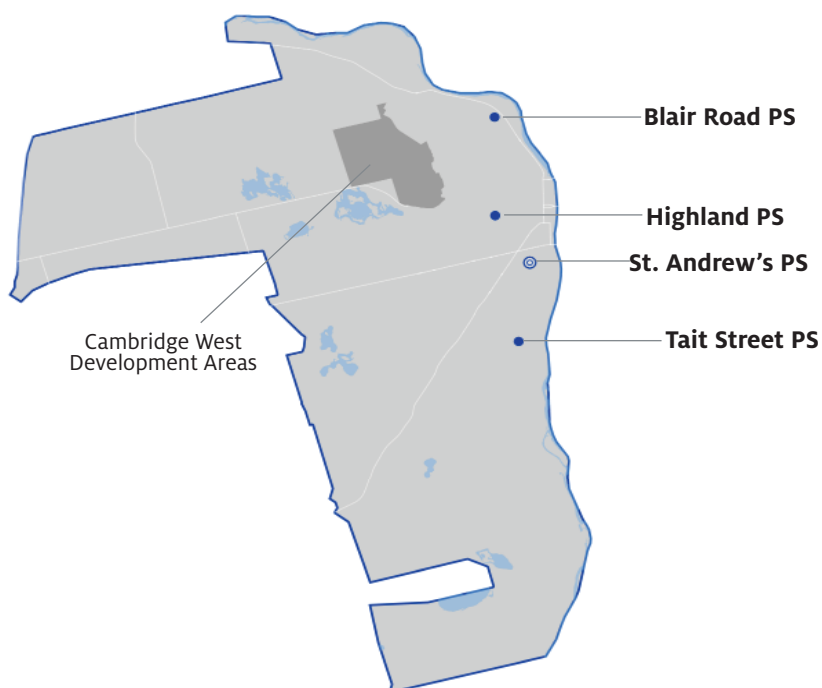
- Monitor pupil yields and development timing associated with Minister's Zoning Orders
- Request Capital Priorities Program funding for new Cambridge West (Bismark Dr) Elementary School with boundary study to follow upon approval
- Consider addition to Chalmers Street PS (if enrolment warrants)
- Boundary study for secondary panel schools (So1)

DESIGNATED SCHOOL SITES

- Eo1 - Cambridge West (Bismark Dr)
- Eo2 - North Cambridge (Equestrian Way)
- Eo6 - Southeast Cambridge Joint School (Wesley Blvd)

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

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Blair Road PS	JK-6	-	271	5.90	1963	24%	2019	125%	139%	142%
Highland PS	JK-6	1-6	464	6.83	1950	30%	2019	100%	93%	92%
St. Andrew's PS	7-8	7-8	424	4.03	1913	20%	2020	74%	75%	74%
Tait Street PS	JK-6	1-6	507	5.20	1958	16%	2020	92%	92%	95%



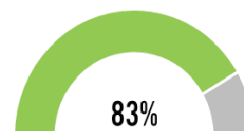
REVIEW AREA HIGHLIGHTS

2018 - Highland PS added Grade 6, and St. Andrew's PS became Grades 7-8 only.

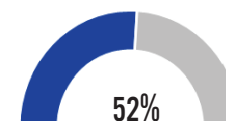
2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Blair Road area (Cambridge West Development Area) over the 15-year EDC planning horizon.

St. Andrew's PS (45% accessible) identified for accessibility improvements.

St. Andrew's PS (65 Victoria Avenue) - Identified as a property of interest by the Cambridge Municipal Heritage Advisory Committee.



Facility Accessibility



% Current Students

Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Medium-Term Recommendations (Years 6-10)

Submit the proposed Cambridge West (Bismark Dr) JK to 8 Elementary School for funding approval under the Capital Priorities Program.

Explore facility partnership and collaboration opportunities with the Waterloo Catholic District School Board and community partners.

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

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Blair Road PS	271	273	272	294	305	314		338	355	366	374	378	373	385	386	386	384	41%
Highland PS	464	423	433	495	487	456		463	446	435	432	430	424	427	430	429	428	1%
St. Andrew's PS	424	354	359	327	315	347		314	306	327	330	317	327	323	293	300	314	-11%
Tait Street PS	507	520	521	546	528	481		465	465	469	458	464	461	460	473	481	483	-7%
Cambridge West Dev. Areas*	-	0	0	0	0	0		0	28	70	111	158	216	262	275	287	299	-
Total Enrolment		1,570	1,585	1,662	1,635	1,598		1,580	1,600	1,667	1,705	1,747	1,801	1,857	1,857	1,883	1,908	22%
Total Ministry OTG	1,666	1,666	1,666	1,666	1,666	1,666		1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	-
Total Utilization (%)		94%	95%	100%	98%	96%		95%	96%	100%	102%	105%	108%	111%	111%	113%	115%	-
Pupil Place (Shortfall)/Surplus		96	81	4	31	68		86	66	(1)	(39)	(81)	(135)	(191)	(191)	(217)	(242)	-

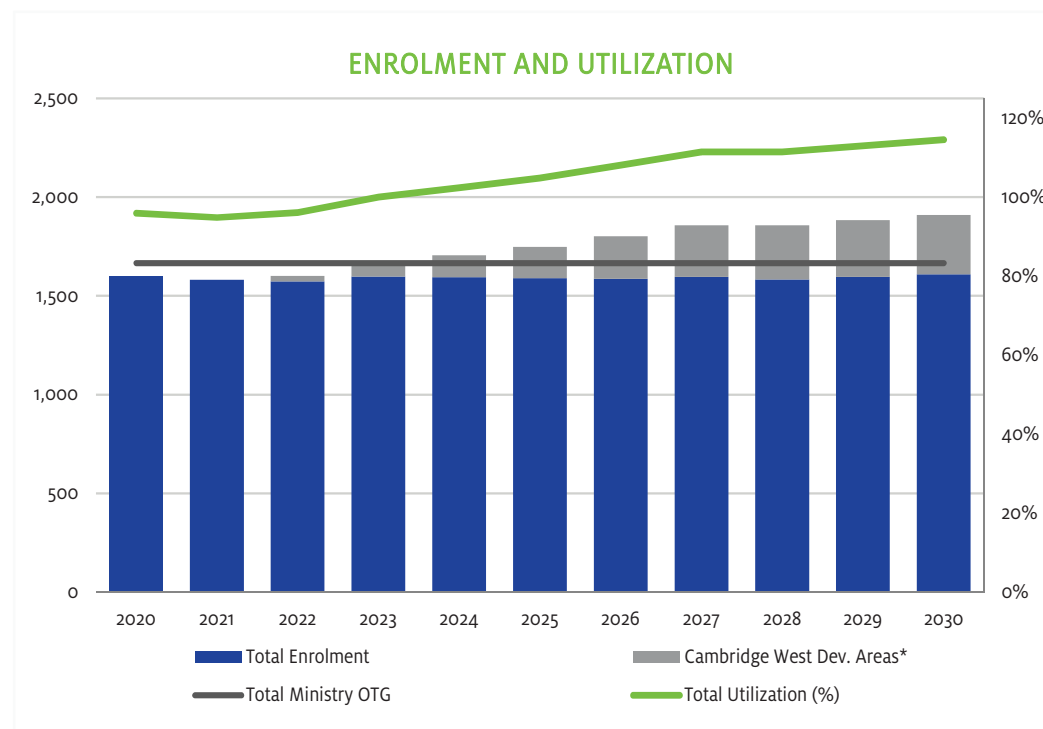
*Enrolment not included in any school projection. Holding school(s) to be determined.

REVIEW AREA OVERVIEW

Review Area E01 includes established neighbourhoods in Cambridge West, and some areas for greenfield residential development. This area will be monitored closely.

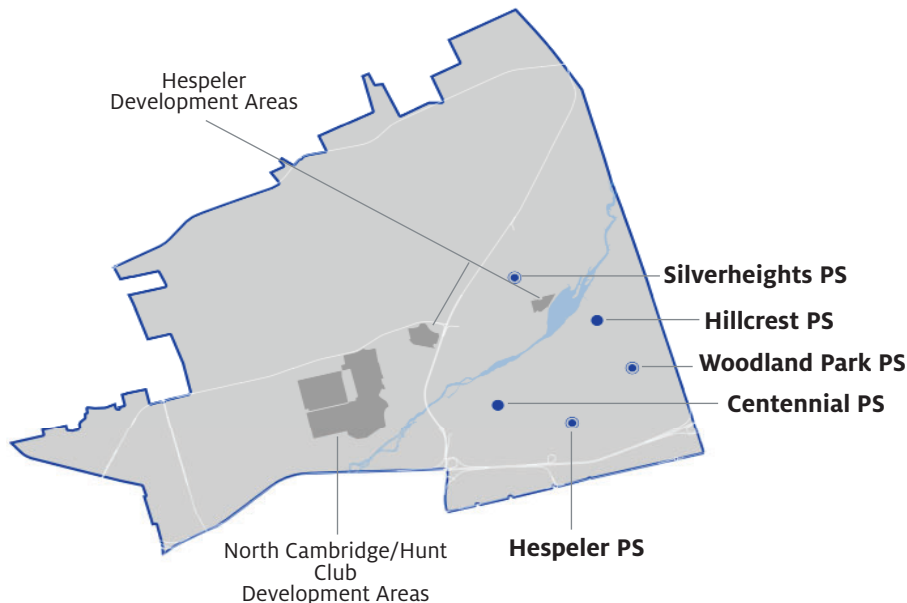
Draft Plans of Subdivision 30T-16103, 30T-16104 and 30T-16105 comprise the Cambridge West Development Area. Holding schools for the Cambridge West Development Area have not yet been assigned.

Draft Plan of Subdivision 30T-16104 contains the prospective site for the proposed Cambridge West (Bismark Dr) Elementary School. The timing of construction and opening is dependent upon site acquisition and Ministry funding approvals.



REVIEW AREA E02 - CAMBRIDGE NORTHEAST (HESPELER)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Centennial PS (C)	JK-6	-	294	6.90	1968	47%	2019	73%	87%	100%
Hespeler PS	JK-8	1-8	675	7.58	1982	24%	2020	102%	99%	98%
Hillcrest PS	JK-6	-	426	7.01	1965	21%	2019	93%	112%	113%
Silverheights PS	JK-8	-	637	7.83	1989	13%	2020	114%	106%	101%
Woodland Park PS	JK-8	-	479	7.41	1990	30%	2020	84%	88%	96%



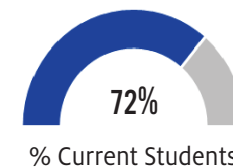
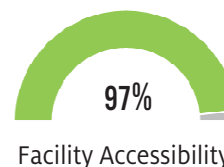
REVIEW AREA HIGHLIGHTS

2017, 2019 & 2021 - Proposed new North Cambridge (Hunt Club / River Mill / Equestrian Way) JK-8 Elementary school request for funding submitted through the Capital Priorities Program. The construction and opening of the proposed school are dependent upon Ministry funding approval.

2018 - North Cambridge (Equestrian Way) site acquired.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Investments at Centennial PS, Hespeler PS and Silverheights PS have resulted in each of these facilities being over 90% accessible.



Short-Term Recommendations (Years 1-5)

Submit funding request for proposed new North Cambridge (Equestrian Way) JK to 8 Elementary School through Capital Priorities Program.

Initiate boundary study to establish the boundary of the proposed new North Cambridge (Equestrian Way) Elementary School following approval.

Medium-Term Recommendations (Years 6-10)

Monitor enrolment and facility utilization at schools within the Review Area.

REVIEW AREA E02 - CAMBRIDGE NORTHEAST (HESPELER)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Centennial PS (C)	294	217	202	201	215	214	215	222	244	253	256	268	279	284	288	293	35%
Hespeler PS	675	649	656	675	697	706	686	674	665	674	671	646	649	651	663	664	2%
Hillcrest PS	426	293	294	339	360	371	398	433	462	472	476	473	493	486	484	480	64%
Silverheights PS	637	706	753	740	734	745	729	718	688	675	673	661	645	640	630	642	-9%
Woodland Park PS	479	498	467	424	422	418	400	394	383	397	421	430	422	439	465	460	-8%
<i>Hespeler Dev. Areas*</i>	-	0	0	0	0	0	0	0	0	11	34	61	89	92	98	103	-
<i>North Cambridge Dev. Areas**</i>	-	0	0	0	171	222	265	323	340	352	404	501	572	634	644	653	-
Total Enrolment		2,363	2,372	2,379	2,599	2,676	2,693	2,764	2,782	2,834	2,935	3,039	3,148	3,226	3,271	3,295	39%
Total Ministry OTG	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	-
Total Utilization (%)		94%	94%	95%	104%	107%	107%	110%	111%	113%	117%	121%	125%	128%	130%	131%	-
Pupil Place (Shortfall)/Surplus		148	139	132	(88)	(165)	(182)	(253)	(271)	(323)	(424)	(528)	(637)	(715)	(760)	(784)	-

*Enrolment not included in any school projection. Holding school(s) to be determined.

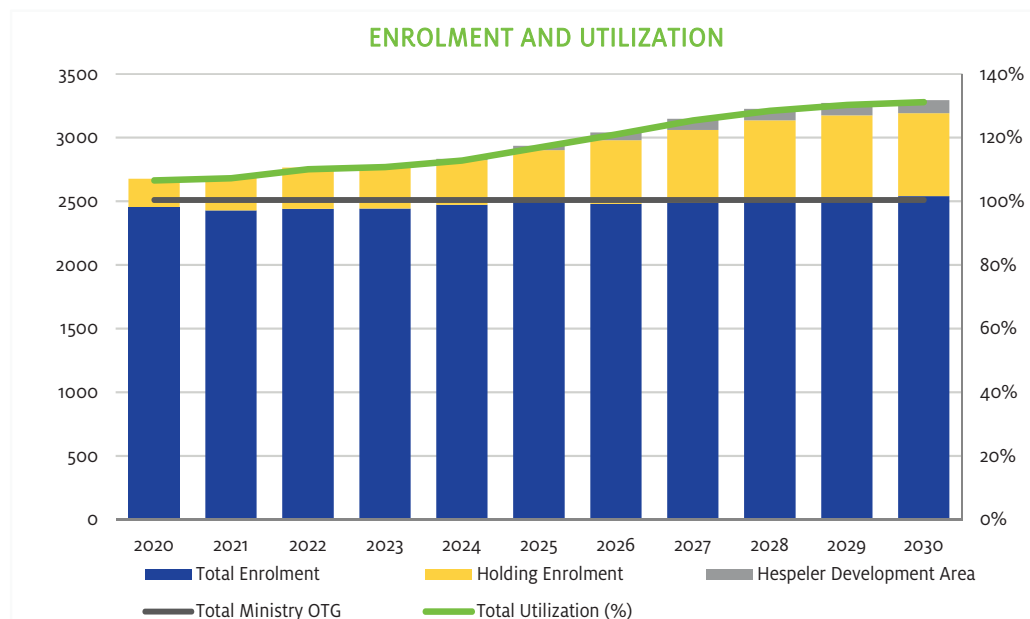
**River Mill holding enrolment also counted at Hillcrest PS and Woodland Park PS, Preston PS (Eo3), and William G. Davis PS (Eo3). West Hunt Club portion, enrolment not included in any school projection. Holding school(s) to be determined.

REVIEW AREA OVERVIEW

Review Area Eo2 includes established neighbourhoods in the Hespeler area of Cambridge and greenfield development areas.

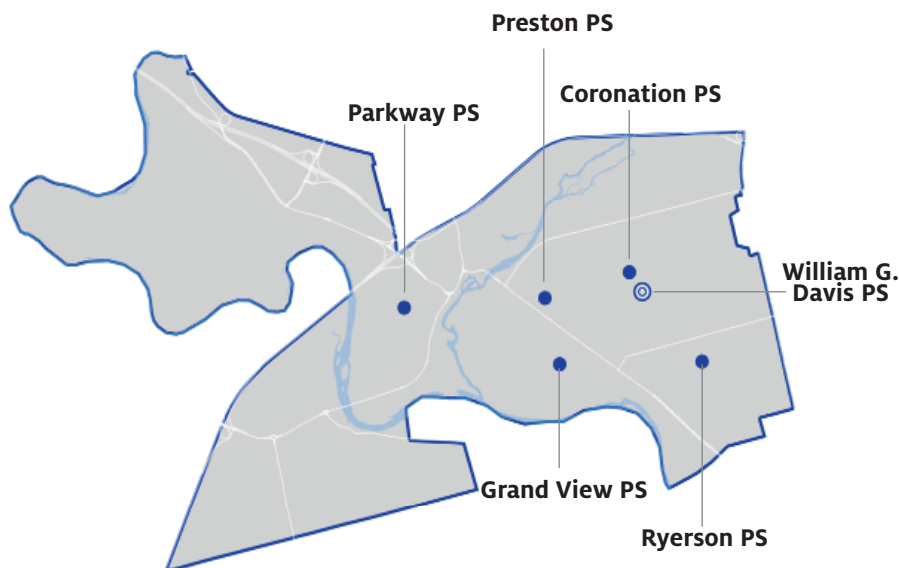
North Cambridge (River Mill portion) Development Area students are currently holding at Hillcrest, Woodland Park, Preston (Review Area Eo3), William G. Davis (Review Area Eo3) Public Schools. Holding school assignment is dependent upon community and student grade. Holding schools for the North Cambridge (West Hunt Club portion) Development Area and Hespeler Development Area have not yet been assigned.

Note: Unassigned portion of North Cambridge Development Area is included within "Holding Enrolment" area of the chart. The unassigned part may not be directed to the holding schools outlined above.



REVIEW AREA E03 - CAMBRIDGE NORTHWEST (PRESTON)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Coronation PS	JK-6	-	432	10.19	1953	41%	2019	78%	80%	84%
Grand View PS (C)	JK-6	-	349	5.48	2012	2%	2020	69%	57%	61%
Parkway PS	JK-6	-	251	6.69	1975	27%	2019	124%	136%	129%
Preston PS	JK-6	-	303	2.98	1950	36%	2020	105%	116%	115%
Ryerson PS	JK-6	1-6	536	9.44	2010	2%	2020	84%	78%	76%
William G. Davis PS	7-8	-	455	8.00	1968	48%	2019	101%	93%	88%



Short-Term Recommendations (Years 1-5)

Submit funding request for proposed addition at Parkway PS through the Capital Priorities Program.

Monitor enrolment and facility utilization at schools within the Review Area.

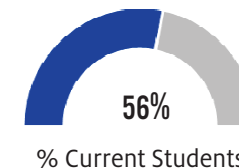
REVIEW AREA HIGHLIGHTS

2017 & 2021 - Funding request for proposed addition at Parkway PS submitted through the Capital Priorities Program.

2019 - Ryerson PS addition completed (funded in 2016).

2021 - Education Development Charges Background Study indicates no net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon. EDC projections exclude potential units from the Minister's Zoning Order lands.

Investments at Grand View PS, Preston PS, Ryerson PS and William G. Davis PS have resulted in each of these facilities being over 95% accessible.



Medium-Term Recommendations (Years 6-10)

Monitor pupil yields from the Minister's Zoning Order on the SmartCentre lands and within the Hespeler Road Corridor Secondary Plan area to determine if additional student accommodation measures are necessary.

REVIEW AREA E03 - CAMBRIDGE NORTHWEST (PRESTON)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Coronation PS	432	392	405	388	368	345		339	347	347	345	345	351	353	358	360	361	-8%
Grand View PS (C)	349	349	326	302	271	253		240	218	214	198	198	200	207	214	214	214	-39%
Parkway PS	251	160	225	302	307	303		310	327	338	343	341	332	320	324	324	324	103%
Preston PS	303	205	208	186	258	284		318	333	339	343	350	351	351	350	348	347	69%
Ryerson PS	536	553	509	499	478	466		452	438	432	409	417	402	406	410	409	408	-26%
William G. Davis PS	455	397	423	411	439	435		458	465	417	427	422	420	444	409	396	401	1%
<i>Holding Enrolment*</i>	-	0	0	0	171	222		265	314	324	331	344	358	377	387	396	396	-
Total Enrolment		2,056	2,096	2,088	2,121	2,086		2,117	2,128	2,087	2,065	2,073	2,056	2,081	2,065	2,051	2,055	0%
Total Ministry OTG	2,326	2,150	2,150	2,150	2,326	2,326		2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	2,326	-
Total Utilization (%)		96%	97%	97%	91%	90%		91%	91%	90%	89%	89%	88%	89%	89%	88%	88%	-
Pupil Place (Shortfall)/Surplus		94	54	62	205	240		209	198	239	261	253	270	245	261	275	271	-

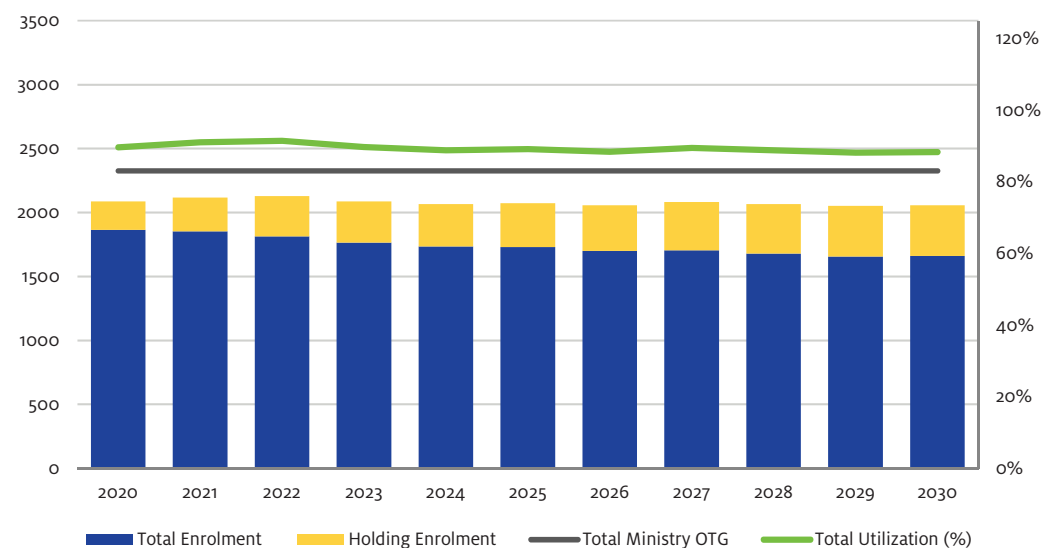
*Holding enrolment from North Cambridge (Review Area E02) also counted in Preston PS and William G. Davis PS projected enrolment.

REVIEW AREA OVERVIEW

Review Area E03 includes lands within a Minister's Zoning Order to redevelop and intensify of the SmartCentre lands adjacent to the 401. This future development is projected to have up to 10,000 residential units built out over a 20-year horizon. Enrolment projections exclude potential students from new residential units in these areas as unit details are not yet available. This area will be monitored closely and projections updated as more information becomes available.

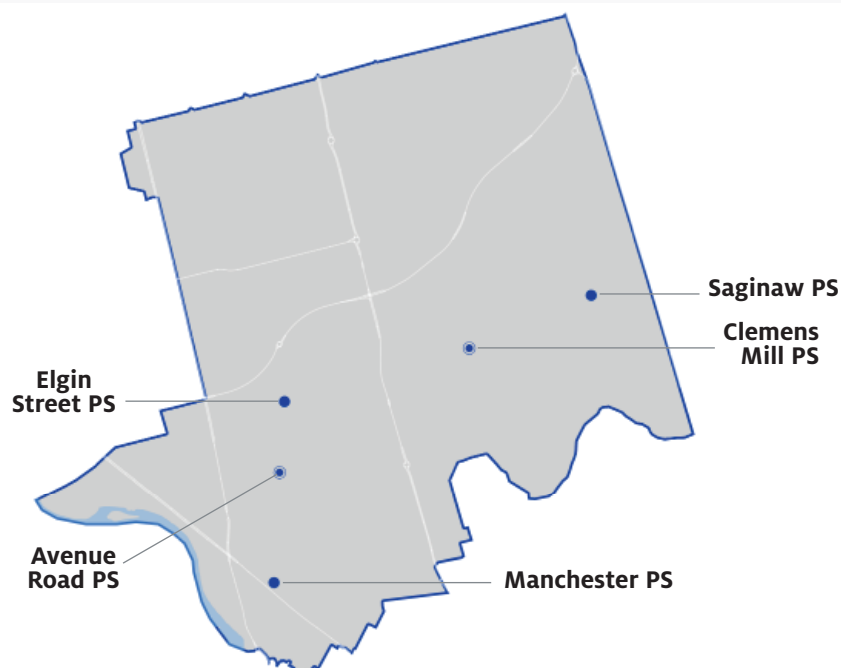
Preston and William G. Davis Public Schools are acting as holding schools for the Hunt Club / Mattamy River Mill development near Maple Grove Road (Review Area E02). Permanent accommodation of holding enrolment is dependent on Ministry funding approval and construction timelines.

ENROLMENT AND UTILIZATION



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

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Avenue Road PS	JK-8	-	464	6.25	1960	24%	2019	102%	98%	96%
Clemens Mill PS	JK-8	1-8	527	9.97	1992	27%	2020	118%	119%	124%
Elgin Street PS	JK-6	1-6	430	8.00	1995	32%	2020	95%	95%	92%
Manchester PS	JK-6	-	426	4.11	1916	25%	2017	87%	90%	92%
Saginaw PS	JK-6	1-6	458	6.92	1998	23%	2020	88%	95%	97%



REVIEW AREA HIGHLIGHTS

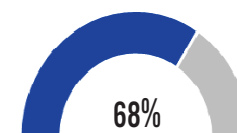
2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Investment at Manchester PS has resulted in this facility being over 80% accessible.

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



Facility Accessibility



% Current Students

Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Consider temporary accommodation renewal or facility expansion at Clemens Mill PS.

Medium-Term Recommendations (Years 6-10)

Monitor pupil yields from the Minister's Zoning Order on the SmartCentre lands and within the Hespeler Road Corridor Secondary Plan area to determine if additional student accommodation measures are necessary.

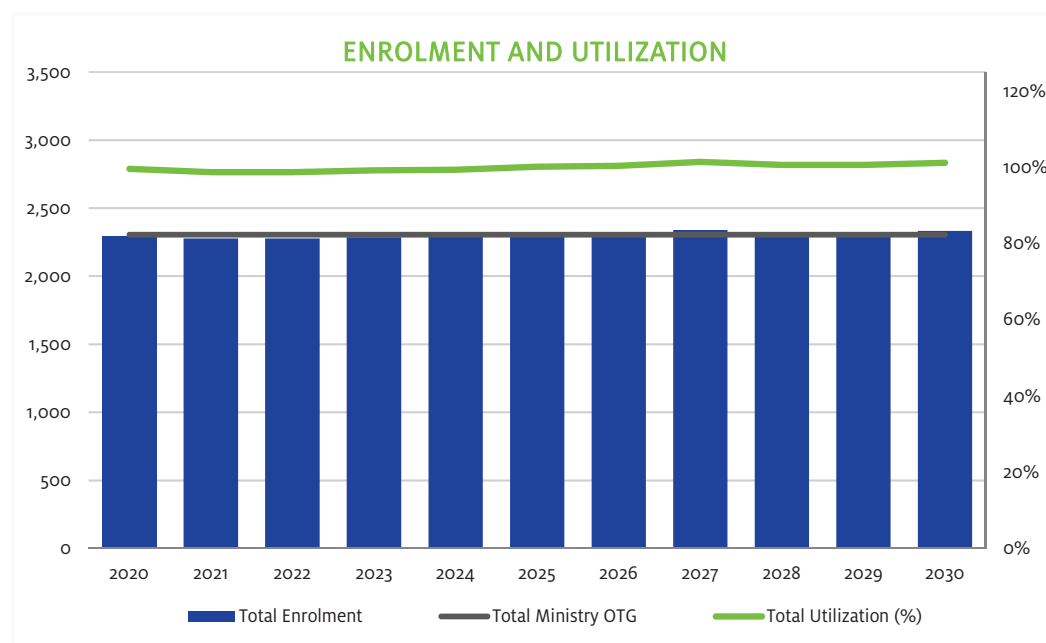
REVIEW AREA E04 - CAMBRIDGE EAST (GREENWAY-CHAPLIN-FIDDLESTICKS)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Avenue Road PS	464	455	470	467	469	483	471	476	467	459	454	466	482	462	439	445	-2%
Clemens Mill PS	527	670	695	649	674	625	623	626	623	627	629	637	646	638	651	651	-3%
Elgin Street PS	430	440	402	402	414	413	409	410	409	409	409	403	394	395	396	397	-10%
Manchester PS	426	382	375	385	375	366	370	364	379	376	384	384	380	388	393	393	3%
Saginaw PS	458	362	401	406	398	408	402	399	408	420	433	424	436	436	441	446	23%
Total Enrolment		2,309	2,343	2,309	2,330	2,295	2,275	2,275	2,286	2,291	2,309	2,314	2,338	2,319	2,320	2,332	1%
Total Ministry OTG	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	2,305	-
Total Utilization (%)		100%	102%	100%	101%	100%	99%	99%	99%	99%	100%	100%	101%	101%	101%	101%	-
Pupil Place (Shortfall)/Surplus		(4)	(38)	(4)	(25)	10	30	30	19	14	(4)	(9)	(33)	(14)	(15)	(27)	-

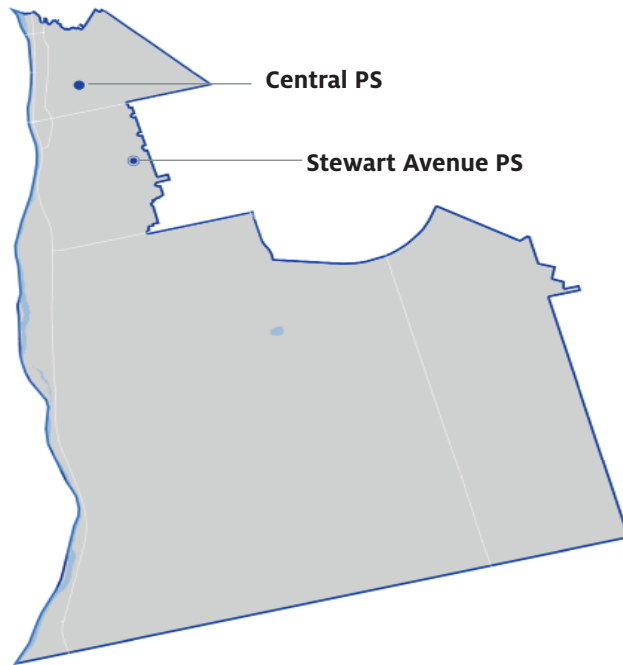
REVIEW AREA OVERVIEW

Review Area E04 includes lands within the Hespeler Road Corridor that are identified for redevelopment and intensification. The Review Area is also adjacent to the SmartCentre lands (Review Area E03), where significant redevelopment for residential purposes is anticipated. Schools within Review Area E04 may be used for interim student accommodation. This area will be monitored closely and projections updated as more information becomes available.



REVIEW AREA E05 - CAMBRIDGE SOUTH (CHRISTOPHER-CHAMPLAIN)

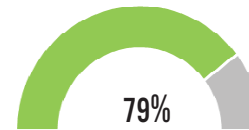
REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Central PS	JK-6	-	308	3.50	1968	42%	2019	82%	77%	81%
Stewart Avenue PS	JK-8	-	513	7.56	1953	63%	2017	97%	96%	104%



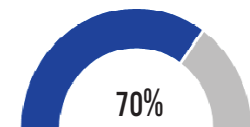
REVIEW AREA HIGHLIGHTS

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Design for the installation of an elevator at Central PS is underway. This investment will increase the overall accessibility of the facility. Investment at Stewart Ave PS has resulted in this facility being 98% accessible.



Facility Accessibility



% Current Students

Short-Term Recommendations (Years 1-5)

Medium-Term Recommendations (Years 6-10)

Monitor enrolment and facility utilization at schools within the Review Area.

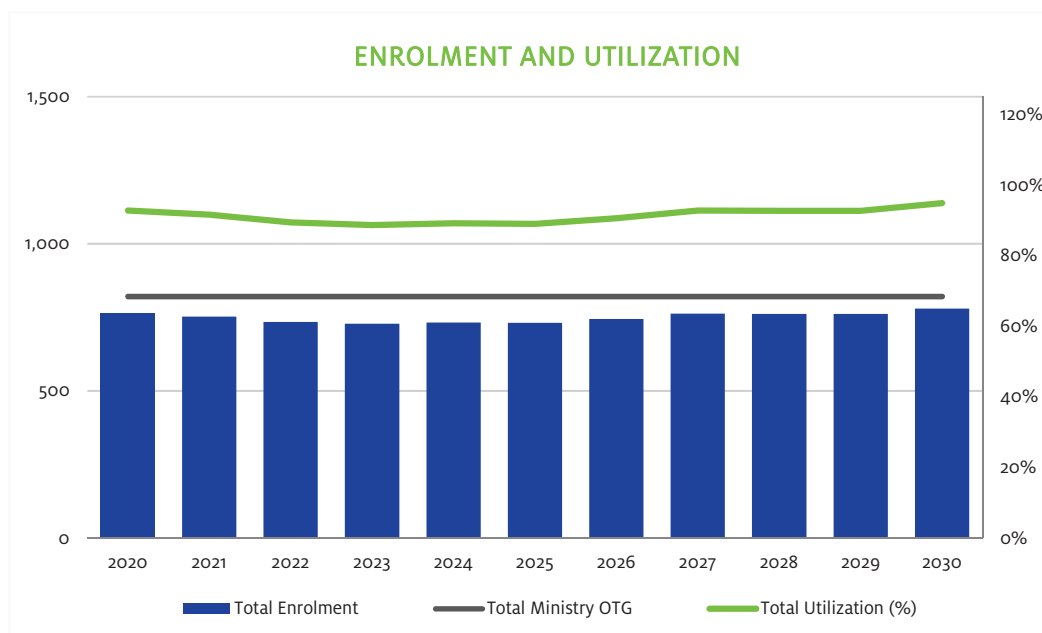
REVIEW AREA E05 - CAMBRIDGE SOUTH (CHRISTOPHER-CHAMPLAIN)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Central PS	308	270	263	268	274	261	252	244	243	236	238	237	234	243	248	248	-8%
Stewart Avenue PS	513	559	537	531	558	501	500	490	485	496	493	507	528	518	513	531	-5%
Total Enrolment		829	800	799	832	762	752	734	728	732	731	744	762	761	761	779	-6%
Total Ministry OTG	821	821	821	821	821	821	821	821	821	821	821	821	821	821	821	821	-
Total Utilization (%)		101%	97%	97%	101%	93%	92%	89%	89%	89%	89%	91%	93%	93%	93%	95%	-
Pupil Place (Shortfall)/Surplus		(8)	21	22	(11)	59	69	87	93	89	90	77	59	60	60	42	-

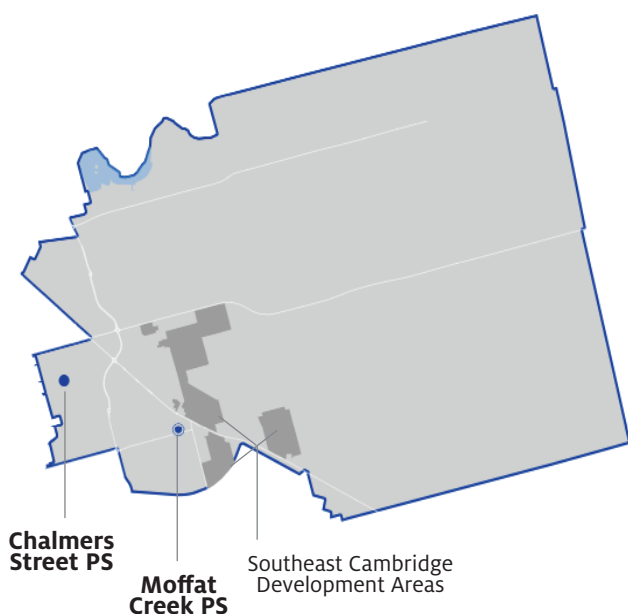
REVIEW AREA OVERVIEW

Review Area E05 encompasses a mature area of Cambridge with limited greenfield development potential and stable student enrolment. Growth may occur through limited redevelopment or residential infill.



REVIEW AREA E06 - CAMBRIDGE SOUTHEAST (SOUTHEAST GALT)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Chalmers Street PS	JK-6	-	257	4.83	1960	44%	2019	160%	146%	155%
Moffat Creek PS	JK-8	1-8	642	13.87	2012	2%	2020	103%	100%	92%
<i>Southeast Cambridge Joint School</i>	JK-8	-	519		TBD	-	-	-	-	-



Short-Term Recommendations (Years 1-5)

Initiate boundary study to establish the boundary of the new Southeast Cambridge Joint Elementary School (Wesley Blvd) and balance enrolment and facility utilization across the Review Area.

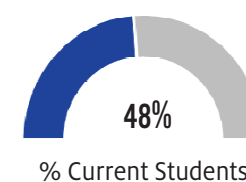
REVIEW AREA HIGHLIGHTS

2016 - Funding approval for new 519 pupil place Southeast Cambridge JK-8 Elementary School and 5 child care rooms. Opening date to be determined.

2021 - Feasibility Study with Waterloo Catholic DSB (WCDSB), the City of Cambridge and Idea Exchange regarding Joint-Use Campus completed. The result was the WRDSB and WCDSB deciding to co-build a facility including 2 elementary schools and a child care facility Southeast Cambridge Joint School (Wesley Blvd). School site to be acquired from City of Cambridge.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Investment at Moffat Creek PS has resulted in this facility being over 90% accessible.



Medium-Term Recommendations (Years 6-10)

If enrolment warrants, consider temporary accommodation renewal at Chalmers Street PS.

Monitor development applications and plan for additional Southeast Cambridge elementary school site.

REVIEW AREA E06 - CAMBRIDGE SOUTHEAST (SOUTHEAST GALT)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Chalmers Street PS	257	444	456	455	444	420	412	402	392	380	374	377	381	391	396	398	-10%
Moffat Creek PS	642	648	660	663	696	688	661	670	650	649	640	634	626	606	590	592	-9%
<i>Southeast Cambridge Dev. Areas*</i>	-	0	0	0	0	0	6	22	37	46	94	142	194	239	273	285	-
Total Enrolment		1,092	1,116	1,118	1,140	1,108	1,079	1,094	1,079	1,075	1,108	1,153	1,201	1,236	1,259	1,275	17%
Total Ministry OTG	899	899	899	899	899	899	899	899	899	899	899	899	899	899	899	899	-
Total Utilization (%)		121%	124%	124%	127%	123%	120%	122%	120%	120%	123%	128%	134%	137%	140%	142%	-
Pupil Place (Shortfall)/Surplus		(193)	(217)	(219)	(241)	(209)	(180)	(195)	(180)	(176)	(209)	(254)	(302)	(337)	(360)	(376)	-

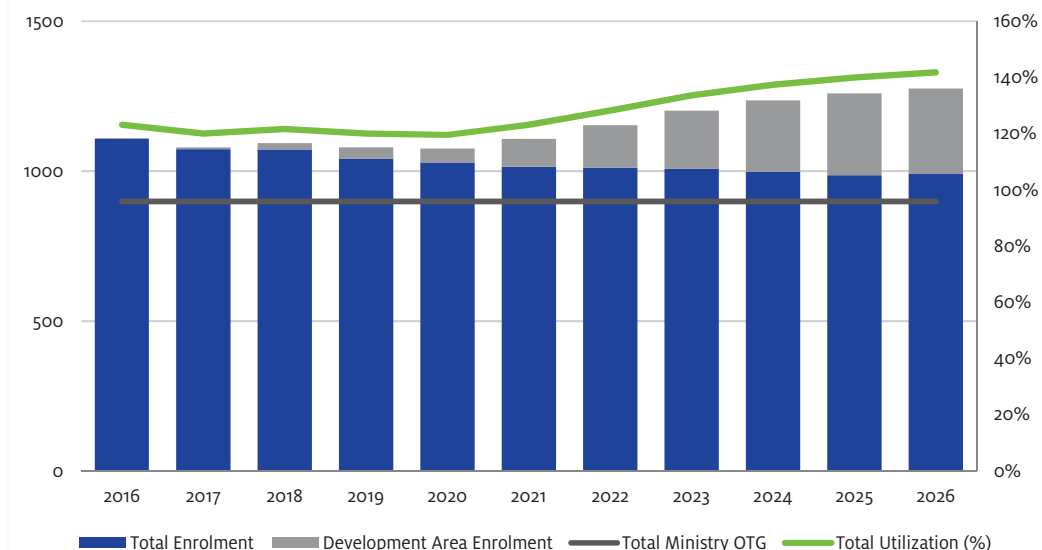
*Sparrow Ave/Main St (Southeast Cambridge I Development Area) holding enrolment also counted at Chalmers Street PS (JK-6) and Moffat Creek PS (7-8). All remaining enrolment is not included in any school projection. Holding school(s) to be determined.

REVIEW AREA OVERVIEW

Review Area Eo6 contains some newer residential growth primarily along the east side of Dundas Street. Additional residential development applications (growth potential) will be monitored, with the potential need to designate an additional school site over the 15-year planning horizon.

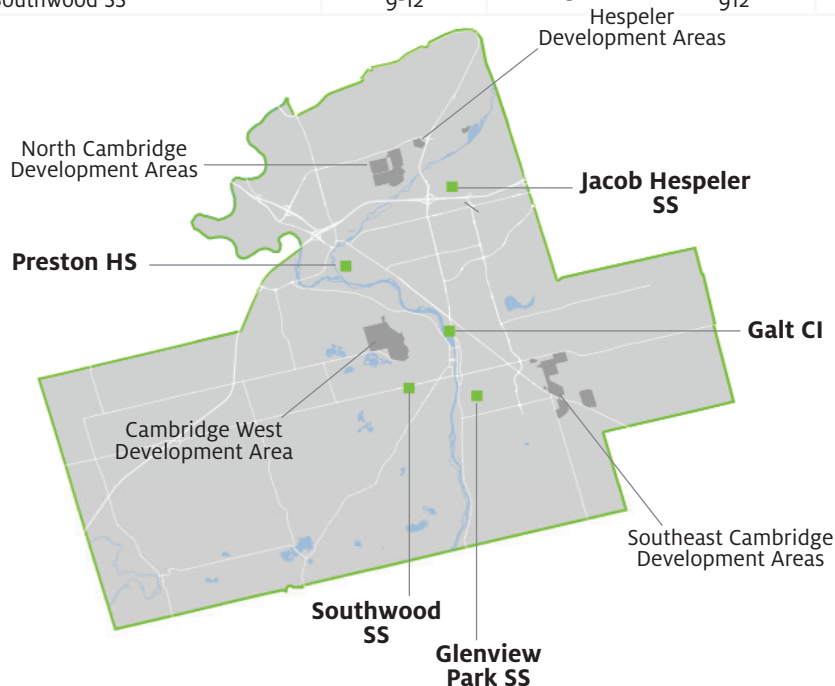
The 2016 Capital Priorities funding announcement for the new Southeast Cambridge Elementary School was originally intended to be located within the Greengate community. At the request of the WRDSB, the funding approval was transferred to facilitate a joint-use partnership and campus.

ENROLMENT AND UTILIZATION



REVIEW AREA S01 - CAMBRIDGE

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Galt CI	9-12	-	1167	11.69	1853	68%	2017	86%	92%	91%
Glenview Park SS	9-12	-	1287	14.04	1956	52%	2017	79%	80%	78%
Jacob Hespeler SS	9-12	-	1299	26.49	1986	28%	2020	86%	88%	88%
Preston HS	9-12	-	1137	15.42	1955	56%	2017	98%	100%	93%
Southwood SS	9-12	-	912	14.31	1962	54%	2019	70%	70%	80%

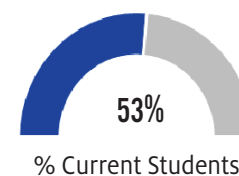
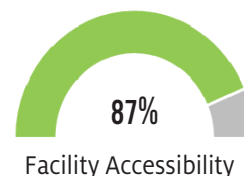


REVIEW AREA HIGHLIGHTS

2021 - Education Development Charges Background Study indicates no net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon. While considerable growth is anticipated within the City of Cambridge, sufficient capacity exists within secondary school facilities.

Investments at Galt CI and Glenview Park SS have resulted in these facilities being over 85% accessible.

Galt CI (210 Water Street) - Designated under Part IV of the *Ontario Heritage Act* (1983) for its historical and architectural significance (the frontal exterior and the interior of the front entrance hall with memorial tablets).



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Consider the introduction of additional magnet programs or specialized program offerings at underutilized schools.

Medium-Term Recommendations (Years 6-10)

Consider initiating a boundary study to balance enrolment and facility utilization across the Review Area.

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

SECONDARY SCHOOL	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
		OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Galt CI	1,167		924	966	995	973	958	999	1,032	1,062	1,078	1,076	1,075	1,082	1,093	1,088	1,061	15%
Glenview Park SS	1,287		880	876	902	986	968	1,015	1,079	1,060	1,031	1,031	1,039	1,009	1,043	1,033	1,000	14%
Jacob Hespeler SS	1,299		1,170	1,137	1,244	1,140	1,075	1,120	1,075	1,123	1,148	1,142	1,179	1,175	1,172	1,186	1,137	-3%
Preston HS	1,137		1,110	1,060	1,114	1,078	1,033	1,119	1,120	1,175	1,168	1,140	1,156	1,094	1,098	1,118	1,061	-4%
Southwood SS	912		765	751	695	677	655	638	657	634	625	637	633	671	707	713	729	-5%
<i>Holding Enrolment</i>	-		0	0	0	35	61	69	89	96	102	113	119	132	140	156	164	-
<i>Cambridge Development Areas*</i>	-		0	0	0	0	0	2	16	34	51	82	137	176	203	206	212	-
Total Enrolment			4,849	4,790	4,950	4,854	4,689	4,893	4,979	5,088	5,101	5,108	5,219	5,207	5,316	5,344	5,200	7%
Total Ministry OTG	5,802		5,802	5,802	5,802	5,802	5,802	5,802	5,802	5,802	5,802	5,802	5,802	5,802	5,802	5,802	5,802	-
Total Utilization (%)			84%	83%	85%	84%	81%	84%	86%	88%	88%	88%	90%	90%	92%	92%	90%	-
Pupil Place (Shortfall) / Surplus			953	1012	852	948	1113	909	823	714	702	695	583	595	486	458	602	-

*Enrolment not included in any school projection. Holding school(s) to be determined.

REVIEW AREA OVERVIEW

Review Area S01 encompasses the City of Cambridge. Secondary students from the Township of North Dumfries are accommodated at Southwood SS.

Holding enrolment from North Cambridge (Hunt Club) Development Areas is accommodated at Jacob Hespeler SS and Preston HS. Holding enrolment from Southeast Cambridge I Development Area is holding at Glenview Park SS. Doon South Development Areas I and IV (Review Area S02) are accommodated at Southwood SS. Remaining Cambridge Development Areas have not yet been assigned.

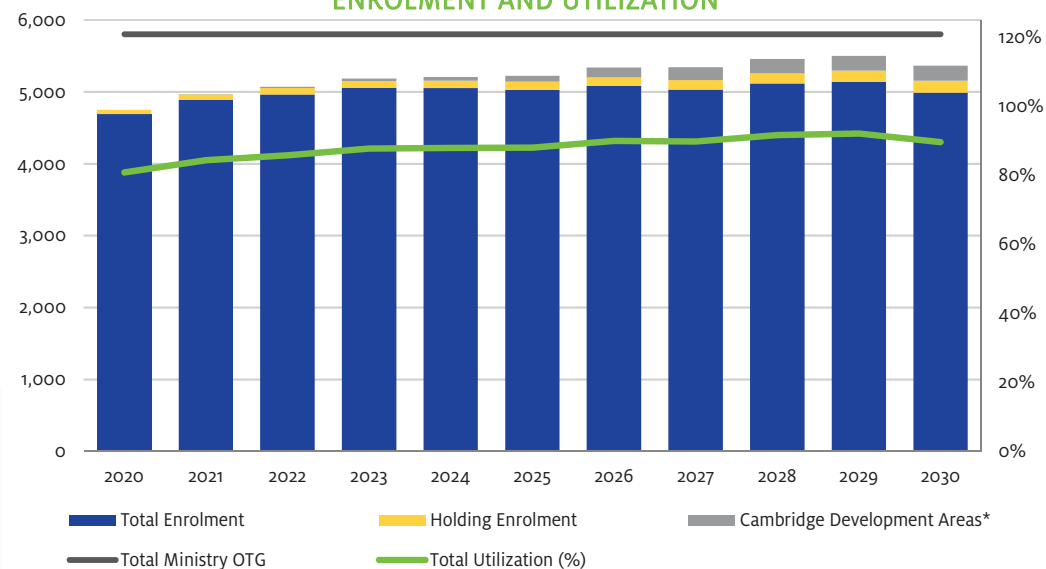
SECONDARY MAGNET PROGRAMS

Galt CI - French Immersion, Extended French and Design programs.

Glenview Park SS - International Baccalaureate and Fast Forward programs.

Jacob Hespeler SS - Fast Forward program.

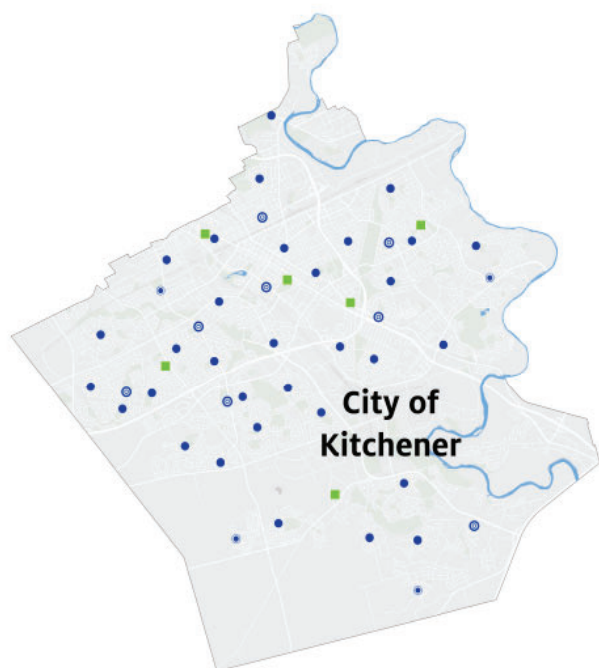
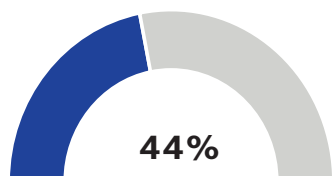
ENROLMENT AND UTILIZATION



CITY OF KITCHENER REVIEW AREAS AT A GLANCE

REVIEW AREA	SCHOOLS
E07 - Kitchener Southwest (Huron-Rosenberg)	Jean Steckle Public School
	Janet Metcalfe Public School
E08 - Kitchener Southwest (Doon-Pioneer Park)	Brigadoon Public School
	Doon Public School
	Groh Public School
	J.W. Gerth Public School
	Pioneer Park Public School
E09 - Kitchener Central East (Chicopee-Kingsville)	Franklin Public School
	Howard Robertson Public School
	Rockway Public School
	Sheppard Public School
	Sunnyside Public School
	Wilson Public School
E10 - Kitchener Central West (Alpine-Country Hills)	Alpine Public School
	Country Hills Public School
	Glencairn Public School
	Laurentian Public School
	Trillium Public School
E11 - Kitchener West (Laurentian West-Chandler)	Forest Hill Public School
	Queensmount Public School
	Southridge Public School
	W.T. Townshend Public School
	Williamsburg Public School
E12 - Kitchener West (Forest Heights)	Driftwood Park Public School
	John Darling Public School
	Meadowlane Public School
	Sandhills Public School
	Westheights Public School

REVIEW AREA	SCHOOLS
E13 - Kitchener Central (Victoria Hills-Westmount)	A.R. Kaufman Public School
	Empire Public School
	Westmount Public School
	Westvale Public School
E14A - Kitchener Central (Downtown-Midtown)	Margaret Avenue Public School
	Prueter Public School
	Suddaby Public School
E14B - Kitchener Central (Downtown-Midtown)	Courtland Avenue Public School
	J.F. Carmichael Public School
	King Edward Public School
	Queen Elizabeth Public School
E15 - Kitchener East (Stanley Park)	Crestview Public School
	Mackenzie King Public School
	Smithson Public School
	Stanley Park Public School
E16 - Kitchener East (Grand River South)	Chicopee Hills Public School
	Lackner Woods Public School
S02 - Kitchener Southwest	Forest Heights Collegiate Institute
	Huron Heights Secondary School
S03 - Kitchener Central-East	Cameron Heights Collegiate Institute
	Eastwood Collegiate Institute
	Grand River Collegiate Institute
	Kitchener-Waterloo Collegiate Institute

**ELEMENTARY PANEL**

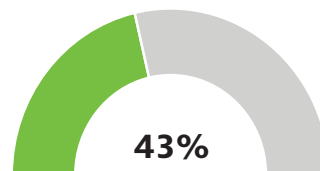
Proportion of Total Enrolment

44Number of Elementary School
Facilities**94%**

2020/21 Facility Utilization Rate

34%

Average Facility Condition Index

SECONDARY PANEL

Proportion of Total Enrolment

6Number of Secondary School
Facilities**107%**

2020/21 Facility Utilization Rate

42%

Average Facility Condition Index

SHORT-TERM RECOMMENDATIONS

- Boundary Studies for:
 - New Huron South (80 Tartan Ave) elementary school
 - New South Kitchener (Ormston) elementary school
- Request Capital Priorities Program funding for:
 - Rebuild of Sunnyside PS
 - Trussler North (Benninger Dr) elementary school
 - Addition to a Review Area E16 school
 - Kitchener Secondary VII secondary school
- Evaluate opportunities to increase the proportion of eligible walkers within select Review Areas
- Consider grade re-structuring and programming offerings at select schools

MEDIUM-TERM RECOMMENDATIONS

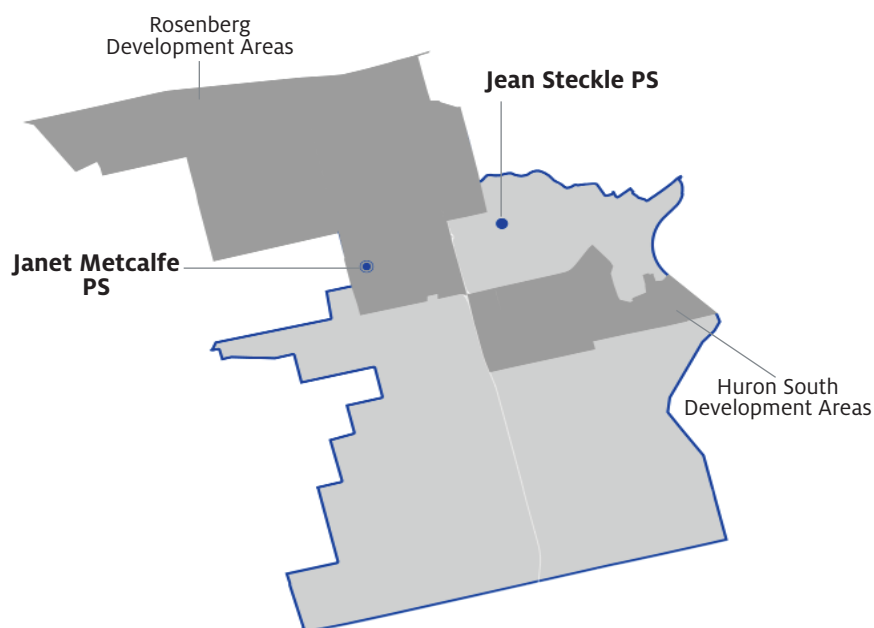
- Boundary studies for:
 - New Rosenberg II (Gehl Pl) elementary school
 - New Rosenberg I (Rosenberg Way) elementary school
 - New North Trussler (Benninger Dr) elementary school
 - Review Area E09
 - Review Areas E10 & E11
 - Review Areas E15 & E16
 - Review Areas S02 & S03
- Request Capital Priorities Program funding for:
 - New Rosenberg I (Rosenberg Way) elementary school
 - New Rosenberg II (Gehl Pl) elementary school

DESIGNATED SCHOOL SITES

- E07 - Huron South (80 Tartan Ave)
- E07 - Rosenberg I (Rosenberg Way)
- E07 - Rosenberg II (Gehl Pl)
- E08 - South Kitchener (Ian Ormston Dr/Thomas Slee Dr)
- E12 - Trussler North (Benninger Dr)
- S02 - Kitchener Secondary VII - TBD

REVIEW AREA E07 - KITCHENER SOUTHWEST (HURON-ROSENBERG)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT
Janet Metcalfe PS	JK-8	1-2	657	7.16	2018	0%	not eligible	133% 157% 165%
Jean Steckle PS	JK-6	1-6	715	6.00	2013	2%	2020	107% 112% 112%
New Huron South (80 Tartan Ave)	-	TBD	591	TBD	TBD	-	-	- - -



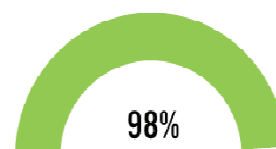
REVIEW AREA HIGHLIGHTS

2016 & 2017 - Proposed New Huron South (80 Tartan Ave) JK-8 Elementary School request for funding submitted through the Capital Priorities Program; funding approved in 2017. Opening date for the new Huron South (80 Tartan Ave) Elementary school is targeted for September 2022. Facility to include a 5-room child care, EarlyON centre and City of Kitchener Community Centre.

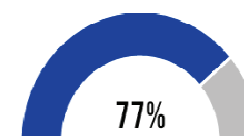
2017/18 - *Fischer-Hallman Huron Elementary Boundary Study (Part I)* Boundary established for new Janet Metcalfe PS (funded in 2015), boundary revised for Jean Steckle PS and Wildflowers Development Areas dissolved.

2018 - Opening of Janet Metcalfe PS and acquisition of Huron South (80 Tartan Ave) site.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.



Facility Accessibility



% Current Students

Short-Term Recommendations (Years 1-5)

Initiate boundary study to establish the new Huron South JK-8 Elementary School (80 Tartan Avenue, Kitchener) attendance area.

Medium-Term Recommendations (Years 6-10)

Submit funding requests for new school(s) in the Rosenberg community through the Capital Priorities Program.

Explore facility partnership and collaboration opportunities with the Waterloo Catholic District School Board and community partners.

REVIEW AREA E07 - KITCHENER SOUTHWEST (HURON-ROSENBERG)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Janet Metcalfe PS	657	0	0	563	768	811	874	947	974	1,009	1,030	1,029	1,054	1,075	1,096	1,086	24%
Jean Steckle PS	715	906	761	728	750	750	767	772	792	791	798	806	808	808	803	804	5%
Huron South Dev. Areas*	-	0	0	0	3	49	106	182	272	317	356	410	480	546	585	599	-
Rosenberg Dev. Areas**	-	0	0	0	0	0	0	57	147	322	495	648	761	888	1,035	1,218	-
Total Enrolment		906	761	1,291	1,521	1,610	1,747	1,957	2,185	2,439	2,679	2,893	3,104	3,317	3,519	3,707	309%
Total Ministry OTG	1372	1,372	1,372	1,372	1,372	1,372	1,372	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	1,963	-
Total Utilization (%)		66%	55%	94%	111%	117%	127%	100%	111%	124%	136%	147%	158%	169%	179%	189%	-
Pupil Place (Shortfall)/Surplus		466	611	81	(149)	(238)	(375)	6	(222)	(476)	(716)	(930)	(1141)	(1354)	(1556)	(1744)	-

*Holding enrolment also counted at Southridge PS (Review Area E11) and Laurentian PS (Review Area E10).

**Enrolment not included in any school projection. Holding school(s) to be determined.

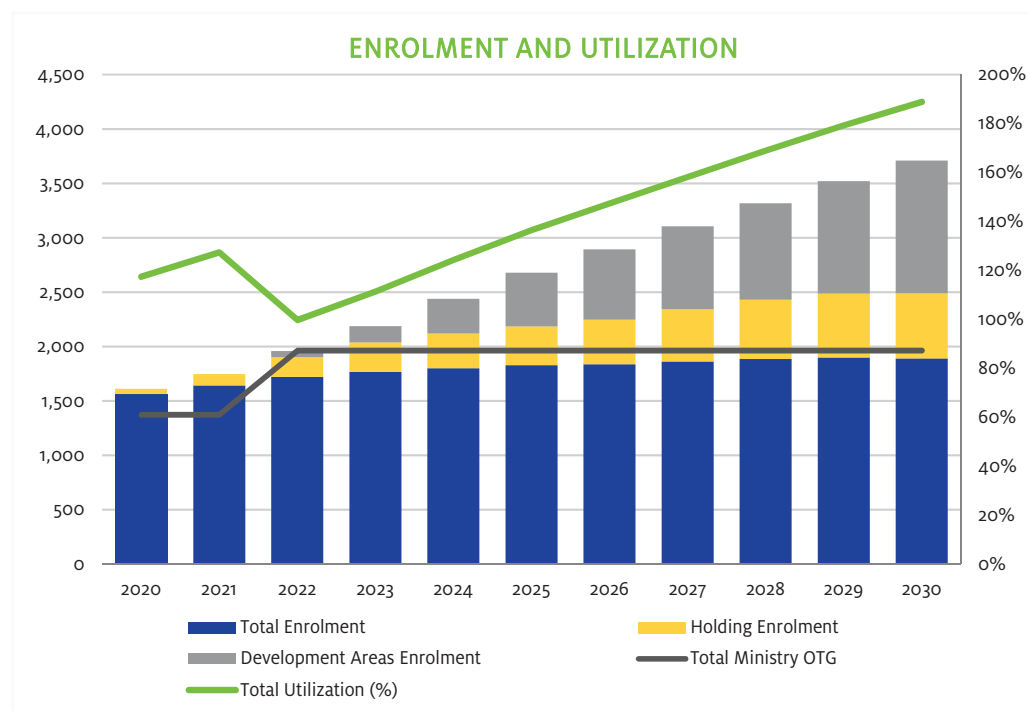
REVIEW AREA OVERVIEW

Review Area E07 includes greenfield lands intended for residential and mixed-use development. This area will be monitored closely and projections updated as more information about timing, unit counts, and density types becomes available.

The WRDSB will be working with the City of Kitchener to identify student accommodation needs throughout the development of the Dundee North Secondary Plan.

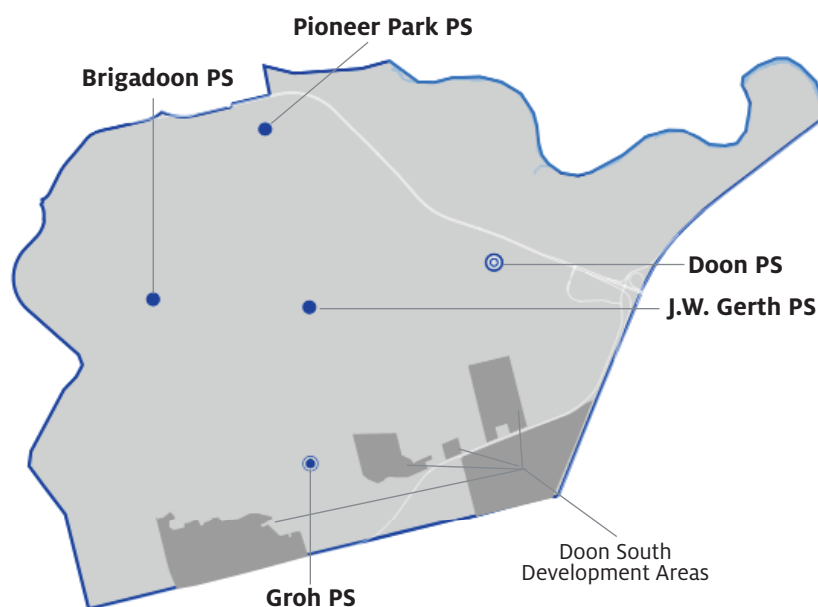
Huron South Development Area students are currently holding at Southridge and Laurentian Public Schools (Review Areas E10 + E11). This Development Area is anticipated to be dissolved in 2022. Holding schools for the Rosenberg Development Area have not yet been assigned.

Draft Plans of Subdivision 30T-14201+ 30T-18201 contain the prospective sites for the proposed Rosenberg elementary schools - Rosenberg I (Rosenberg Way) and Rosenberg II (Gehl Pl). The timing of construction and opening is dependent upon site acquisition, Ministry funding approvals and development phasing.



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

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Brigadoon PS	JK-6	1-6	495	9.37	1992	16%	2020	117%	109%	106%
Doon PS	7-8	7-8	331	13.42	1957	77%	2017	130%	133%	126%
Groh PS	JK-8	1-4	597	6.80	2017	-	not eligible	150%	183%	182%
J.W. Gerth PS	JK-6	1-6	582	4.99	2008	3%	2020	84%	75%	75%
Pioneer Park PS	JK-6	-	294	6.07	1977	18%	2019	138%	186%	227%
New South Kitchener (Ormston) PS	TBD	TBD	591	TBD	TBD	-	-	-	-	-



Short-Term Recommendations (Years 1-5)

Initiate Boundary Study to establish the new South Kitchener (Ormston) JK-8 Elementary school attendance area and balance enrolment and facility utilization across the Review Area.

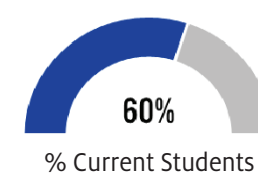
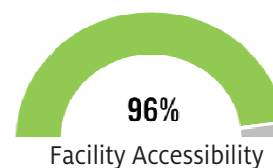
REVIEW AREA HIGHLIGHTS

2017 - Opening of Groh Public School with boundaries established through the Doon South Boundary Study (2013-2014).

2017 + 2019 - Proposed new South Kitchener (Ian Ormston Dr/Thomas Slee Dr) JK-8 Elementary school request for funding submitted through the Capital Priorities Program; funding approved in 2019. Opening date is targeted for September 2023. Facility to include a 3-room child care.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Doon PS (1401 Doon Village Road) - Designated under Part V of the *Ontario Heritage Act*. Located within the Upper Doon Heritage Conservation District.



Medium-Term Recommendations (Years 6-10)

Monitor enrolment and facility utilization at schools within the Review Area.

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

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Brigadoon PS	495	601	543	560	594	595	580	564	560	545	539	525	514	524	525	523	-10%
Doon PS	331	520	436	437	424	393	430	501	490	465	441	433	440	419	408	416	-3%
Groh PS	597	0	516	695	810	833	895	966	1028	1072	1093	1108	1108	1096	1085	1086	21%
J.W. Gerth PS	582	728	557	557	527	520	488	471	469	447	436	429	430	436	436	436	-11%
Pioneer Park PS	294	389	332	364	367	359	405	474	490	520	548	573	613	633	654	668	65%
<i>Holding Enrolment*</i>		0	0	0	47	54	104	191	228	270	302	328	372	410	448	468	-
Total Enrolment		2,238	2,384	2,613	2,722	2,700	2,798	2,976	3,037	3,049	3,057	3,068	3,105	3,108	3,108	3,129	40%
Total Ministry OTG	2,299	1,702	2,299	2,299	2,299	2,299	2,299	2,299	2,890	2,890	2,890	2,890	2,890	2,890	2,890	2,890	-
Total Utilization (%)		131%	104%	114%	118%	117%	122%	129%	105%	106%	106%	106%	107%	108%	108%	108%	-
Pupil Place (Shortfall)/Surplus		(536)	(85)	(314)	(423)	(401)	(499)	(677)	(147)	(159)	(167)	(178)	(215)	(218)	(218)	(239)	-

*Holding enrolment from Doon South Development Area (Review Area Eo8) is counted in Pioneer Park PS (JK-6) and Doon PS (7-8) enrolment.

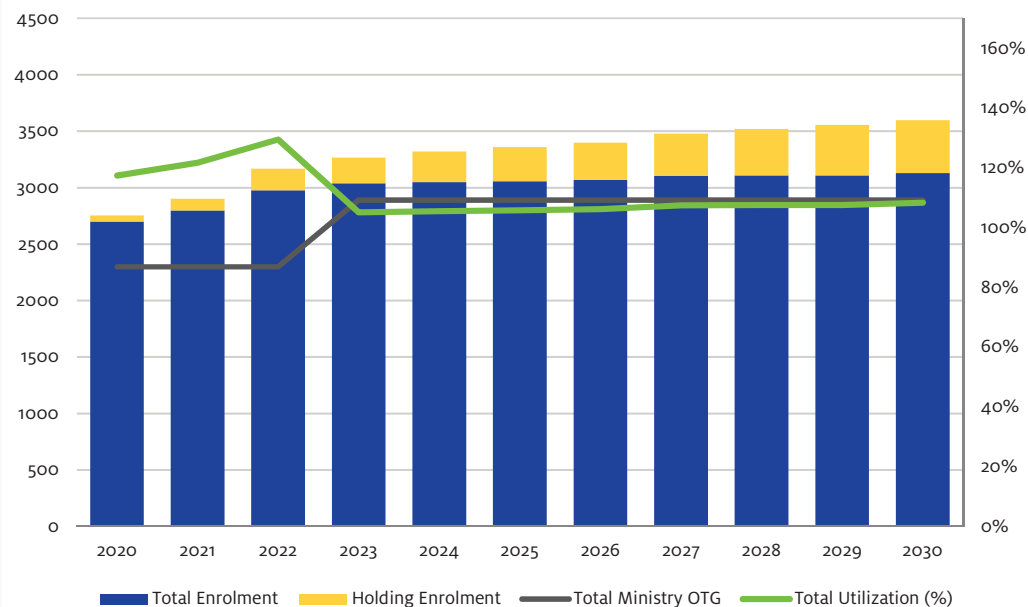
REVIEW AREA OVERVIEW

Review Area Eo8 contains newer residential developments and greenfield lands intended for future residential development. This area will be monitored closely and pupil yields adjusted as the area matures.

Doon South Development Area students are currently holding at Pioneer Park and Doon Public Schools. Dissolution of Development Areas is dependent on capital funding approval and construction timelines.

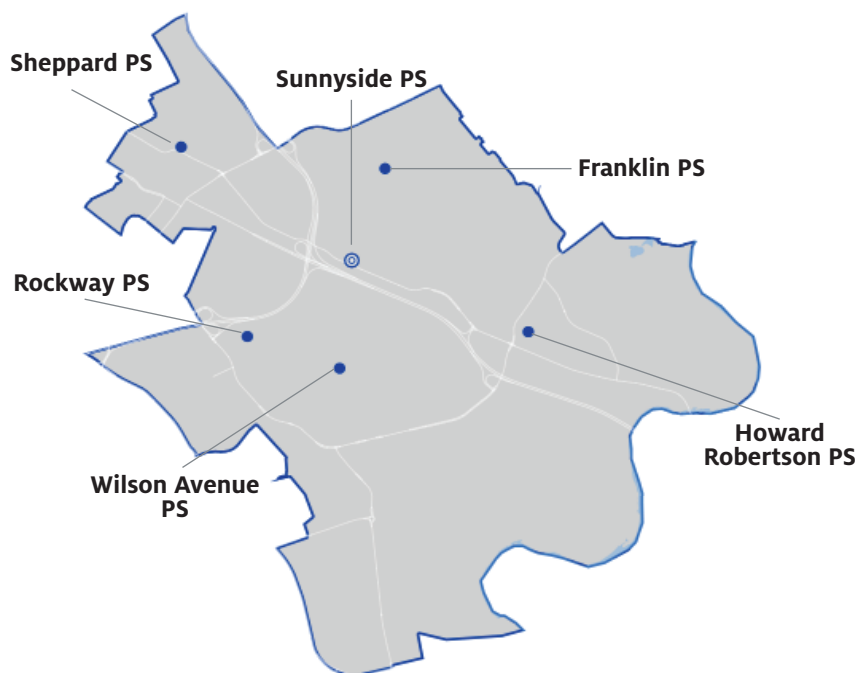
Draft Plan of Subdivision 30T-13201 contains the prospective site for the new South Kitchener (Ormston) Elementary School. The timing of construction and opening is dependent upon site acquisition, Ministry and municipal approvals.

ENROLMENT AND UTILIZATION



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

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Franklin PS	JK-6	1-6	634	6.30	1963	26%	2020	88%	84%	83%
Howard Robertson PS	JK-6	-	504	8.88	1953	54%	2019	66%	64%	66%
Rockway PS	JK-6	-	294	6.86	1961	41%	2019	73%	71%	72%
Sheppard PS	JK-6	1-6	433	4.62	1929	42%	2019	79%	74%	71%
Sunnyside PS	7-8	-	455	6.39	1941	46%	2019	78%	71%	69%
Wilson Avenue PS	JK-6	-	510	8.27	1956	32%	2019	96%	98%	101%



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Evaluate facility renewal and/or potential rebuild opportunities at Sunnyside PS to address accessibility constraints.

REVIEW AREA HIGHLIGHTS

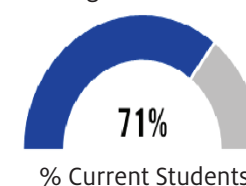
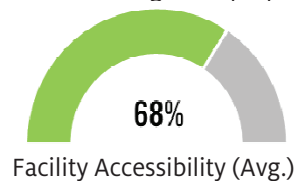
2017 - Students holding at Sheppard PS from Development Area accommodated at the new Chicopee Hills PS (Review Area E16).

2019 - Funding request for facility replacement at Sunnyside PS submitted through the Capital Priorities Program. The project was not funded.

2021 - Education Development Charges Background Study indicates no net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Investments at Howard Robertson PS and Wilson Avenue PS have resulted in each of these facilities being over 90% accessible. Sheppard PS has been identified for future accessibility investments.

Sheppard PS (278 Weber Street East) - Identified on Municipal Heritage Register as a non-designated property of cultural heritage value or interest.



Medium-Term Recommendations (Years 6-10)

Consider initiating a boundary study to balance enrolment and facility utilization across the Review Area or consider a Pupil Accommodation Review to facilitate grade restructuring.

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

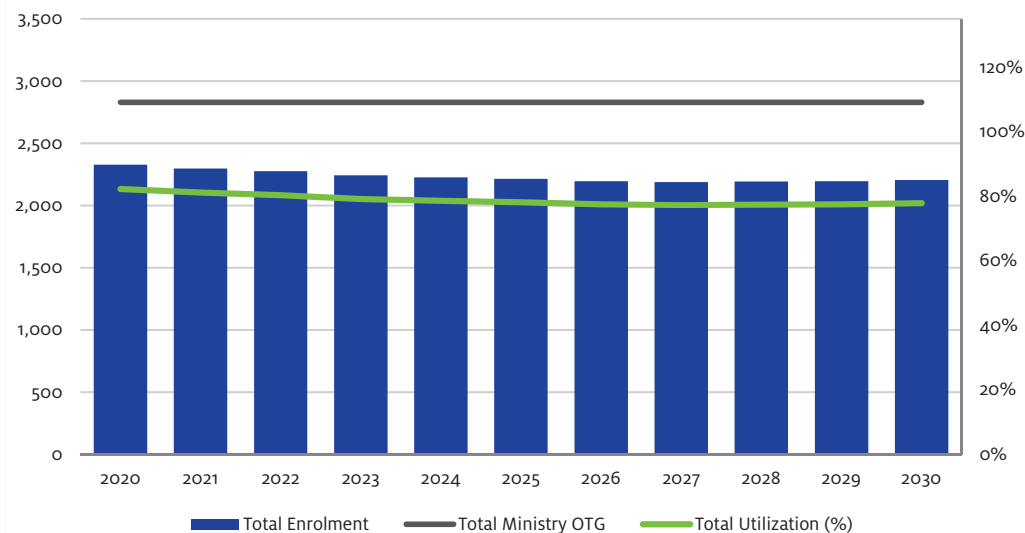
HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Franklin PS	634	619	630	593	595	586		561	562	548	548	535	522	512	517	528	527	-6%
Howard Robertson PS	504	400	375	366	368	327		332	329	332	328	325	326	328	330	331	331	0%
Rockway PS	294	227	232	242	239	216		216	215	217	215	210	211	211	213	213	213	-1%
Sheppard PS	433	485	379	373	371	353		341	332	324	318	320	303	303	306	306	306	-10%
Sunnyside PS	455	428	359	324	349	356		356	340	335	324	322	323	322	311	302	314	-12%
Wilson Avenue PS	510	516	526	529	533	490		491	497	485	492	501	509	511	514	514	514	5%
Total Enrolment		2,675	2,501	2,427	2,455	2,328		2,297	2,275	2,241	2,225	2,213	2,194	2,187	2,191	2,194	2,205	-18%
Total Ministry OTG	2,830	2,830	2,830	2,830	2,830	2,830		2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	2,830	-
Total Utilization (%)		95%	88%	86%	87%	82%		81%	80%	79%	79%	78%	78%	77%	77%	78%	78%	-
Pupil Place (Shortfall)/Surplus		155	329	403	375	502		533	555	589	605	617	636	643	639	636	625	-

REVIEW AREA OVERVIEW

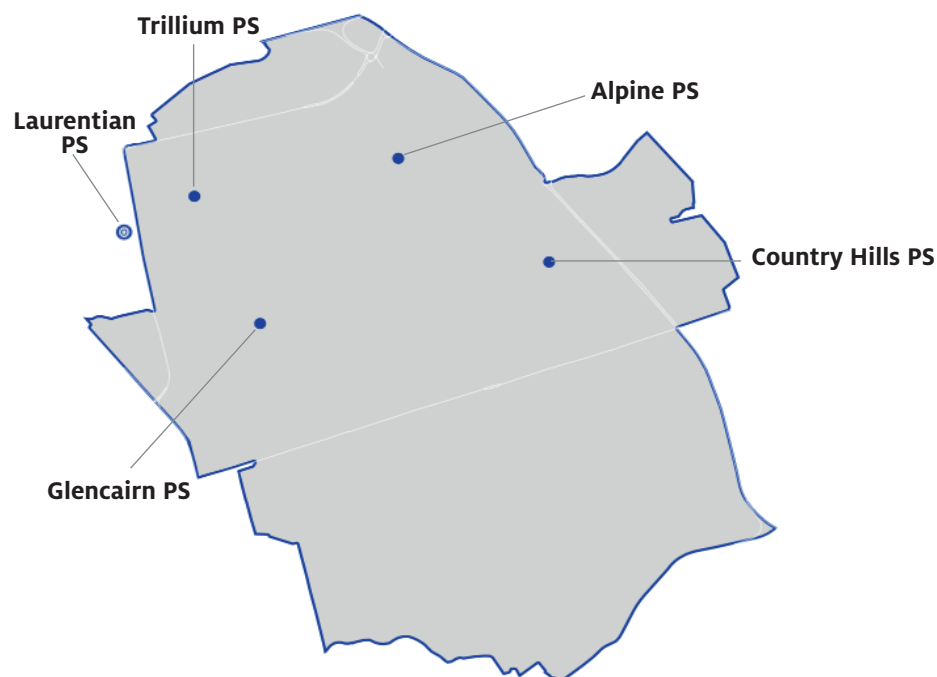
Review Area E09 encompasses a mature area of Kitchener with limited greenfield development potential. Growth may occur through intensification along Courtland Avenue. This area will be monitored closely and projections updated as more information becomes available.

ENROLMENT AND UTILIZATION



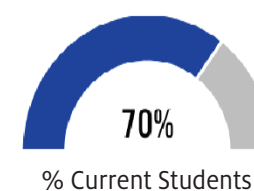
REVIEW AREA E10 - KITCHENER CENTRAL WEST (ALPINE-COUNTRY HILLS)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Alpine PS	JK-6	-	294	6.00	1974	25%	2019	92%	81%	82%
Country Hills PS	JK-6	-	309	6.00	1976	27%	2020	124%	118%	123%
Glencairn PS	JK-6	-	332	7.46	1988	31%	2019	95%	91%	91%
Laurentian PS	7-8	-	421	9.74	1968	75%	2019	95%	102%	107%
Trillium PS	JK-6	-	262	8.00	1972	32%	2020	74%	87%	94%



REVIEW AREA HIGHLIGHTS

2021 - Education Development Charges Background Study indicates limited net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Medium-Term Recommendations (Years 6-10)

Consider initiating a boundary study to review the fragmented portion of the boundaries of Alpine PS and Laurentian PS located in Review Area E11.

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

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Alpine PS	294	297	290	289	280	272		271	260	248	237	238	231	233	238	239	240	-11%
Country Hills PS	309	394	400	390	401	391		383	369	376	377	365	375	370	377	378	379	-1%
Glencairn PS	332	321	304	292	303	305		314	315	310	303	303	300	299	301	301	302	-4%
Laurentian PS	421	409	439	425	402	404		399	397	438	438	430	434	457	452	438	451	13%
Trillium PS	262	203	225	216	224	192		194	209	214	219	227	231	236	243	245	245	26%
<i>Holding Enrolment*</i>	-	0	0	0	0	12		21	35	51	52	57	69	83	93	98	100	-
Total Enrolment		1,624	1,658	1,612	1,610	1,564		1,561	1,550	1,586	1,574	1,563	1,571	1,595	1,611	1,601	1,617	0%
Total Ministry OTG	1,618	1,618	1,618	1,618	1,618	1,618		1,618	1,618	1,618	1,618	1,618	1,618	1,618	1,618	1,618	1,618	-
Total Utilization (%)		100%	102%	100%	100%	97%		96%	96%	98%	97%	97%	97%	99%	100%	99%	100%	-
Pupil Place (Shortfall)/Surplus		(6)	(40)	6	8	54		57	68	32	44	55	47	23	7	17	1	-

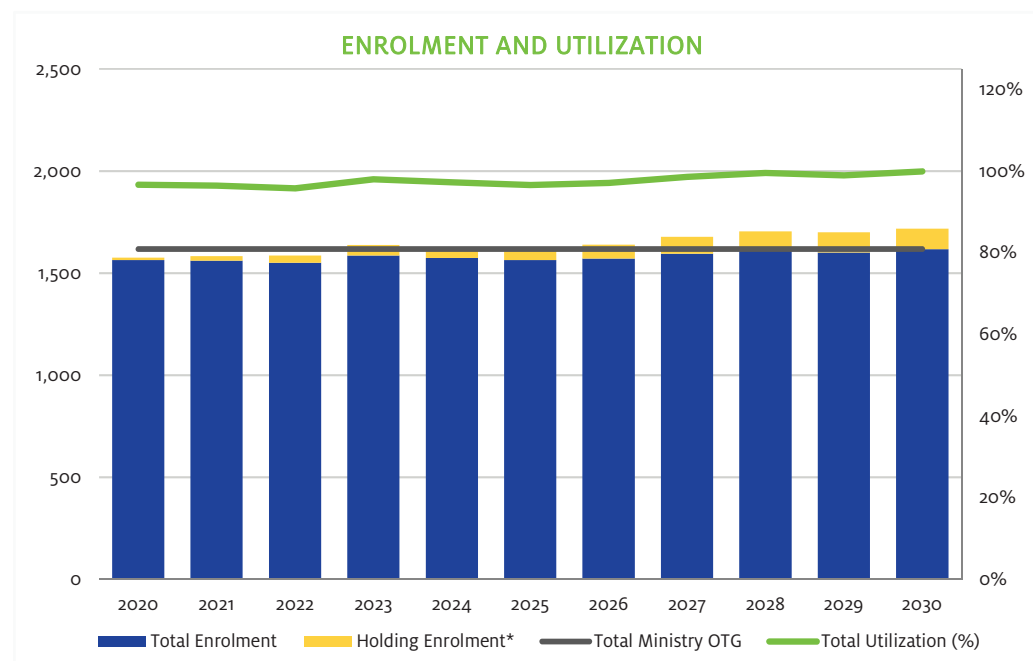
*Holding enrolment from Huron South Development Areas (Review Area E07) is counted in Laurentian PS enrolment and Review Area E07 Total Enrolment.

REVIEW AREA OVERVIEW

Review Area E10 encompasses a mature area of Kitchener with limited greenfield development potential.

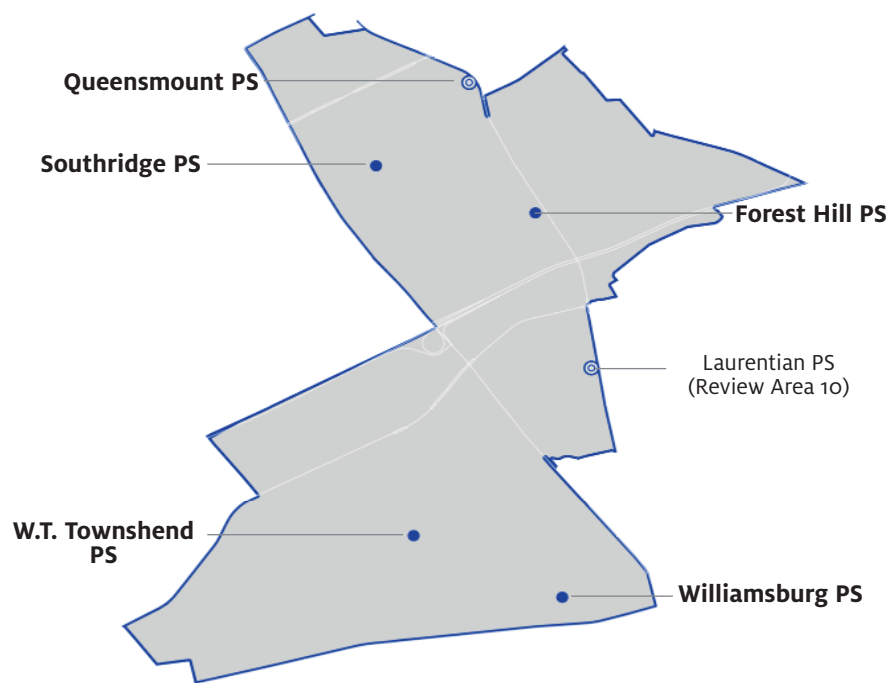
Laurentian PS is assigned as a holding school for the Huron South Development Area for senior elementary students. Enrolment projections for Laurentian PS will be slightly impacted by the opening of the new Huron South Elementary School (Review Area E07). This Huron South Development Area is anticipated to be dissolved in 2022.

A portion of the Alpine PS and Laurentian PS boundaries are included in Review Area E11 map. Enrolment from this area is included at Alpine PS and Laurentian PS.



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

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Forest Hill PS	JK-6	-	560	7.25	1957	42%	2019	79%	76%	74%
Queensmount PS	7-8	-	432	8.40	1964	53%	2019	73%	77%	74%
Southridge PS	JK-6	1-6	518	8.40	1964	45%	2019	87%	138%	199%
W.T. Townshend PS	JK-6	1-6	758	6.99	2003	8%	2020	78%	73%	73%
Williamsburg PS	JK-6	1-6	770	5.15	2007	4%	2020	86%	77%	79%



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Consider potential opportunities for grade re-structuring at select schools based on available facility capacity.

REVIEW AREA HIGHLIGHTS

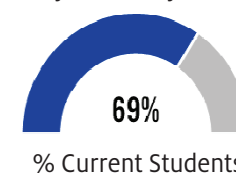
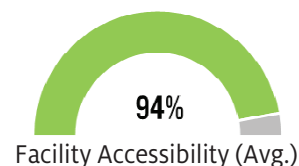
2017 - *Huron Fischer-Hallman Elementary Boundary Study (Part I)* established boundary for new Janet Metcalfe PS (Review Area E07).

2018 - Development Areas holding at Southridge PS accommodated at new Janet Metcalfe PS.

2021 - Southridge PS and Queensmount PS assigned as holding schools.

2021 - Education Development Charges Background Study indicates no net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Investments at Forest Hill PS, Queensmount PS and Williamsburg PS have resulted in each of these facilities being over 90% accessible. The installation of an elevator at Forest Hill PS is currently underway.



Medium-Term Recommendations (Years 6-10)

Consider initiating a boundary study to review the fragmented portion of the boundaries of Alpine PS and Laurentian PS (Review Area E10) or consider a Pupil Accommodation Review to facilitate boundary changes and grade restructuring.

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

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Forest Hill PS	560	523	519	473	481	456		442	433	419	426	428	420	411	414	416	416	-6%
Queensmount PS	432	433	406	409	424	374		317	351	349	338	333	302	320	311	299	320	1%
Southridge PS	518	458	556	399	417	417		453	526	607	657	715	792	885	955	1000	1031	128%
W.T. Townshend PS	758	754	716	671	667	620		595	575	556	553	551	546	545	554	557	557	-6%
Williamsburg PS	770	754	747	706	684	676		663	623	615	595	592	588	589	602	608	608	-8%
<i>Holding Enrolment*</i>	-	0	0	0	3	37		85	163	254	315	388	469	569	629	668	697	-
Total Enrolment		2,922	2,944	2,658	2,673	2,543		2,470	2,508	2,546	2,569	2,619	2,648	2,750	2,836	2,880	2,932	0%
Total Ministry OTG	3,038	3,038	3,038	3,038	3,038	3,038		3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	3,038	-
Total Utilization (%)		96%	97%	87%	88%	84%		81%	83%	84%	85%	86%	87%	91%	93%	95%	97%	-
Pupil Place (Shortfall)/Surplus		116	94	380	365	495		568	530	492	469	419	390	288	202	158	106	-

*Holding enrolment from Trussler North Part A Development Areas (Review Area E12) is counted in Southridge PS and Queensmount PS enrolment.

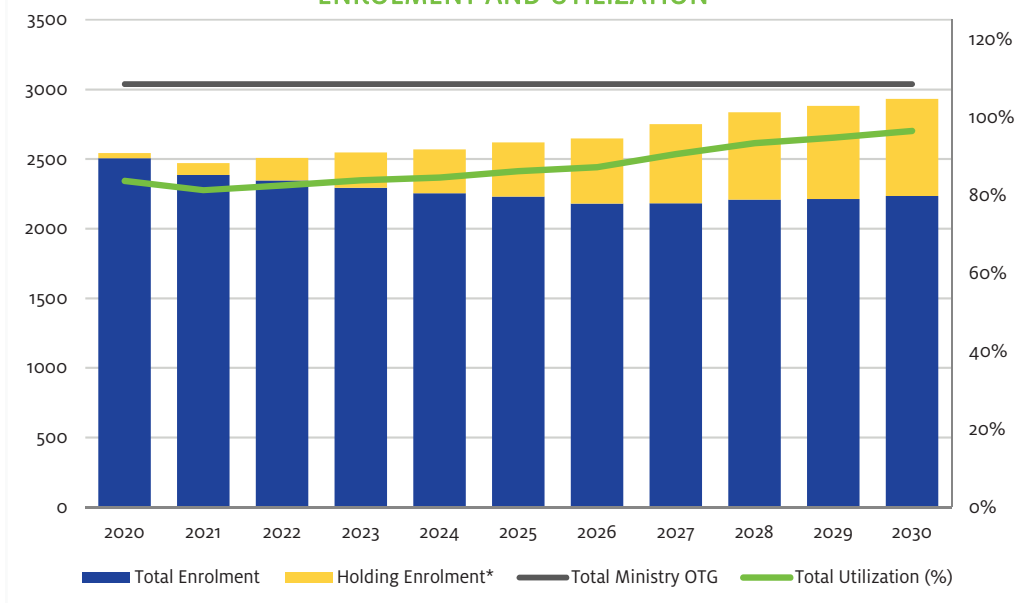
REVIEW AREA OVERVIEW

Review Area E11 encompasses a maturing area of Kitchener. This area will be closely monitored as the student yield from the existing community appears to have peaked.

Southridge PS and Queensmount PS assigned as holding schools for a portion of the Trussler North Part A Development Area. Holding school assignment is dependent upon community and student grade. Permanent accommodation of holding enrolment is dependent on Ministry funding approval and construction timelines.

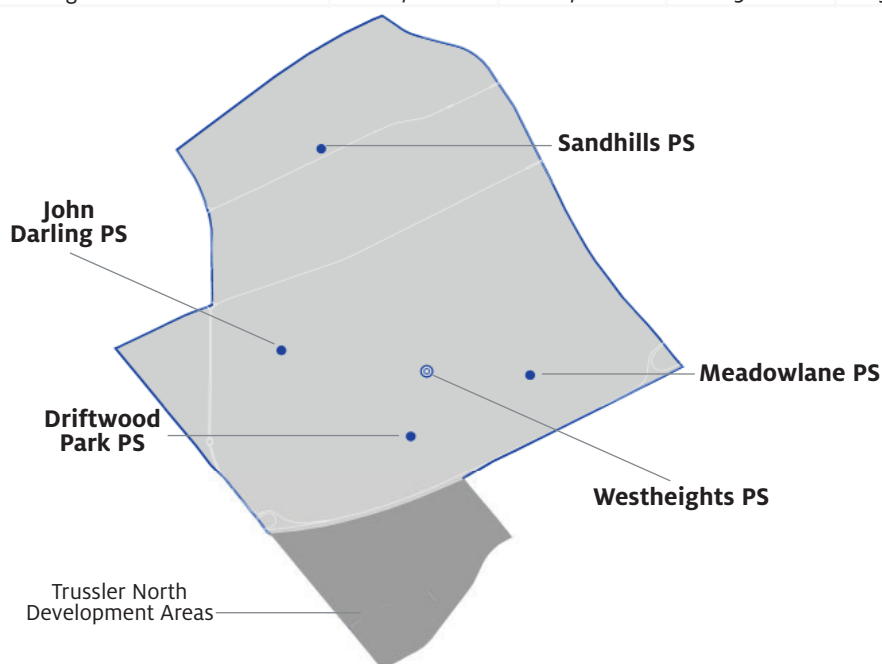
Review Area E11 includes a fragmented portion of the boundaries of Alpine PS and Laurentian PS. Enrolment from this area is included at the home school in Review Area E10.

ENROLMENT AND UTILIZATION



REVIEW AREA E12 - KITCHENER WEST (FOREST HEIGHTS)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Driftwood Park PS	JK-6	1-6	352	8.57	1989	32%	2019	112%	106%	101%
John Darling PS	JK-6	-	324	6.45	1988	19%	2020	61%	99%	117%
Meadowlane PS	JK-6	-	285	6.00	1969	33%	2019	82%	88%	93%
Sandhills PS	JK-6	1-6	678	10.08	2000	13%	2020	94%	90%	91%
Westheights PS	7-8	7-8	320	9.00	1977	46%	2019	171%	173%	155%

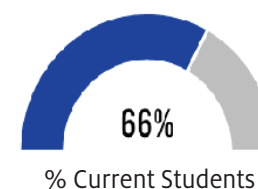
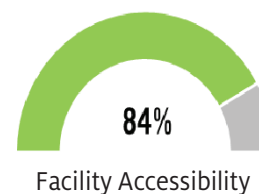


REVIEW AREA HIGHLIGHTS

2021 - John Darling PS and Westheights PS assigned as holding schools.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth (holding enrolment excluded) in the Review Area over the 15-year EDC planning horizon.

Non-permanent accommodation is provided at Westheights PS using a 5-room portapak.



Short-Term Recommendations (Years 1-5)

Submit the proposed Trussler North (Benninger Dr) JK to 8 Elementary School for funding approval under the Capital Priorities Program.

Explore facility partnership and collaboration opportunities with the Waterloo Catholic District School Board and community partners.

Medium-Term Recommendations (Years 6-10)

Initiate boundary study to establish the boundary of the proposed new Trussler North (Benninger Dr) Elementary School following approval.

REVIEW AREA E12 - KITCHENER WEST (FOREST HEIGHTS)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

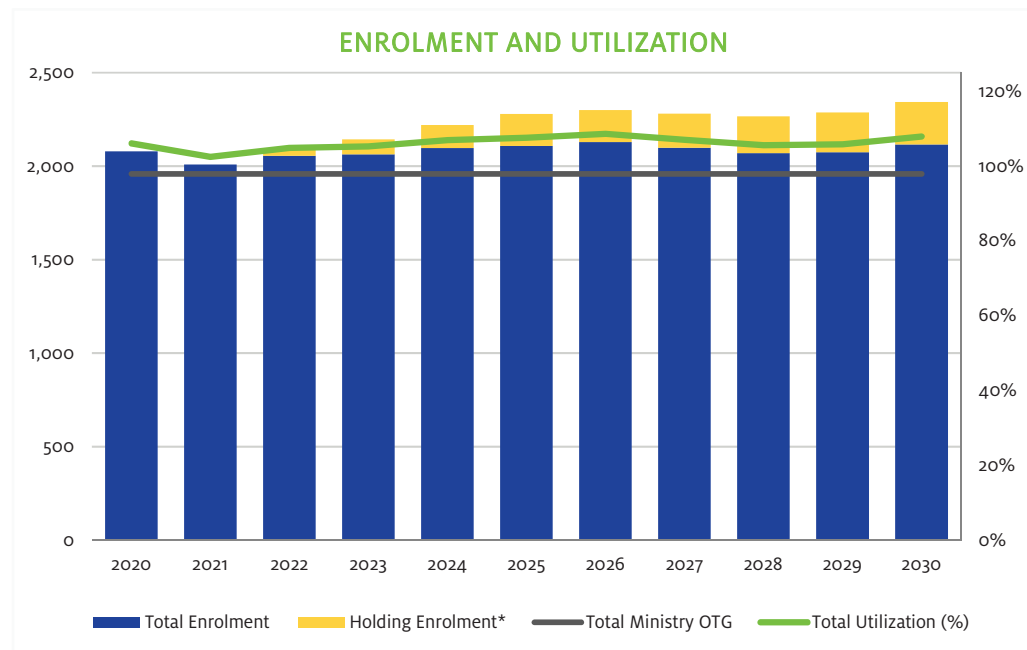
	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Driftwood Park PS	352	403	407	420	435	408		394	386	381	374	372	363	350	355	358	357	-9%
John Darling PS	324	254	252	234	226	209		198	222	252	290	321	326	332	348	364	379	91%
Meadowlane PS	285	271	258	273	254	239		235	244	242	248	251	255	266	266	266	266	13%
Sandhills PS	678	679	686	682	678	654		634	641	632	626	611	606	607	618	620	618	-3%
Westheights PS	320	556	557	531	600	569		547	562	556	558	553	578	543	482	466	495	-10%
<i>Holding Enrolment*</i>	-	0	0	0	0	0		0	36	80	124	170	171	182	197	212	228	-
Total Enrolment		2,163	2,160	2,140	2,193	2,079		2,008	2,055	2,063	2,096	2,108	2,128	2,098	2,069	2,074	2,115	-2%
Total Ministry OTG	1,959	1,959	1,959	1,959	1,959	1,959		1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	-
Total Utilization (%)		110%	110%	109%	112%	106%		103%	105%	105%	107%	108%	109%	107%	106%	106%	108%	-
Pupil Place (Shortfall)/Surplus		(204)	(201)	(181)	(234)	(120)		(49)	(96)	(104)	(137)	(149)	(169)	(139)	(110)	(115)	(156)	-

*Holding enrolment from Trussler North Part B Development Areas (Review Area E12) is counted in John Darling PS and Westheights PS enrolment.

REVIEW AREA OVERVIEW

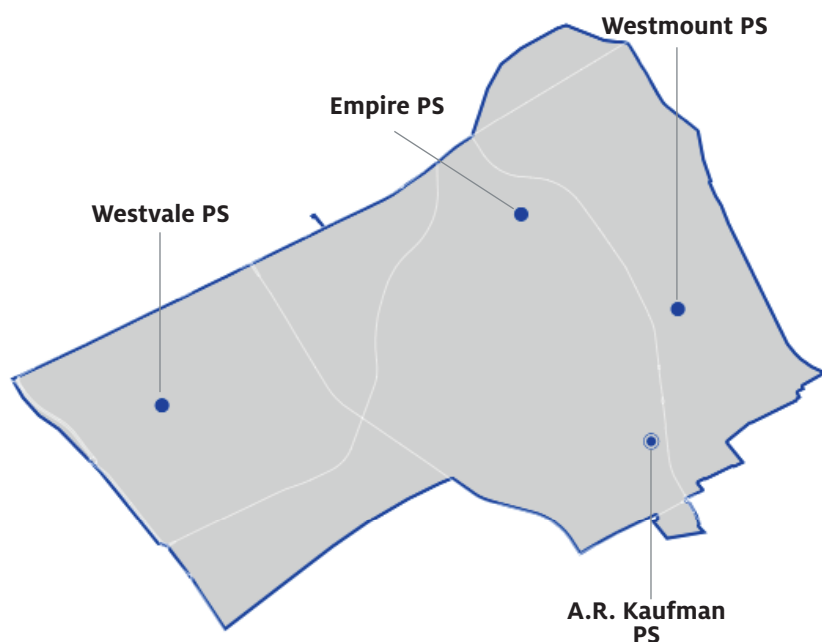
Review Area E12 includes established neighbourhoods in Kitchener West (Forest Heights) and a greenfield development area (Trussler North) located south of Highway 7/8.

John Darling PS and Westheights PS assigned as holding schools for Trussler North Part B Development Area. Permanent accommodation of holding enrolment is dependent upon site acquisition and Ministry funding approval and construction timelines.



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

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
A.R. Kaufman PS	JK-8	-	493	7.88	1971	36%	2019	73%	71%	72%
Empire PS	JK-6	1-6	441	7.00	1953	23%	2017	130%	126%	131%
Westmount PS	JK-6	1-6	493	7.91	2015	2%	2020	111%	115%	114%
Westvale PS	JK-6	1-6	401	5.94	1991	29%	2020	100%	106%	114%

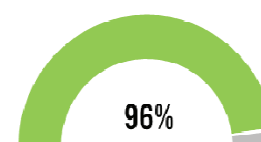


REVIEW AREA HIGHLIGHTS

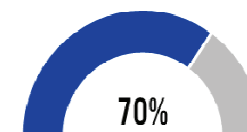
2021 - Education Development Charges Background Study indicates a limited net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Non-permanent accommodation is provided at Westvale PS using a 5-room portapak.

Investments at Empire PS and Westmount PS have resulted in each of these facilities being over 90% accessible.



Facility Accessibility



% Current Students

Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Investigate and consider potential accommodation solutions to better balance enrolment across the schools within the Review Area.

Medium-Term Recommendations (Years 6-10)

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

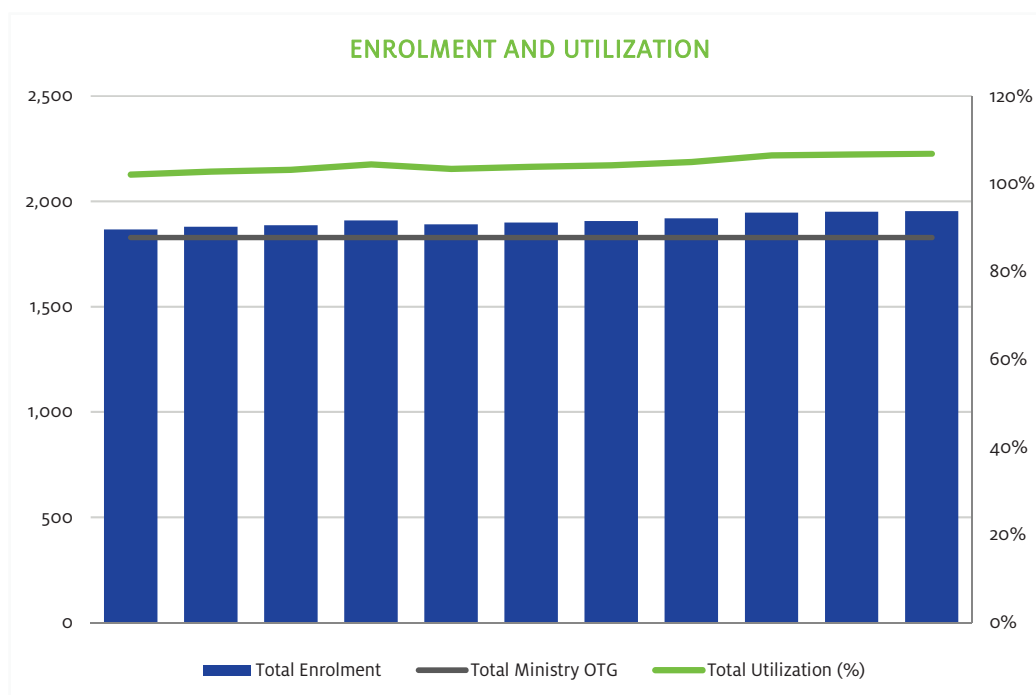
HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
A.R. Kaufman PS	493	409	395	402	387	371		361	357	351	344	352	356	352	353	354	354	-2%
Empire PS	441	561	580	599	619	575		574	565	578	565	555	546	564	575	577	577	1%
Westmount PS	493	455	524	510	526	534		545	561	567	565	566	562	552	563	563	563	3%
Westvale PS	401	391	391	396	410	386		399	403	413	416	426	441	450	455	456	459	15%
Total Enrolment		1,816	1,890	1,907	1,942	1,866		1,879	1,886	1,909	1,890	1,899	1,905	1,918	1,946	1,950	1,953	8%
Total Ministry OTG	1,828	1,828	1,828	1,828	1,828	1,828		1,828	1,828	1,828	1,828	1,828	1,828	1,828	1,828	1,828	1,828	-
Total Utilization (%)		99%	103%	104%	106%	102%		103%	103%	104%	103%	104%	104%	105%	106%	107%	107%	-
Pupil Place (Shortfall)/Surplus		12	(62)	(79)	(114)	(38)		(51)	(58)	(81)	(62)	(71)	(77)	(90)	(118)	(122)	(125)	-

REVIEW AREA OVERVIEW

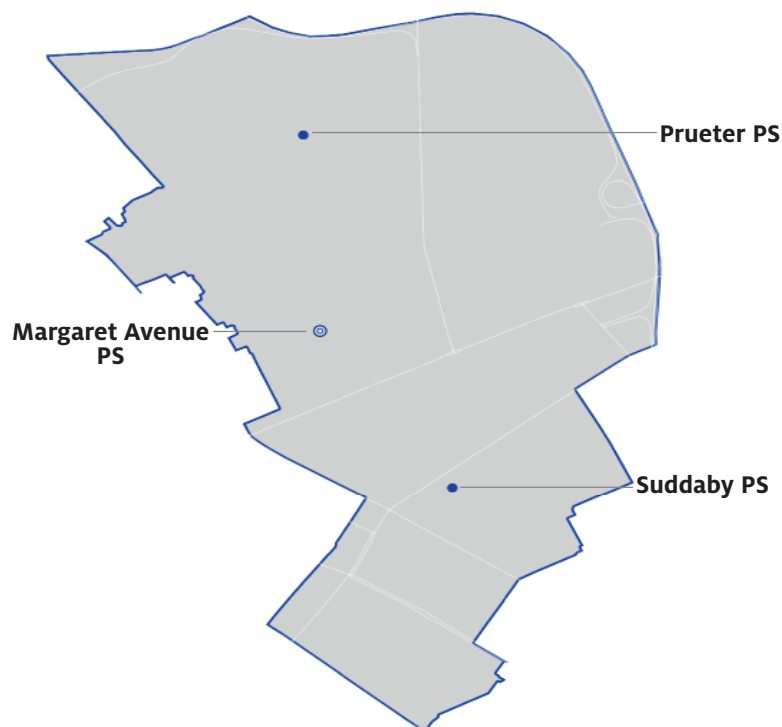
Review Area E13 includes schools in the City of Waterloo and the City of Kitchener. Characteristics of these neighbourhoods range from historic and mature communities to newly developed residential areas.

Grade 7/8 students from Review Area E13 JK to Grade 6 elementary schools are accommodated at Centennial (W) and MacGregor Public Schools for Regular Track and French Immersion (Review Areas E23 and E24).



REVIEW AREA E14A - KITCHENER CENTRAL (DOWNTOWN-MIDTOWN)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Margaret Avenue PS	7-8	-	472	4.46	1894	57%	2017	67%	68%	66%
Prueter PS	JK-6	-	372	7.12	1952	47%	2019	58%	69%	81%
Suddaby PS	JK-6	1-6	552	3.42	1857	20%	2020	89%	90%	92%



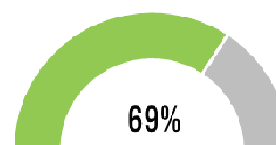
REVIEW AREA HIGHLIGHTS

2021 - Education Development Charges Background Study indicates no net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

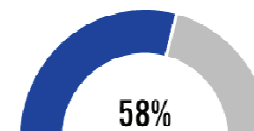
Investments at Margaret Avenue PS has resulted in this school being 95% accessible. Prueter PS and Suddaby PS have been identified to receive future accessibility improvements.

Margaret Avenue PS (325 Louisa Street /128 Margaret Avenue) - Designated under Part IV of the *Ontario Heritage Act* to be of historic and architectural value and interest.

Suddaby PS (171 Frederick Street) - Designated under Part IV of the *Ontario Heritage Act* to be of historic and architectural value and interest.



Facility Accessibility



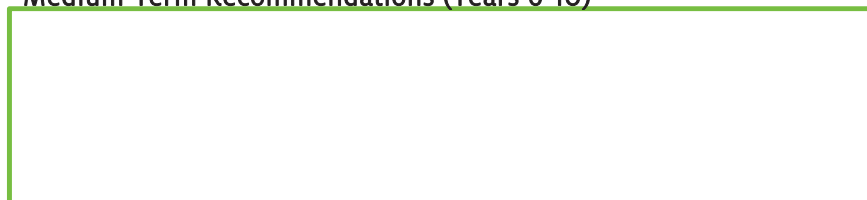
% Current Students

Short-Term Recommendations (Years 1-5)

Monitor enrollment and facility utilization at schools within the Review Area to determine community partnership and/or facility consolidation eligibility.

Investigate opportunities to increase the proportion of eligible walkers within the Review Area.

Medium-Term Recommendations (Years 6-10)



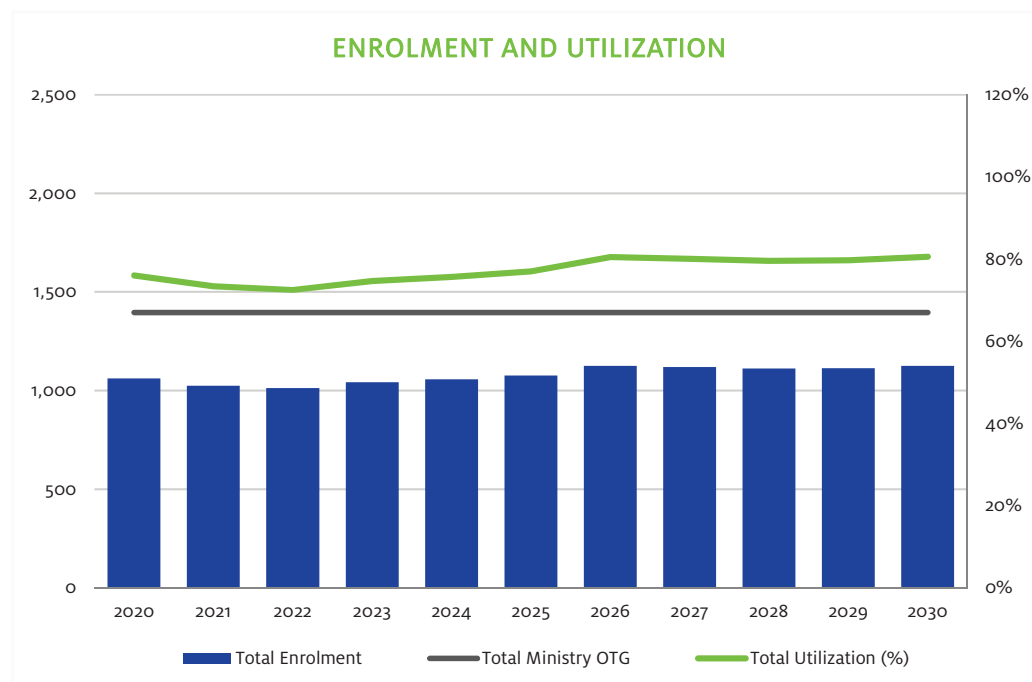
REVIEW AREA E14A - KITCHENER CENTRAL (DOWNTOWN-MIDTOWN)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Margaret Avenue PS	472	309	315	310	340	358	318	312	334	318	322	358	339	317	310	313	-2%
Prueter PS	372	244	261	252	247	224	216	223	227	246	255	268	276	285	294	303	40%
Suddaby PS	552	457	481	466	480	479	490	477	481	492	498	498	503	509	509	509	4%
Total Enrolment	1,396	1,010	1,057	1,028	1,067	1,061	1,024	1,012	1,042	1,056	1,075	1,124	1,118	1,111	1,113	1,125	11%
Total Ministry OTG		1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	-
Total Utilization (%)		72%	76%	74%	76%	76%	73%	72%	75%	76%	77%	81%	80%	80%	80%	81%	-
Pupil Place (Shortfall)/Surplus		386	339	368	329	335	372	384	354	340	321	272	278	285	283	271	-

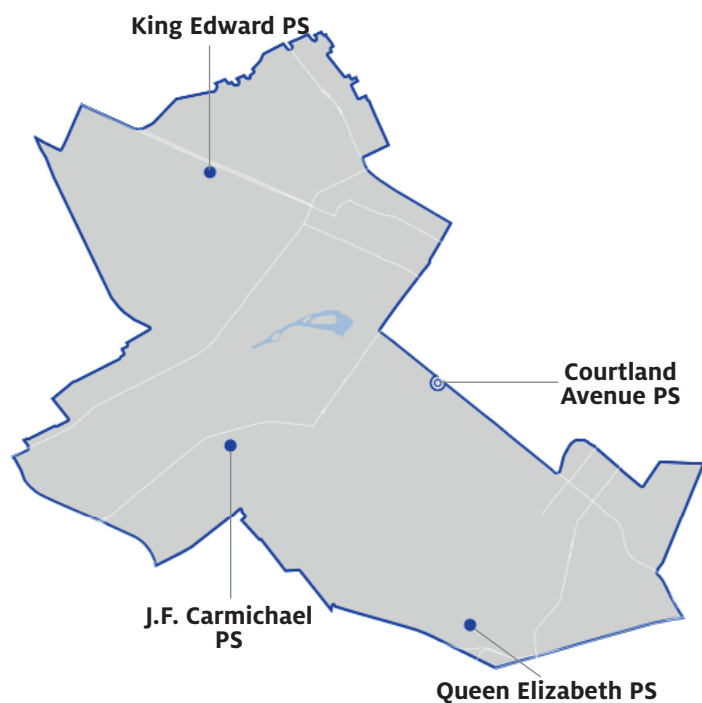
REVIEW AREA OVERVIEW

Review Area E14A includes Kitchener's Downtown-Midtown area. Residential intensification along this segment of the ION Light Rail Transit corridor may impact projected student yields. This area will be monitored closely.



REVIEW AREA E14B - KITCHENER CENTRAL (DOWNTOWN-MIDTOWN)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Courtland Avenue PS	7-8	-	340	4.41	1928	89%	2017	70%	76%	80%
J.F. Carmichael PS	JK-6	1-6	552	5.27	1936	36%	2019	83%	80%	80%
King Edward PS	JK-6	-	352	3.92	1905	43%	2019	83%	83%	87%
Queen Elizabeth PS	JK-6	-	358	6.28	1952	46%	2019	65%	66%	82%



REVIEW AREA HIGHLIGHTS

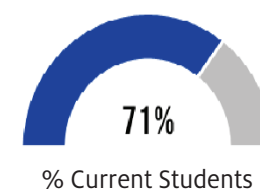
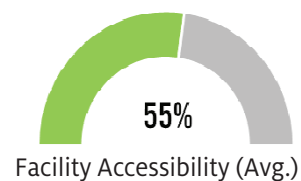
2017 - Renovation of Courtland Avenue PS completed to add community meeting space and enhance facility accessibility.

2018 - Queen Elizabeth PS was a holding school for a portion of the Development Area that is now attending Jean Steckle PS (Review Area E07).

2021 - Education Development Charges Background Study indicates no net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Design for the installation of an elevator at King Edward PS is underway. This investment will increase the overall accessibility of the facility.

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



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Medium-Term Recommendations (Years 6-10)

REVIEW AREA E14B - KITCHENER CENTRAL (DOWNTOWN-MIDTOWN)

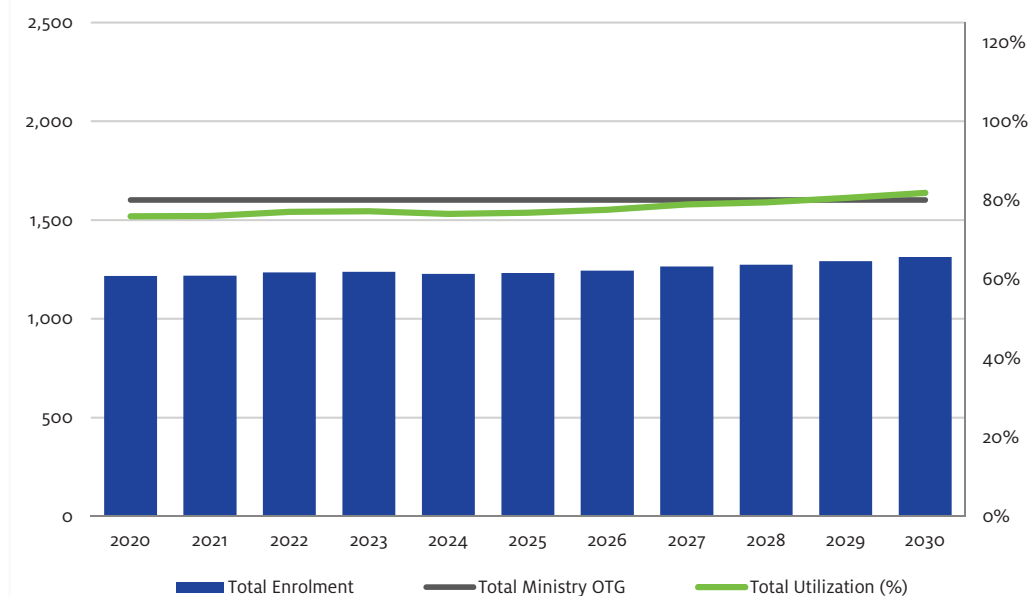
HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Courtland Avenue PS	340	221	229	221	253	245	239	269	275	263	258	259	266	256	259	271	271	13%
J.F. Carmichael PS	552	465	456	453	461	456	456	446	446	433	444	437	440	440	440	439	439	-4%
King Edward PS	352	327	318	325	339	289	291	287	284	295	292	300	298	303	307	307	307	5%
Queen Elizabeth PS	358	280	303	254	236	227	232	233	232	236	238	248	261	274	285	295	295	27%
Total Enrolment		1,293	1,306	1,253	1,289	1,217	1,218	1,235	1,237	1,227	1,232	1,244	1,265	1,273	1,291	1,312	1,312	1%
Total Ministry OTG	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	1,602	-
Total Utilization (%)		81%	82%	78%	80%	76%	76%	77%	77%	77%	77%	78%	79%	79%	81%	82%	82%	-
Pupil Place (Shortfall)/Surplus		309	296	349	313	385	384	367	365	375	370	358	337	329	311	290	290	-

REVIEW AREA OVERVIEW

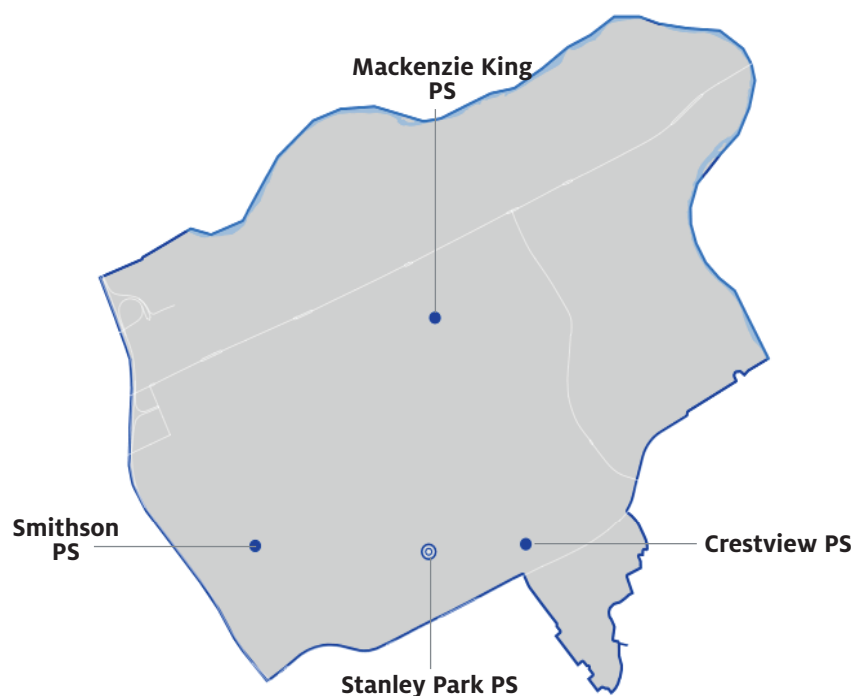
Review Area E14B includes Kitchener's Downtown-Midtown area. Residential intensification along this segment of the ION Light Rail Transit corridor may impact projected student yields. This area will be monitored closely.

ENROLMENT AND UTILIZATION



REVIEW AREA E15 - KITCHENER EAST (STANLEY PARK)

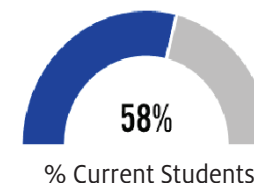
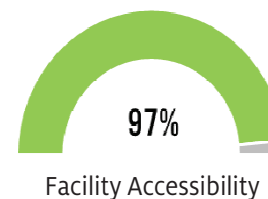
REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Crestview PS	JK-6	1-6	525	9.87	1966	45%	2019	82%	93%	108%
Mackenzie King PS	JK-6	-	363	7.20	1954	52%	2017	81%	133%	163%
Smithson PS	JK-6	-	376	8.00	1953	67%	2017	63%	64%	65%
Stanley Park PS	7-8	7-8	464	5.80	1964	63%	2019	90%	100%	109%



REVIEW AREA HIGHLIGHTS

2021 - Education Development Charges Background Study indicates no net pupil place deficit resulting from new growth (holding enrolment excluded) in the Review Area over the 15-year EDC planning horizon.

Investment at Mackenzie King PS has resulted in this facility being 97% accessible.



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Consider potential opportunities for grade re-structuring at select schools based on available facility capacity.

Medium-Term Recommendations (Years 6-10)

Consider initiating a boundary study in conjunction with select schools in Review Area E16, following permanent accommodation of holding students from Breslau Development Areas, to balance enrolment and facility utilization.

REVIEW AREA E15 - KITCHENER EAST (STANLEY PARK)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

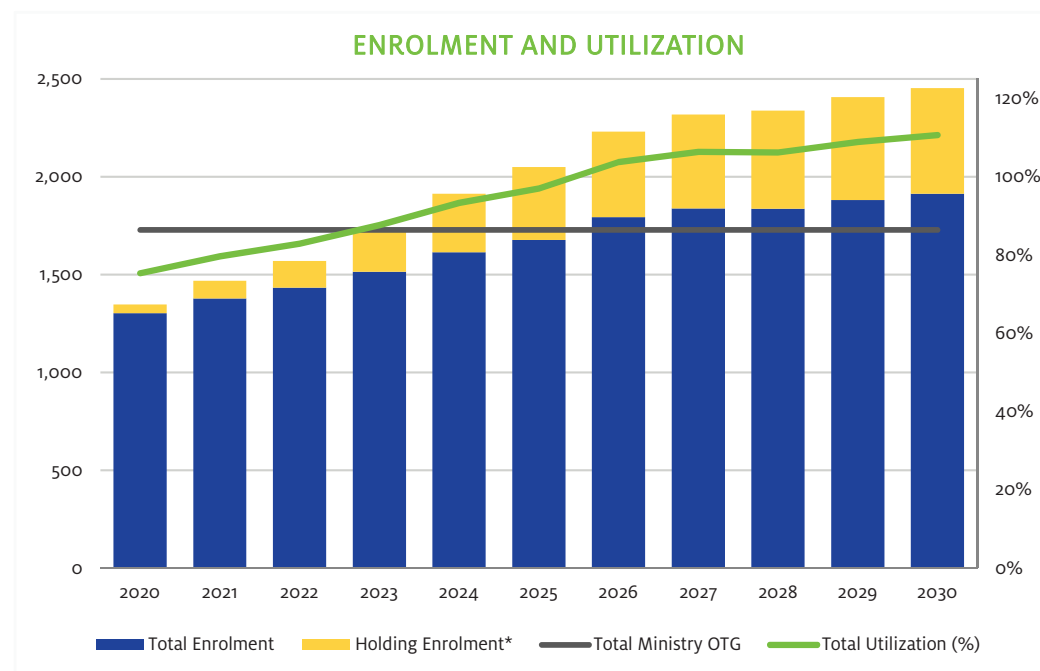
	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Crestview PS	525	377	365	383	394	415		431	454	455	476	490	514	550	558	561	566	31%
Mackenzie King PS	363	230	225	244	248	272		294	323	363	429	481	518	537	552	576	592	101%
Smithson PS	376	236	232	246	231	233		235	229	242	241	239	236	241	241	243	246	5%
Stanley Park PS	464	412	409	400	387	382		417	426	454	467	466	525	510	484	501	508	22%
<i>Holding Enrolment*</i>	-	0	0	0	5	45		91	137	208	299	373	437	480	503	526	541	
Total Enrolment		1,255	1,231	1,273	1,260	1,302		1,377	1,432	1,514	1,613	1,676	1,793	1,838	1,835	1,881	1,912	52%
Total Ministry OTG	1,728	1,728	1,728	1,728	1,728	1,728		1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	1,728	-
Total Utilization (%)		73%	71%	74%	73%	75%		80%	83%	88%	93%	97%	104%	106%	106%	109%	111%	-
Pupil Place (Shortfall)/Surplus		473	497	455	468	426		351	296	214	115	52	(65)	(110)	(107)	(153)	(184)	-

*Holding enrolment from Breslau Riverland Development Area (Review Area E2o) is counted in Crestview (JK-6), and Stanley Park PS (7-8) enrolment. Holding enrolment from Breslau Thomasfield I Development Area (Review Area E2o) is counted in Mackenzie King PS (JK-6) and Stanley Park PS (7-8) enrolment.

REVIEW AREA OVERVIEW

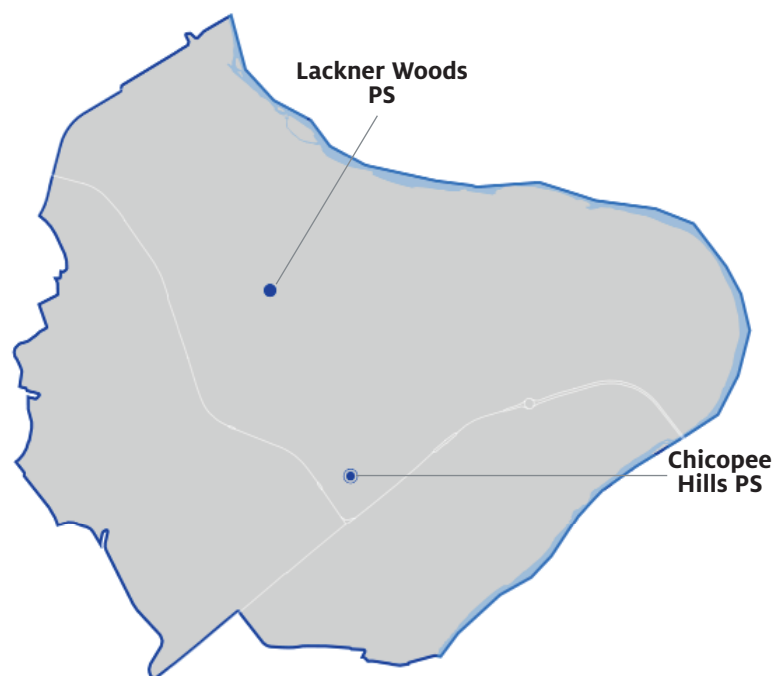
Review Area E15 includes established neighbourhoods in Kitchener East and some areas for greenfield residential development. This area will be monitored closely.

Crestview, Mackenzie King and Stanley Park Public Schools are assigned holding schools for Breslau's Development Area (Review Area E2o). Permanent accommodation of holding enrolment is dependent on Ministry funding approval and construction timelines.



REVIEW AREA E16 - KITCHENER EAST (GRAND RIVER SOUTH)

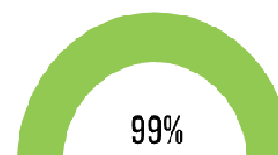
REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Chicopee Hills PS	JK-8	1-3	623	18.81	2017	0%	not eligible	127%	138%	130%
Lackner Woods PS	JK-6	-	412	7.02	2001	24%	2020	138%	156%	166%



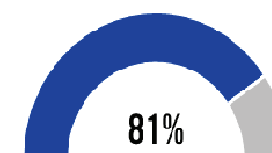
REVIEW AREA HIGHLIGHTS

2017 - Opening of Chicopee Hills Public School.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.



Facility Accessibility



% Current Students

Short-Term Recommendations (Years 1-5)

Consider submitting a funding request for a facility addition in future rounds of the Capital Priorities Program.

Medium-Term Recommendations (Years 6-10)

Consider initiating a boundary study in conjunction with select schools in Review Area E15 to balance enrolment and facility utilization.

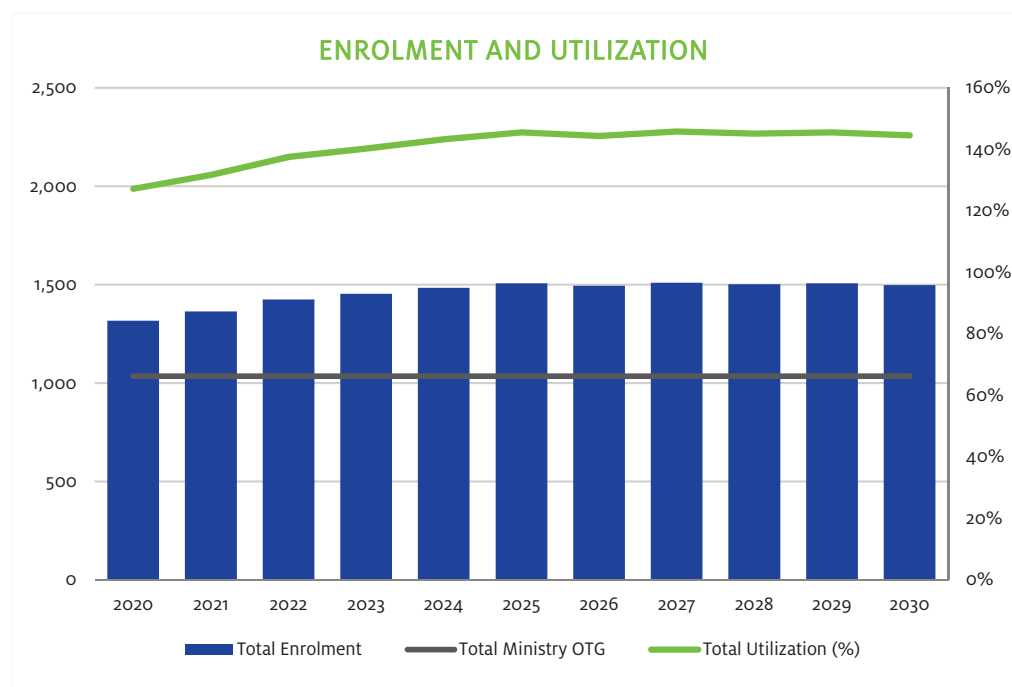
REVIEW AREA E16 - KITCHENER EAST (GRAND RIVER SOUTH)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Chicopee Hills PS	623	0	571	725	752	782		793	829	823	851	862	837	835	820	823	813	-
Lackner Woods PS	412	619	402	460	513	534		570	594	629	632	644	657	674	682	683	683	10%
Total Enrolment		619	973	1,185	1,265	1,316		1,363	1,423	1,452	1,483	1,506	1,494	1,509	1,502	1,506	1,496	142%
Total Ministry OTG	1,035	412	412	412	412	1,035		1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	1,035	-
Total Utilization (%)		150%	236%	288%	307%	127%		132%	137%	140%	143%	146%	144%	146%	145%	146%	145%	-
Pupil Place (Shortfall)/Surplus		(207)	(561)	(773)	(853)	(281)		(328)	(388)	(417)	(448)	(471)	(459)	(474)	(467)	(471)	(461)	-

REVIEW AREA OVERVIEW

Review Area E16 contains newer residential developments and greenfield lands intended for future residential development. This area will be monitored closely and pupil yields adjusted as the area matures.



REVIEW AREA S02 - KITCHENER SOUTHWEST

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Forest Heights CI	9-12	-	1281	24.93	1964	66%	2017	112%	143%	147%
Huron Heights SS	9-12	-	1224	19.71	2006	8%	2020	127%	138%	142%



Short-Term Recommendations (Years 1-5)

Continue to liaise with the City of Kitchener/Region of Waterloo regarding possible site locations for a new secondary school in Southwest Kitchener.

Submit funding request for proposed new Kitchener Secondary VII Secondary School through Capital Priorities Program.

REVIEW AREA HIGHLIGHTS

2016 + 2017 - Proposed new Southwest Kitchener Secondary School request for funding submitted through the Capital Priorities Program. Submission is considered premature until a prospective site is identified.

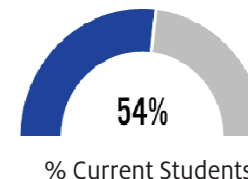
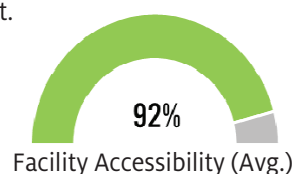
2018/19 - *Southwest Kitchener Secondary Boundary Study* Boundary study including Cameron Heights CI, Forest Heights CI and Huron Heights CI.

2019/20 - Initiated implementation of the Southwest Kitchener Secondary Boundary Study recommendations.

2021 - Education Development Charges Background Study indicates a substantial net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Investment at Forest Heights CI has resulted in this facility being 90% accessible.

Forest Heights CI (255 Fischer Hallman Road) - Identified on the Municipal Heritage Register as a non-designated property of cultural heritage value or interest.



Medium-Term Recommendations (Years 6-10)

Explore facility partnership and co-build opportunities with community partners for the new Kitchener Secondary VII secondary school.

Initiate boundary study to establish boundaries for Kitchener Secondary VII secondary school.

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
SECONDARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Forest Heights CI	1,281	1,092	1,071	1,139	1,122	1,258	1,433	1,585	1,783	1,871	1,827	1,921	1,942	1,927	1,922	1,883	72%
Huron Heights SS	1,224	1,376	1,537	1,606	1,619	1,603	1,559	1,559	1,548	1,660	1,689	1,783	1,780	1,786	1,790	1,744	27%
<i>Holding Enrolment*</i>	-	0	0	0	9	20	34	75.5	104	145	189	202	235	245	253	267	-
<i>Development Areas**</i>	-	0	0	0	0	0	0	32	76	139	209	259	306	346	398	462	-
Total Enrolment	2,505	2,468	2,608	2,745	2,741	2,861	2,992	3,176	3,407	3,670	3,725	3,963	4,028	4,059	4,110	4,089	66%
Total Ministry OTG		2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	2,505	-
Total Utilization (%)		99%	104%	110%	109%	114%	119%	127%	136%	147%	149%	158%	161%	162%	164%	163%	-
Pupil Place (Shortfall)/Surplus		37	(103)	(240)	(236)	(356)	(487)	(671)	(902)	(1165)	(1220)	(1458)	(1523)	(1554)	(1605)	(1584)	-

*Holding enrolment from Huron South Development Areas is counted in Forest Heights CI enrolment. Holding enrolment from Doon South I and IV Development Areas is counted in Southwood SS

**Enrolment not included in any school projection. Holding school(s) to be determined.

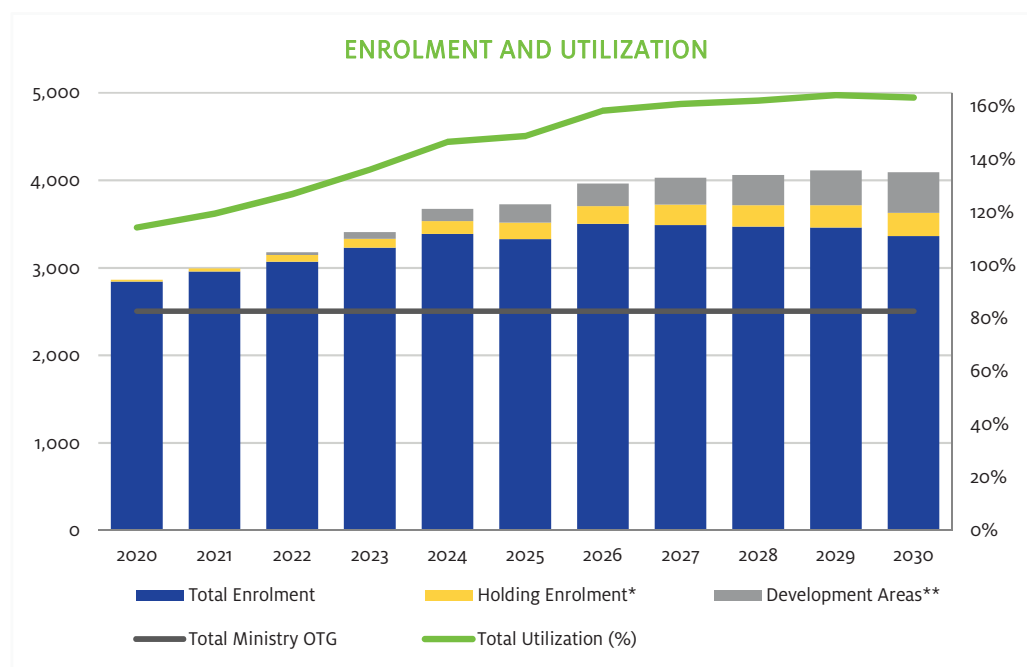
REVIEW AREA OVERVIEW

Review Area S02 encompasses both mature and new greenfield residential neighbourhoods along Kitchener's west side. Forest Heights CI is located in an established area of the City (Kitchener West), whereas Huron Heights SS was more recently constructed in a growing area of the City (Southwest Kitchener - Huron).

Forest Heights CI is assigned as a holding school for the Huron South Development Areas. Southwood SS (Review Area S01) is assigned as a holding school for the Doon South I and IV Development Areas. Permanent accommodation of holding enrolment is dependent on site acquisition, Ministry funding approval and construction timelines. Remaining Southwest Kitchener Development Areas have not yet been assigned.

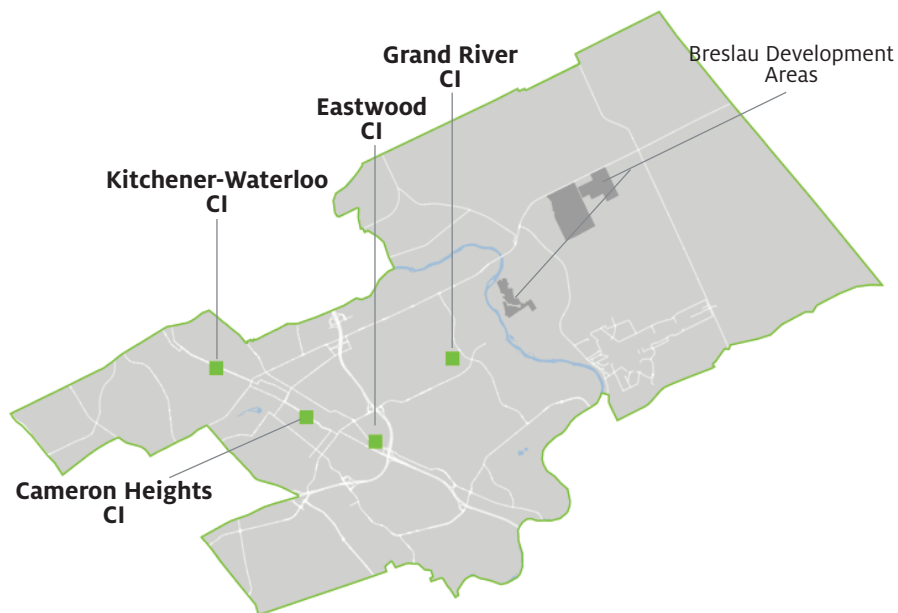
SECONDARY MAGNET PROGRAMS

Forest Heights CI- Extended French program.



REVIEW AREA S03 - KITCHENER CENTRAL-EAST

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	STATUS QUO UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Cameron Heights CI	9-12	-	1596	7.56	1969	69%	2017	114%	113%	108%
Eastwood CI	9-12	-	1230	10.87	1955	14%	2020	95%	98%	90%
Grand River CI	9-12	-	1383	20.09	1965	46%	2019	105%	113%	124%
Kitchener-Waterloo CI	9-12	9-12	1461	12.36	1881	46%	2019	120%	120%	120%



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Consider adjustment to the location of magnet programs or specialized program offerings based on available facility capacities.

REVIEW AREA HIGHLIGHTS

2018/19 - Southwest Kitchener Secondary Boundary Study

Boundary study included Cameron Heights CI, Forest Heights CI and Huron Heights CI.

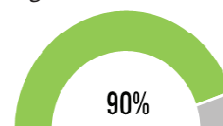
2019 - Grand River CI addition and renovations completed (funded in 2016).

2019/20 - Initiated implementation of the Southwest Kitchener Secondary Boundary Study recommendations at Cameron Heights CI.

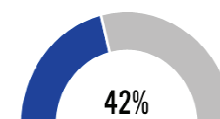
2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Cameron Heights CI (301 Charles Street East) - Listed on the Municipal Heritage Register as a non-designated property of cultural heritage value or interest.

Kitchener-Waterloo CI (787 King Street West) - Designated under Part IV of the *Ontario Heritage Act* to be of historic value.



Facility Accessibility (Avg.)



% Current Students

Medium-Term Recommendations (Years 6-10)

Consider including Review Area S03 schools in boundary study to review and establish boundaries for Kitchener Secondary VII secondary school. (Review Area S02).

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

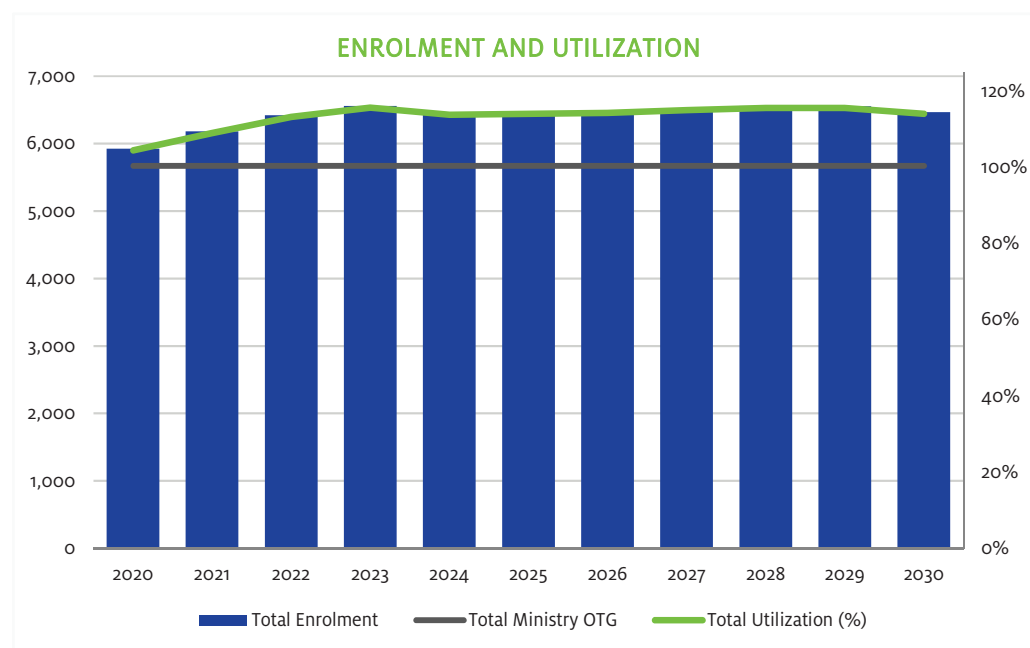
	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT (STATUS QUO) 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
SECONDARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Cameron Heights CI	1,596	1,886	1,851	1,858	1,808	1,755	1,824	1,784	1,802	1,793	1,801	1,803	1,815	1,801	1,778	1,725	-9%
Eastwood CI	1,230	1,348	1,403	1,277	1,270	1,262	1,163	1,213	1,230	1,204	1,200	1,164	1,154	1,134	1,125	1,102	-18%
Grand River CI	1,383	1,319	1,224	1,271	1,271	1,316	1,447	1,555	1,637	1,712	1,721	1,785	1,799	1,853	1,890	1,886	43%
Kitchener-Waterloo CI	1,461	1,282	1,328	1,451	1,530	1,590	1,748	1,867	1,890	1,746	1,746	1,731	1,754	1,769	1,760	1,754	37%
Total Enrolment		5,835	5,806	5,857	5,879	5,923	6,182	6,419	6,559	6,455	6,468	6,483	6,522	6,557	6,553	6,467	11%
Total Ministry OTG	5,670	5,610	5,610	5,610	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	-
Total Utilization (%)		104%	103%	104%	104%	104%	109%	113%	116%	114%	114%	114%	115%	116%	116%	114%	-
Pupil Place (Shortfall)/Surplus		(225)	(196)	(247)	(209)	(253)	(512)	(749)	(889)	(785)	(798)	(813)	(852)	(887)	(883)	(797)	-

REVIEW AREA OVERVIEW

Review Area S03 includes the downtown and east side communities of Kitchener. The range of community types in this area includes mature and historic neighbourhoods, areas undergoing revitalization and intensification, and greenfield areas with significant new residential development. This area will be monitored closely for indications of changing student yields.

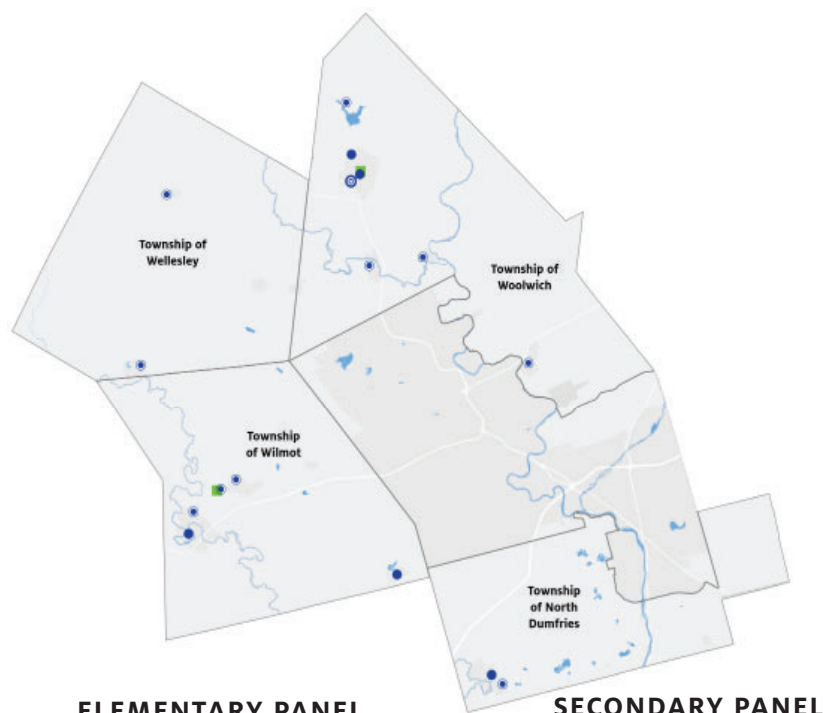
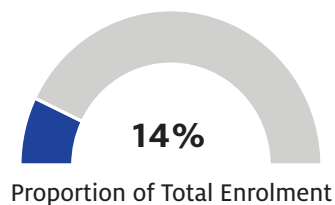
SECONDARY MAGNET PROGRAMS

Cameron Heights CI - International Baccalaureate program.
 Eastwood CI - Integrated Arts and Instrumental Strings programs.
 Grand River CI - Extended French, Fast Forward and Instrumental Strings programs.
 Kitchener-Waterloo CI - French Immersion, Extended French and Fast Forward programs.



TOWNSHIP REVIEW AREAS AT A GLANCE

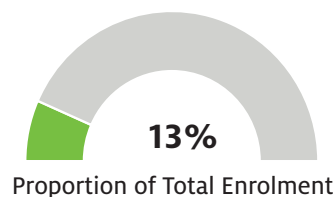
REVIEW AREA	SCHOOLS
E17 - Wilmot Township	Baden Public School
	Forest Glen Public School
	Grandview (NH) Public School
	New Dundee Public School
	Sir Adam Beck Public School
E18 - Wellesley & Woolwich Townships	Conestogo Public School
	Floradale Public School
	Linwood Public School
	St. Jacobs Public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

**ELEMENTARY PANEL**

16
Number of Elementary School
Facilities

95%
2020/21 Facility Utilization Rate

26%
Average Facility Condition Index

SECONDARY PANEL

2
Number of Secondary School
Facilities

127%
2020/21 Facility Utilization Rate

60%
Average Facility Condition Index

SHORT-TERM RECOMMENDATIONS

- Boundary study to balance enrolment in Review Area E17
- Explore community partnership opportunities in Review Area E18
- Request Capital Priorities Program funding for:
 - Addition in Review Area E19
 - New Breslau-Hopewell Crossing (95 Loxleigh Lane) elementary school
 - Addition and/or facility renewal in Review Area So4
- Evaluate opportunities to increase the proportion of eligible walkers within select Review Areas
- Consider grade re-structuring and programming offerings at select schools

MEDIUM-TERM RECOMMENDATIONS

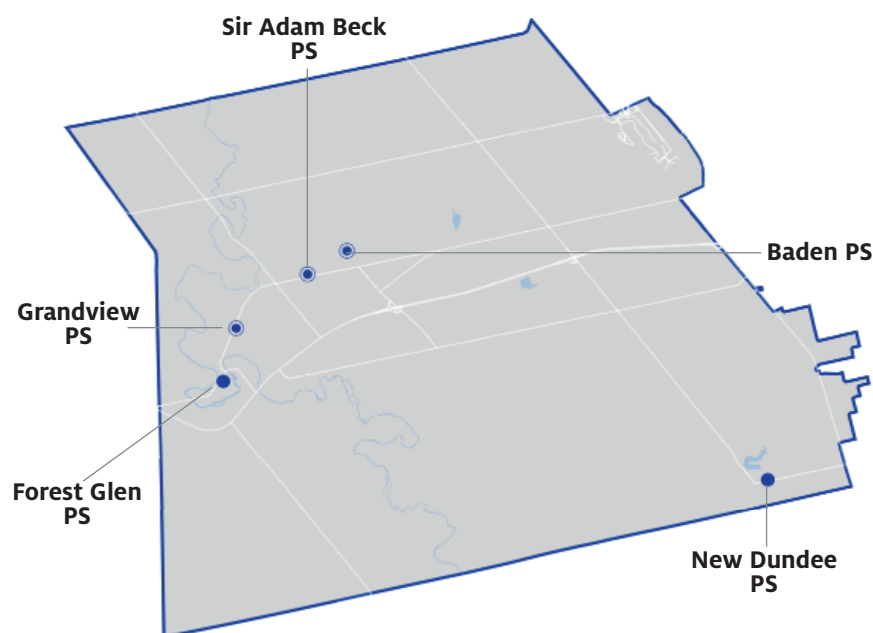
- Request Capital Priorities Program funding for:
 - Addition in Review Area E17
 - Addition and/or facility renewal at Ayr PS
- Boundary study or Pupil Accommodation Review in Review Area E18
- Boundary study to establish attendance area of new Breslau-Hopewell Crossing (95 Loxleigh Lane) elementary school

DESIGNATED SCHOOL SITES

- E20 - Breslau-Hopewell Crossing (95 Loxleigh Lane)

REVIEW AREA E17 - WILMOT TOWNSHIP

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Baden PS	JK-8	1-8	605	5.37	2006	7%	2020	96%	90%	84%
Forest Glen PS	JK-8	-	446	11.78	1973	38%	2020	115%	121%	125%
Grandview PS (NH)	JK-6	-	179	6.90	1949	28%	2020	127%	132%	137%
New Dundee PS	JK-6	-	228	4.51	1928	52%	2017	70%	76%	79%
Sir Adam Beck PS	JK-8	-	565	8.56	2010	3%	2020	105%	102%	108%



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

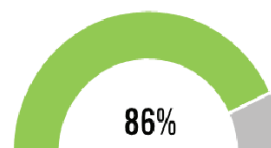
Consider initiating a boundary study to balance enrolment and facility utilization across the Review Area.

REVIEW AREA HIGHLIGHTS

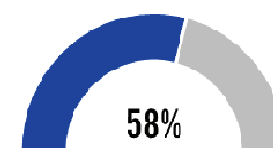
2016 - Sir Adam Beck Public School addition completed (funded in 2015). Grade structure of school changed to JK-8 to accommodate in boundary Grade 7 and 8 students previously accommodated at Baden PS.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Investments at Grandview PS and Sir Adam Beck PS have resulted in over 88% accessible facilities. New Dundee PS has been identified to receive future accessibility improvements.



Facility Accessibility



% Current Students

Medium-Term Recommendations (Years 6-10)

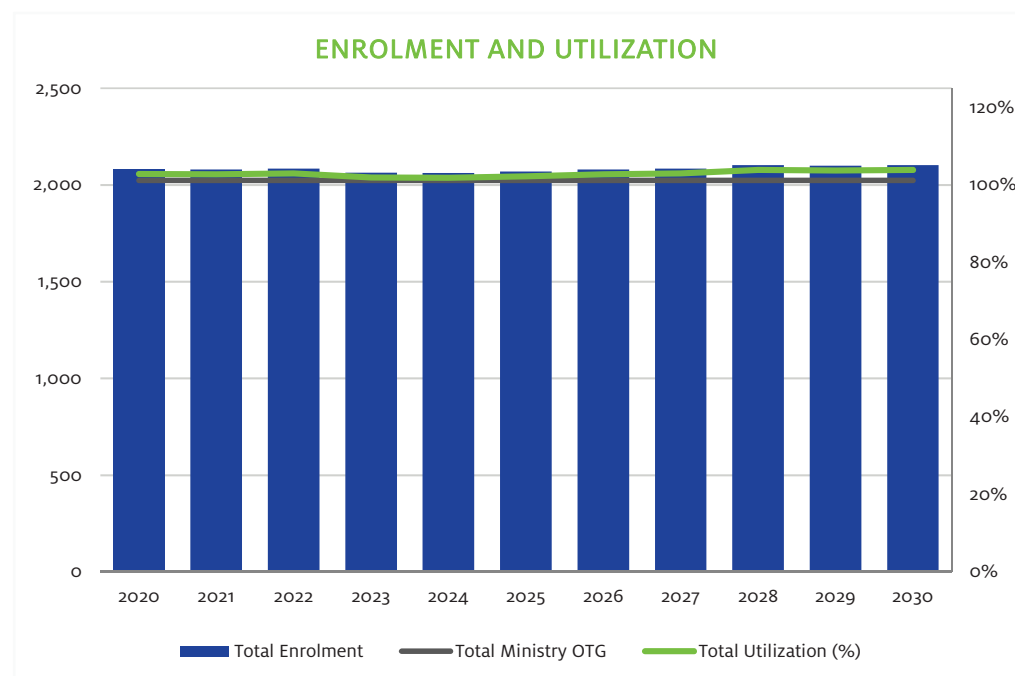
Consider submitting a request for funding to support a facility addition in future rounds of the Capital Priorities Program to help address localized enrolment pressure in New Hamburg.

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Baden PS	605	612	602	598	596	589		583	580	568	547	543	526	521	518	505	507	-17%
Forest Glen PS	446	486	507	512	512	499		512	517	517	528	538	544	553	554	555	556	14%
Grandview PS (NH)	179	210	220	217	233	232		228	239	240	244	237	246	243	244	246	246	17%
New Dundee PS	228	175	164	176	177	161		160	161	164	168	174	175	177	177	178	181	3%
Sir Adam Beck PS	565	608	607	593	605	600		596	587	573	574	576	588	590	608	614	611	0%
Total Enrolment		2,091	2,100	2,096	2,123	2,081		2,079	2,084	2,062	2,061	2,068	2,079	2,084	2,101	2,098	2,101	0%
Total Ministry OTG	2023	2,023	2,023	2,023	2,023	2,023		2,023	2,023	2,023	2,023	2,023	2,023	2,023	2,023	2,023	2,023	-
Total Utilization (%)		103%	104%	104%	105%	103%		103%	103%	102%	102%	102%	103%	103%	104%	104%	104%	-
Pupil Place (Shortfall)/Surplus		(68)	(77)	(73)	(100)	(58)		(56)	(61)	(39)	(38)	(45)	(56)	(61)	(78)	(75)	(78)	-

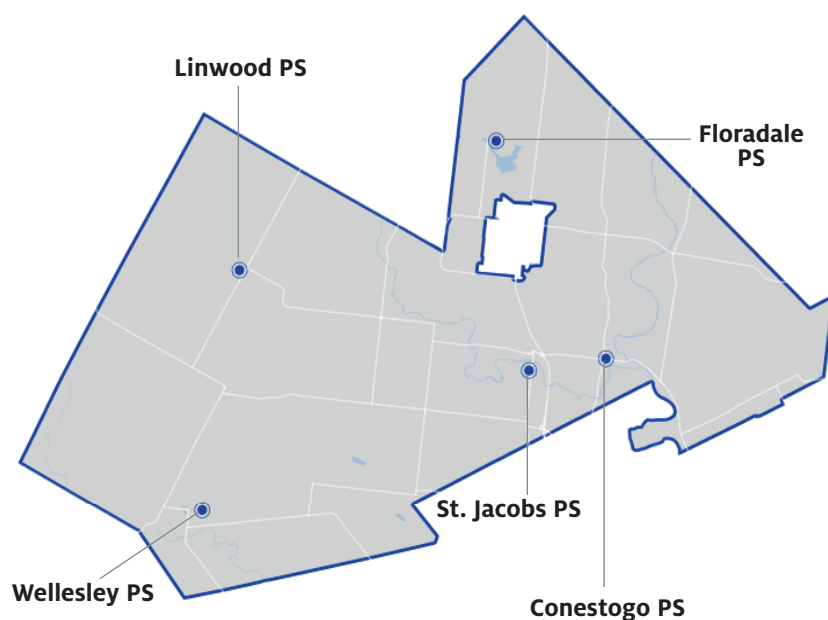
REVIEW AREA OVERVIEW

Review Area E17 includes Wilmot Township's rural areas and the settlement areas of Baden, New Hamburg and New Dundee. Community growth and new residential development are concentrated mainly in Baden and New Hamburg, resulting in localized enrolment pressures.



REVIEW AREA E18 - WELLESLEY & WOOLWICH TOWNSHIPS

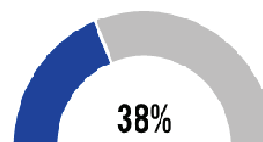
REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Conestogo PS	JK-8	-	262	8.82	1904	42%	2017	77%	65%	58%
Floradale PS	JK-8	-	340	9.83	2010	4%	2020	69%	69%	74%
Linwood PS	JK-8	-	528	11.18	1966	25%	2019	68%	68%	66%
St. Jacobs PS	JK-8	-	320	4.65	1929	42%	2019	91%	102%	97%
Wellesley PS	JK-8	-	714	9.72	1966	18%	2020	96%	88%	86%



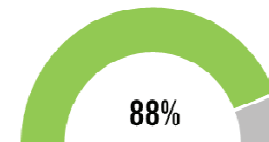
REVIEW AREA HIGHLIGHTS

2021 - Education Development Charges Background Study indicates no net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Conestogo PS and St. Jacobs PS have been identified for future accessibility improvements.



Facility Accessibility



% Current Students

Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area to determine eligibility for community partnership and/or facility collaboration.

Medium-Term Recommendations (Years 6-10)

Consider initiating a boundary study to balance enrolment and facility utilization or consider a Pupil Accommodation Review to consolidate select facilities.

REVIEW AREA E18 - WELLESLEY & WOOLWICH TOWNSHIPS

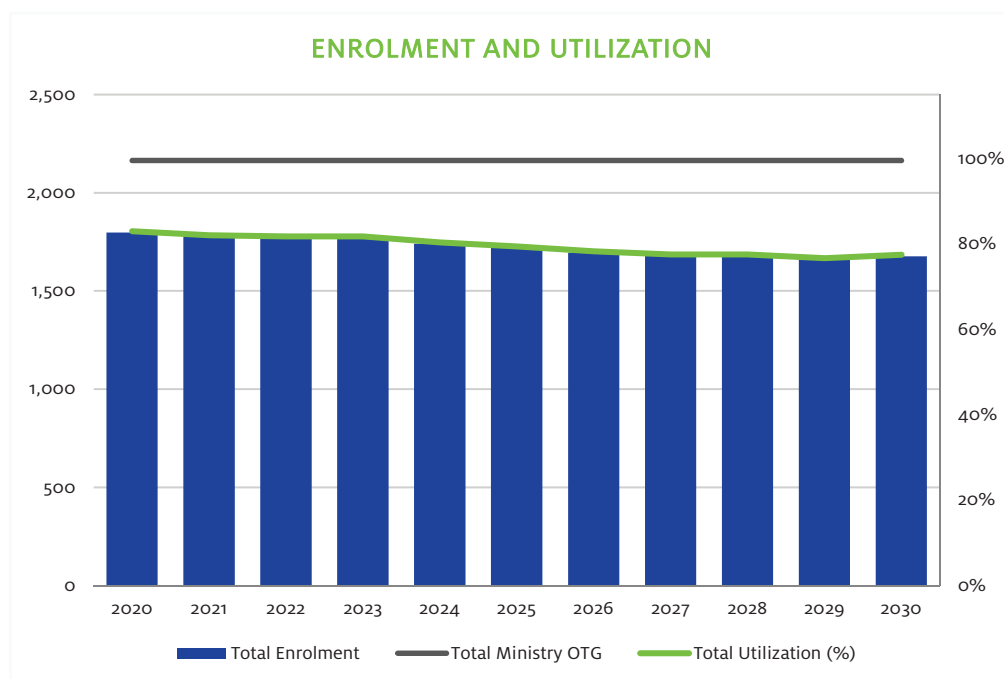
HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Conestogo PS	262	297	285	283	246	224		203	193	186	173	170	165	159	154	152	152	-49%
Floradale PS	340	246	241	233	262	231		236	227	235	235	236	243	246	256	254	251	2%
Linwood PS	528	398	403	384	398	374		361	351	353	350	360	352	349	342	337	351	-12%
St. Jacobs PS	320	302	300	298	297	269		290	313	335	334	326	314	313	312	310	310	3%
Wellesley PS	714	760	734	731	723	698		686	686	660	647	627	620	611	614	606	612	-19%
Total Enrolment		2,003	1,963	1,929	1,926	1,796		1,776	1,770	1,769	1,739	1,719	1,694	1,678	1,678	1,659	1,676	-16%
Total Ministry OTG	2,164	2,164	2,164	2,164	2,164	2,164		2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	-
Total Utilization (%)		93%	91%	89%	89%	83%		82%	82%	82%	80%	79%	78%	78%	78%	77%	77%	-
Pupil Place (Shortfall)/Surplus		161	201	235	238	368		388	394	395	425	445	470	486	486	505	488	-

REVIEW AREA OVERVIEW

Review Area E18 includes Wellesley and Woolwich Townships' rural areas and the Wellesley Township settlement areas including Conestogo, Floradale, Linwood, St. Jacobs and Wellesley. Community growth and new residential development is largely concentrated in St. Jacobs.

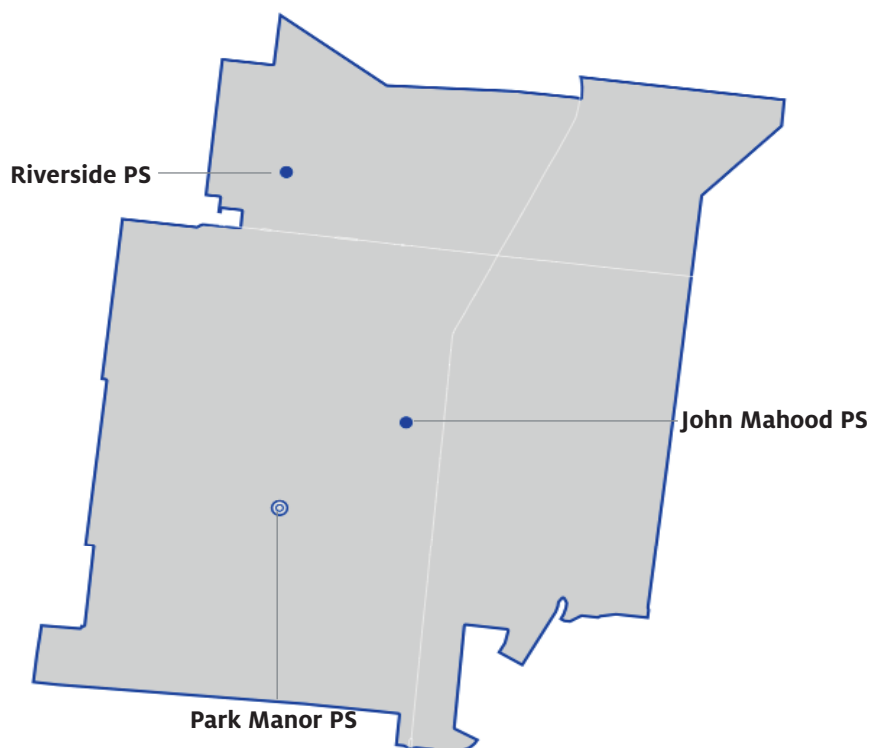
ENROLMENT AND UTILIZATION



REVIEW AREA E19 - WOOLWICH TOWNSHIP (ELMIRA)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR
John Mahood PS	JK-6	1-6	381	6.35	1953	36%	2017
Park Manor PS	7-8	7-8	271	8.83	1972	39%	2019
Riverside PS	JK-6	-	557	6.82	2016	0%	not eligible

UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
108%	117%	135%
82%	87%	110%
82%	103%	127%

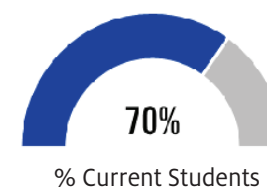
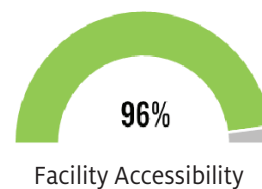


REVIEW AREA HIGHLIGHTS

2016/17 - Reconstruction and opening of Riverside PS on a new site (funded in 2013). Grade restructuring at Park Manor PS (Grade 7 + Grade 8), Riverside PS (JK-Grade 6) and John Mahood PS (JK-Grade 6).

2016 / 2017 / 2019 - Funding request for proposed addition at John Mahood PS submitted through the Capital Priorities Program.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

Submit funding request for a facility addition in future rounds of the Capital Priorities Program.

Medium-Term Recommendations (Years 6-10)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

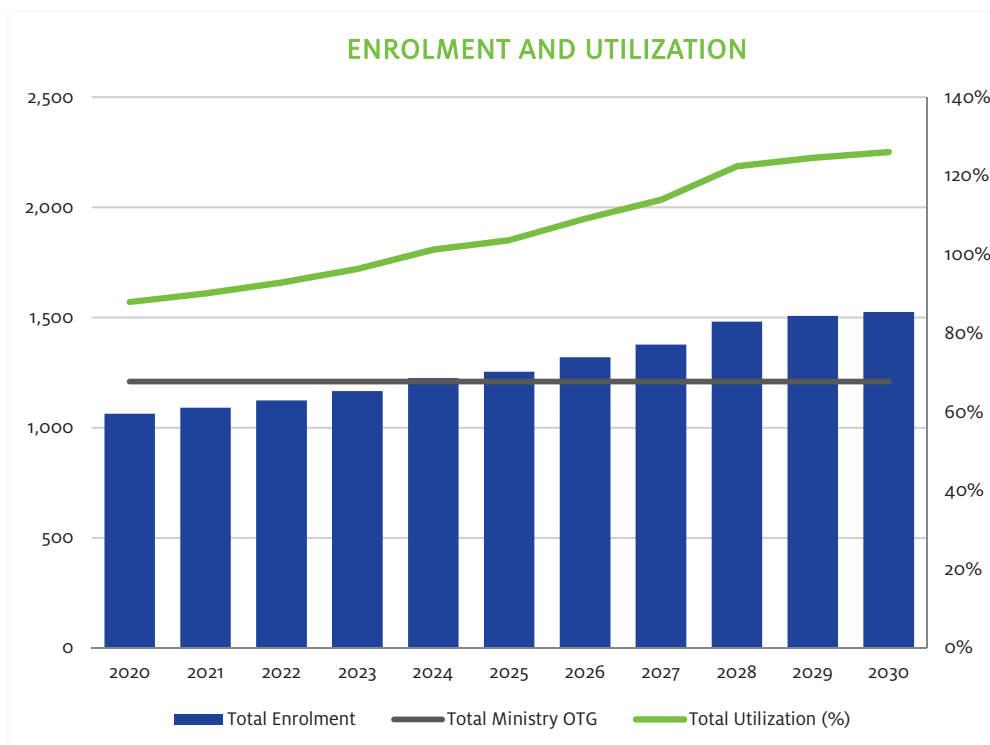
	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
John Mahood PS	381	465	432	424	410	411		410	420	411	422	444	463	472	490	509	515	11%
Park Manor PS	271	212	211	223	229	215		221	220	238	251	235	223	248	293	292	299	41%
Riverside PS	557	375	414	402	403	437		459	483	516	551	574	633	657	697	705	710	89%
Total Enrolment		1,052	1,057	1,049	1,042	1,063		1,090	1,123	1,165	1,224	1,253	1,319	1,377	1,480	1,506	1,524	45%
Total Ministry OTG	1,209	1,209	1,209	1,209	1,209	1,209		1,209	1,209	1,209	1,209	1,209	1,209	1,209	1,209	1,209	1,209	-
Total Utilization (%)		87%	87%	87%	86%	88%		90%	93%	96%	101%	104%	109%	114%	122%	125%	126%	-
Pupil Place (Shortfall)/Surplus		157	152	160	167	146		119	86	44	(15)	(44)	(110)	(168)	(271)	(297)	(315)	-

REVIEW AREA OVERVIEW

Review Area E19 encompasses the town of Elmira which is comprised of both mature, established neighbourhoods and greenfield development area. New growth is largely concentrated in two areas of the town. Draft Plans of Subdivision 30T-07702 and 30T-07703 are located in the northwest quadrant and Plan of Subdivision 30T-17701 is located in the southwest quadrant.

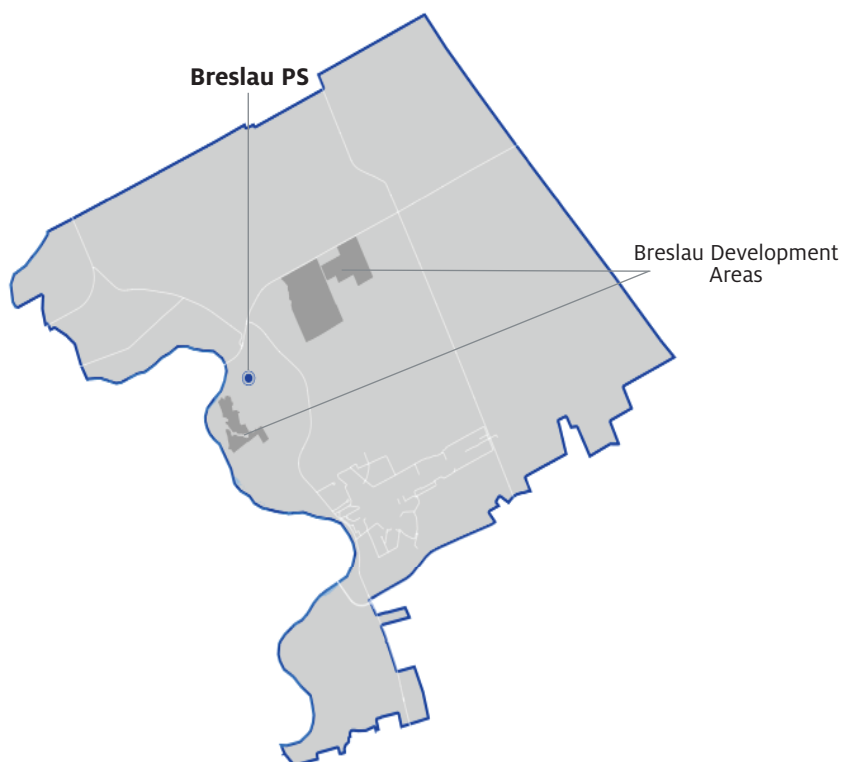
Woolwich Township applies annual staging caps to regulate the pace of new residential development within the Township through established annual permit allocations by development. Permit allocation information has been integrated into enrolment projections to support development phasing and timing.

ENROLMENT AND UTILIZATION



REVIEW AREA E20 - WOOLWICH TOWNSHIP (BRESLAU)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Breslau PS	JK-8	1-5	565	8.28	1950	30%	2017	116%	118%	145%



REVIEW AREA HIGHLIGHTS

2016 - French Immersion programming introduced at Breslau PS. French Immersion grade offerings added as cohort progresses.

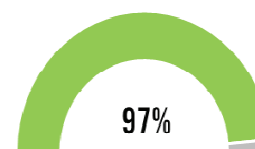
2017 - Establishment of Breslau Development Areas with Breslau Riverland and Breslau Thomasfield I assigned to holding schools in Review Area E15.

2017 / 2019 / 2021 - Proposed new Breslau-Hopewell Crossing (95 Loxleigh Lane) JK-8 Elementary School request for funding submitted through the Capital Priorities Program.

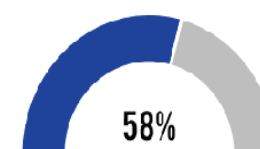
2019 - Acquired Breslau-Hopewell Crossing (95 Loxleigh Lane) site.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Investment at Breslau PS has resulted in this school being 97% accessible.



Facility Accessibility



% Current Students

Short-Term Recommendations (Years 1-5)

Submit funding request for new school in Breslau-Hopewell Crossing (95 Loxleigh Lane) in future rounds of the Capital Priorities Program (including partnership opportunity with Township of Woolwich on library facility).

Assign remaining Breslau Development Areas to holding schools, as required.

Medium-Term Recommendations (Years 6-10)

Initiate boundary study to establish the new Breslau-Hopewell Crossing (95 Loxleigh Lane) JK-8 Elementary School attendance area and accommodate holding enrolment from Breslau Development Areas (timing dependent on approvals) while increasing the proportion of eligible walkers within the Review Area.

REVIEW AREA E20 - WOOLWICH TOWNSHIP (BRESLAU)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Breslau PS	565	657	663	667	691	683	658	647	638	646	666	683	712	744	777	818	25%
<i>Holding Enrolment*</i>	-	0	0	0	5	45	91	137	208	299	373	437	480	503	526	541	-
<i>Breslau Development Areas**</i>	-	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Total Enrolment	565	657	663	667	691	683	658	647	638	646	666	683	712	744	777	818	25%
Total Ministry OTG		565	565	565	565	565	565	565	565	565	565	565	565	565	565	565	-
Total Utilization (%)		116%	117%	118%	122%	121%	116%	115%	113%	114%	118%	121%	126%	132%	138%	145%	-
Pupil Place (Shortfall)/Surplus		(92)	(98)	(102)	(126)	(118)	(93)	(82)	(73)	(81)	(101)	(118)	(147)	(179)	(212)	(253)	-

*Holding enrolment counted at Crestview PS (Review Area E15), Mackenzie King PS (Review Area E15) and Stanley Park PS (Review Area E15).

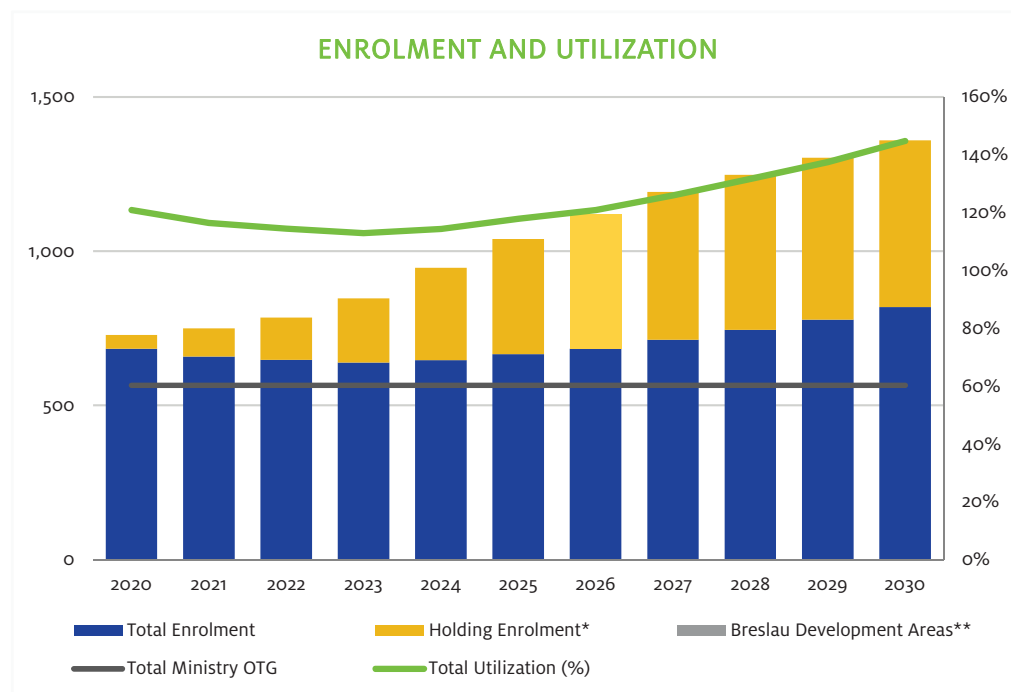
**Enrolment not included in any school projection. Holding school(s) to be determined.

REVIEW AREA OVERVIEW

Review Area E20 encompasses the Breslau community, comprised of mature, established and greenfield development areas. Draft Plan of Subdivision 30T-11701 (Hopewell Crossing) contains the proposed new Breslau Elementary School site.

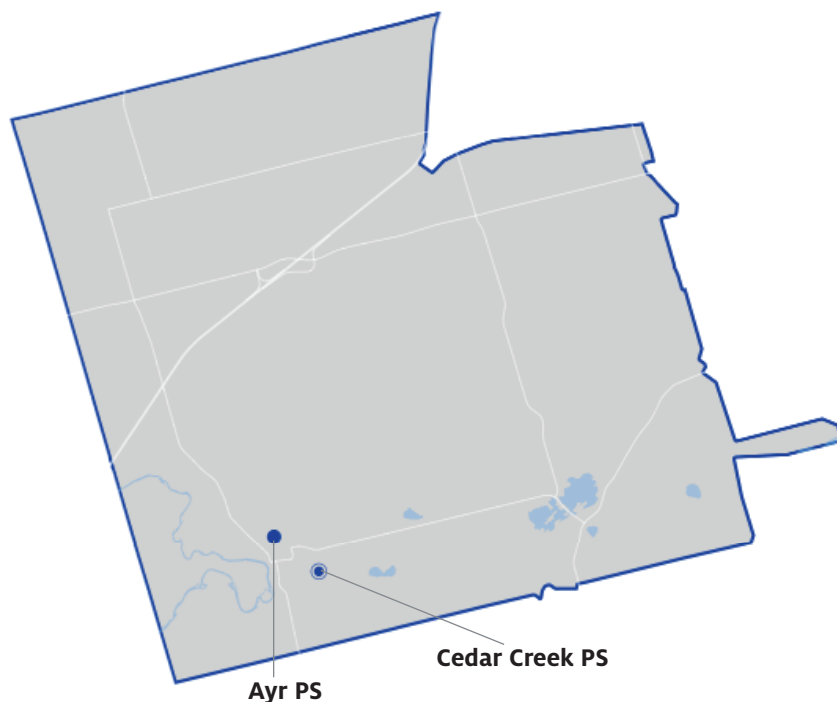
Students from portions of the Breslau Development Areas are currently holding at Crestview PS, Mackenzie King PS and Stanley Park PS (Review Area E15). Holding school assignment is dependent upon community and student grade. Permanent accommodation of holding enrolment is conditional on Ministry funding approval and construction timelines. Holding schools for the remaining portion of the Breslau Development Areas have not yet been assigned.

Woolwich Township applies annual staging caps to regulate the pace of new residential development within the Township through established annual permit allocations by development. Permit allocation information has been integrated into enrolment projections to support development phasing and timing.



REVIEW AREA E21 - NORTH DUMFRIES TOWNSHIP

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Ayr PS	JK-6	-	179	7.00	1898	51%	2017	99%	131%	153%
Cedar Creek PS	JK-8	1-4	527	10.15	1999	7%	2020	102%	91%	110%



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area.

REVIEW AREA HIGHLIGHTS

2016 - Funding request for addition and child care facility at Cedar Creek PS submitted through the Capital Priorities Program and funded.

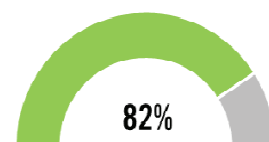
2019 - Addition, child care facility and EarlyON Centre at Cedar Creek PS completed.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

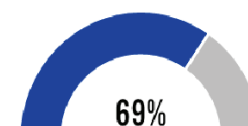
Interim accommodation is provided at Ayr PS using a 6-room portapak (4 classrooms and 2 rooms for the library).

Investment at Cedar Creek PS has resulted in this facility being 94% accessible. Ayr PS has been identified to receive future accessibility improvements.

Ayr PS (150 Hall Street) - Designated under Part IV of the *Ontario Heritage Act* (1990) (the Bell Tower and inscription) to be of historic and architectural value and interest.



Facility Accessibility (Avg.)



% Current Students

Medium-Term Recommendations (Years 6-10)

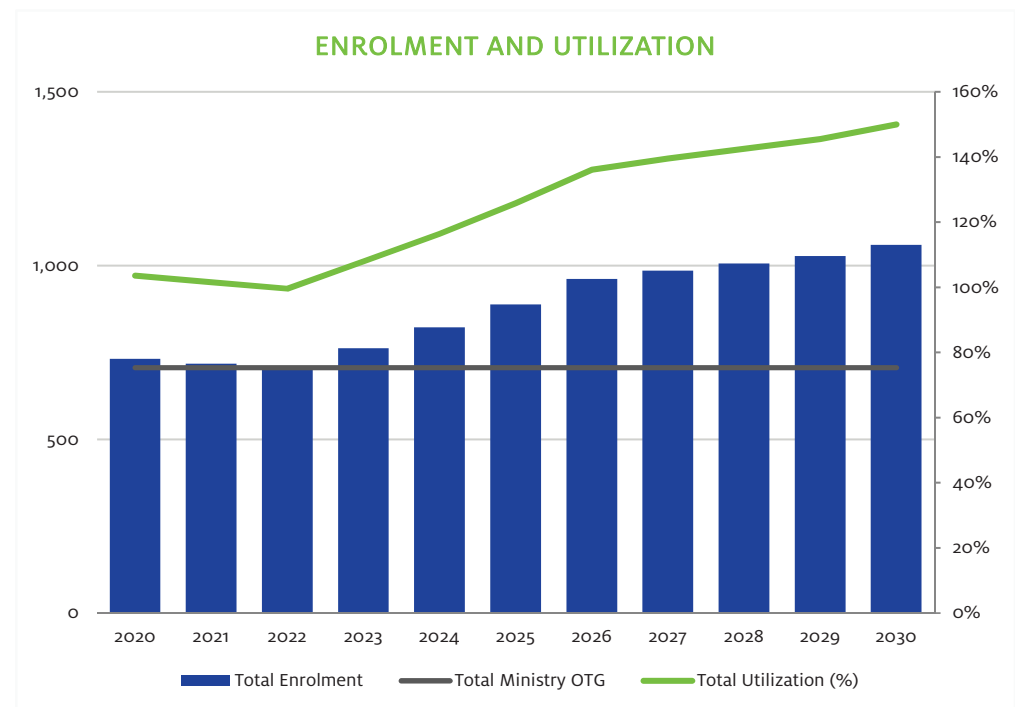
Submit funding request for a facility addition or rebuild of Ayr PS in future rounds of the Capital Priorities Program.

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Ayr PS	179	208	203	195	205	184	177	176	193	215	235	248	254	261	267	273	31%
Cedar Creek PS	527	475	486	517	532	547	540	527	569	607	653	713	731	745	760	786	65%
Total Enrolment	706	683	689	712	737	731	717	703	762	822	888	961	985	1,006	1,027	1,059	55%
Total Ministry OTG		450	450	450	706	706	706	706	706	706	706	706	706	706	706	706	-
Total Utilization (%)		152%	153%	158%	104%	104%	102%	100%	108%	116%	126%	136%	140%	142%	145%	150%	-
Pupil Place (Shortfall)/Surplus		(233)	(239)	(262)	(31)	(25)	(11)	3	(56)	(116)	(182)	(255)	(279)	(300)	(321)	(353)	-

REVIEW AREA OVERVIEW

Review Area E21 includes North Dumfries Township's rural areas and the settlement areas of Ayr. The Ayr community is comprised of both mature, established area and greenfield development areas. Residential development within the existing built boundary is primarily medium density units in townhouses and apartments, whereas greenfield developments are proposed to include single-detached and semi-detached dwellings and some townhouses. This area will be monitored closely and pupil yields adjusted as the developments approach build-out.



REVIEW AREA S04 - WELLESLEY-WILMOT-WOOLWICH

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Elmira District SS	9-12	-	975	13.05	1938	57%	2017	140%	132%	130%
Waterloo-Oxford District SS	9-12	-	1164	28.19	1955	63%	2017	121%	129%	120%

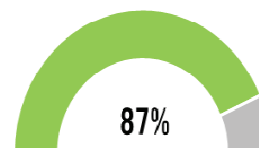


REVIEW AREA HIGHLIGHTS

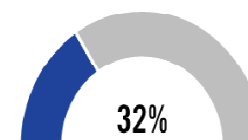
2016 / 2017 / 2019 / 2021 - Funding request for addition at Waterloo-Oxford District SS submitted through the Capital Priorities Program.

2021 - Education Development Charges Background Study indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Non-permanent accommodation is provided at Waterloo-Oxford District SS using an 8-room portapak.



Facility Accessibility



% Current Students

Short-Term Recommendations (Years 1-5)

Submit funding request for facility addition(s) in future rounds of the Capital Priorities Program.

Consider temporary accommodation renewal at both Review Area schools.

Medium-Term Recommendations (Years 6-10)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)				CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
SECONDARY SCHOOL	OTG	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Elmira District SS	975	1,331	1,299	1,331	1,340	1,351	1,368	1,348	1,335	1,305	1,290	1,298	1,300	1,288	1,297	1,264	-5%
Waterloo-Oxford District SS	1,164	1,308	1,339	1,396	1,371	1,359	1,405	1,427	1,501	1,525	1,498	1,497	1,441	1,406	1,403	1,401	7%
Total Enrolment		2,639	2,638	2,727	2,711	2,710	2,773	2,775	2,836	2,830	2,788	2,795	2,741	2,694	2,700	2,665	1%
Total Ministry OTG	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	2,139	
Total Utilization (%)		123%	123%	127%	127%	127%	130%	130%	133%	132%	130%	131%	128%	126%	126%	125%	
Pupil Place (Shortfall)/Surplus		(500)	(499)	(588)	(572)	(571)	(634)	(636)	(697)	(691)	(649)	(656)	(602)	(555)	(561)	(526)	

REVIEW AREA OVERVIEW

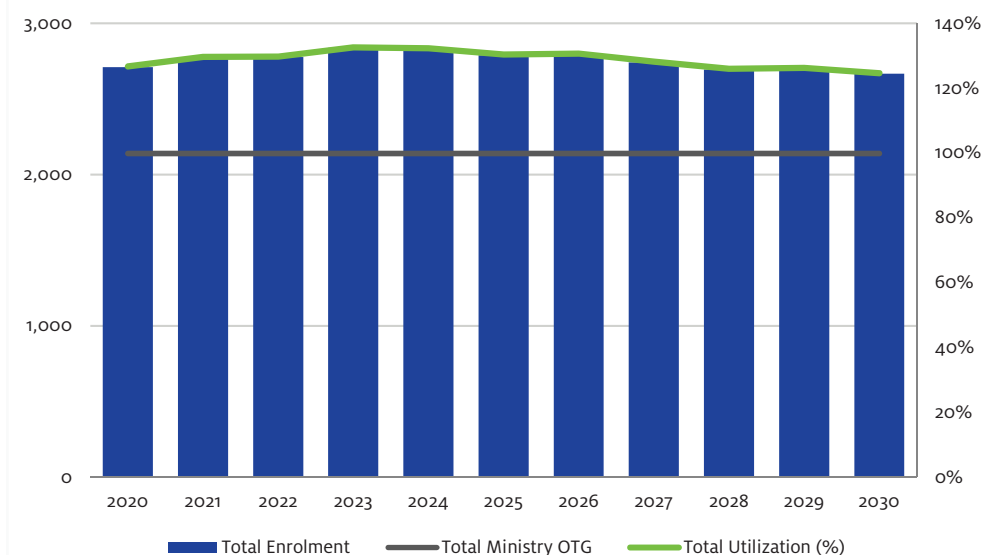
Review Area S04 extends from Wilmot Township on the west side of the Region, north through Wellesley Township and then east to cover the northern portion of Woolwich Township, including Elmira. Due to the predominantly rural composition and vast geographic area, the boundaries for each secondary school in the Review Area are substantial; however, there is also localized growth and residential development in the Townships' settlement areas. This area will be monitored closely for indications of changing student yields.

Secondary students residing in the area of Woolwich Township east of Kitchener-Waterloo are permanently accommodated at Grand River CI (Review Area S03).

SECONDARY MAGNET PROGRAMS

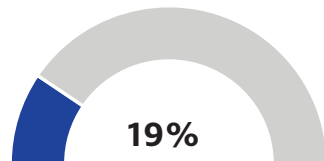
Elmira District SS - Supervised Alternative Learning program.

ENROLMENT AND UTILIZATION



CITY OF WATERLOO REVIEW AREAS AT A GLANCE

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

**ELEMENTARY PANEL**

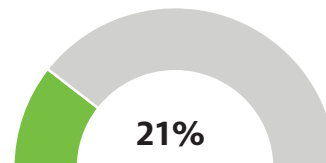
Proportion of Total Enrolment

19Number of Elementary School
Facilities**103%**

2020/21 Facility Utilization Rate

30%

Average Facility Condition Index

SECONDARY PANEL

Proportion of Total Enrolment

3Number of Secondary School
Facilities**105%**

2020/21 Facility Utilization Rate

31%

Average Facility Condition Index

SHORT-TERM RECOMMENDATIONS

- Boundary study for Review Areas E23, E24 & E25
- Request Capital Priorities Program funding for:
 - New North Waterloo (Beaver Creek Meadows) elementary school
 - Facility addition or rebuild at Lexington PS
 - Rebuild at Waterloo CI, in collaboration with community partners
- Explore community partnership opportunities in Review Area E24
- Evaluate opportunities to increase proportion of eligible walkers within select Review Areas
- Consider grade re-structuring and programming offerings at select schools

MEDIUM-TERM RECOMMENDATIONS

- Boundary study to establish attendance area of new North Waterloo (Beaver Creek Meadows) elementary school
- Request Capital Priorities funding for addition in Review Area E23
- Explore community partnership opportunities in Review Area E25
- Consider grade re-structuring and programming offerings at select schools

DESIGNATED SCHOOL SITES

- E22 - North Waterloo (Beaver Creek Meadows)

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

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Abraham Erb PS	JK-6	1-6	487	5.99	2005	9%	2020	101%	93%	92%
Edna Staebler PS	JK-8	1-8	720	5.86	2008	5%	2020	83%	72%	66%
Laurelwood PS	JK-8	1-8	366	8.04	1998	21%	2020	187%	173%	163%
Vista Hills PS	JK-8	1-8	643	6.02	2016	0%	not eligible	132%	159%	155%



Short-Term Recommendations (Years 1-5)

Assign remaining Development Areas to holding schools, as required.

Submit funding request for new North Waterloo (Beaver Creek Meadows) JK-8 elementary school and facility addition(s) in future rounds of the Capital Priorities Program.

REVIEW AREA HIGHLIGHTS

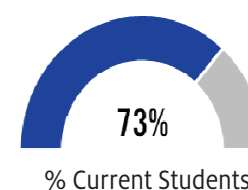
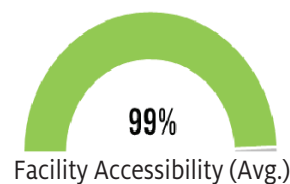
2016 - Opening of Vista Hills PS (funded in 2013). Boundary established through *West Waterloo Elementary Boundary Study Phase I* (completed in 2014/15).

2018/19 - *West Waterloo Elementary Boundary Study Phase II*

Boundary study included Abraham Erb PS, Laurelwood PS and Vista Hills PS.

2016 / 2019 / 2020 - Funding request for addition at Laurelwood PS submitted through the Capital Priorities Program and funded in 2020. Addition is intended to add permanent facility capacity and is estimated to be complete in 2024.

2021 - Education Development Charges Background Study indicates a substantial net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.



Medium-Term Recommendations (Years 6-10)

Initiate boundary study to establish the new North Waterloo (Beaver Creek Meadows) JK-8 Elementary School attendance area and accommodate holding enrollment from NW Waterloo Development Areas (timing dependent on approvals).

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

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Abraham Erb PS	487	422	420	472	483	484		493	489	472	464	454	445	446	446	446	446	6%
Edna Staebler PS	720	732	689	665	661	627		597	563	534	514	520	504	492	487	477	475	-35%
Laurelwood PS	366	624	569	564	666	713		685	663	675	657	632	633	605	612	600	597	-4%
Vista Hills PS	643	402	615	758	808	780		849	969	1008	1022	1025	1029	1037	1022	1017	994	147%
<i>Holding Enrolment*</i>	-	0	0	0	0	2		12	23	32	43	69	80	82	83	84	88	-
<i>NW Waterloo Development Areas**</i>	-	0	0	0	0	0		0	24	51	161	271	329	371	414	449	455	-
Total Enrolment		2,180	2,293	2,459	2,618	2,604		2,624	2,708	2,740	2,818	2,902	2,940	2,951	2,981	2,989	2,967	36%
Total Ministry OTG	2,216	1,573	1,573	1,573	2,216	2,216		2,216	2,216	2,216	2,400	2,400	2,400	2,400	2,400	2,400	2,400	-
Total Utilization (%)		139%	146%	156%	118%	118%		118%	122%	124%	117%	121%	122%	123%	124%	125%	124%	-
Pupil Place (Shortfall)/Surplus		(607)	(720)	(886)	(402)	(388)		(408)	(492)	(524)	(418)	(502)	(540)	(551)	(581)	(589)	(567)	-

*Holding enrolment counted at Edna Staebler PS (Review Area E22).

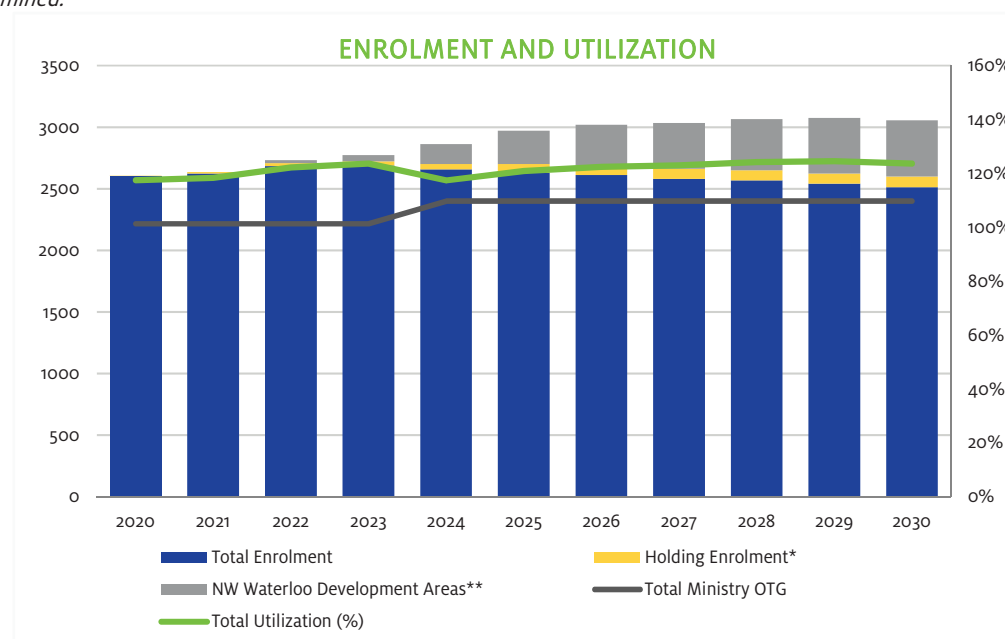
**Enrolment not included in any school projection. Holding school(s) to be determined.

REVIEW AREA OVERVIEW

Review Area E22 contains newer residential developments and greenfield lands intended for future residential development. This area will be monitored closely and pupil yields adjusted as the area matures.

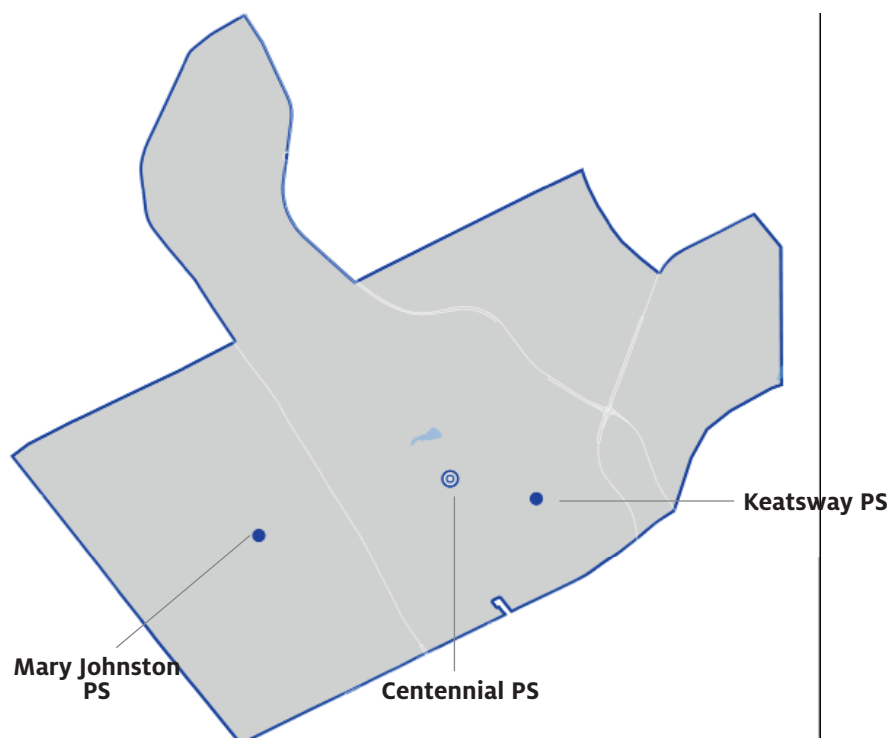
A portion of the West Waterloo Development Areas is holding at Edna Staebler PS. Holding schools for the North West Waterloo Development Areas (including Beaver Creek Meadows) has not yet been assigned.

Plan of Subdivision 30T-16402 (Beaver Creek Meadows) contains the prospective site for the proposed West Waterloo Elementary School. The timing of construction and opening is dependent upon site acquisition, Ministry funding approvals and construction timelines.



REVIEW AREA E23 - WATERLOO CENTRAL WEST (BEECHWOOD)

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Centennial PS (W)	7-8	7-8	294	9.31	1958	64%	2019	152%	154%	162%
Keatsway PS	JK-6	1-6	294	5.76	1976	25%	2020	139%	149%	151%
Mary Johnston PS	JK-6	1-6	433	8.18	1987	8%	2020	97%	100%	100%



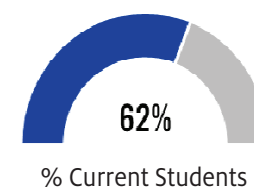
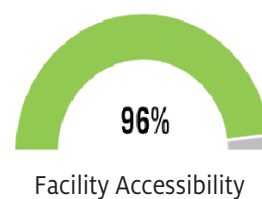
Short-Term Recommendations (Years 1-5)

Consider initiating a boundary study in conjunction with select schools in Review Areas E24 + E25, to balance enrolment and facility utilization.

REVIEW AREA HIGHLIGHTS

2021 - Education Development Charges Background Study indicates a slight net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Investment at Centennial PS has resulted in this facility being 94% accessible.



Medium-Term Recommendations (Years 6-10)

Consider facility expansion or facility rebuild opportunities, as required.

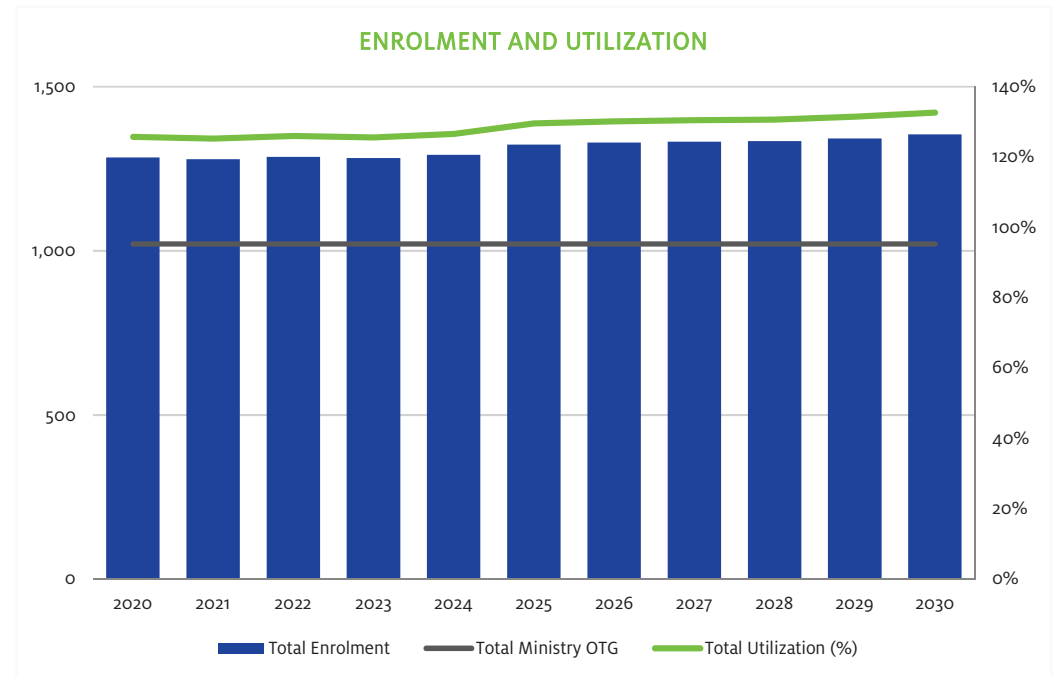
REVIEW AREA E23 - WATERLOO CENTRAL WEST (BEECHWOOD)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Centennial PS (W)	294	451	469	443	458	444		448	457	451	449	452	447	458	457	465	477	6%
Keatsway PS	294	379	394	413	415	396		409	414	418	428	439	446	442	445	445	445	17%
Mary Johnston PS	433	427	436	446	441	444		422	415	413	415	432	436	432	432	432	432	1%
Total Enrolment		1,257	1,299	1,302	1,314	1,284		1,279	1,286	1,282	1,292	1,323	1,329	1,332	1,334	1,342	1,354	8%
Total Ministry OTG	1,021	1,021	1,021	1,021	1,021	1,021		1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	1,021	-
Total Utilization (%)		123%	127%	128%	129%	126%		125%	126%	126%	127%	130%	130%	130%	131%	131%	133%	-
Pupil Place (Shortfall)/Surplus		(236)	(278)	(281)	(293)	(263)		(258)	(265)	(261)	(271)	(302)	(308)	(311)	(313)	(321)	(333)	-

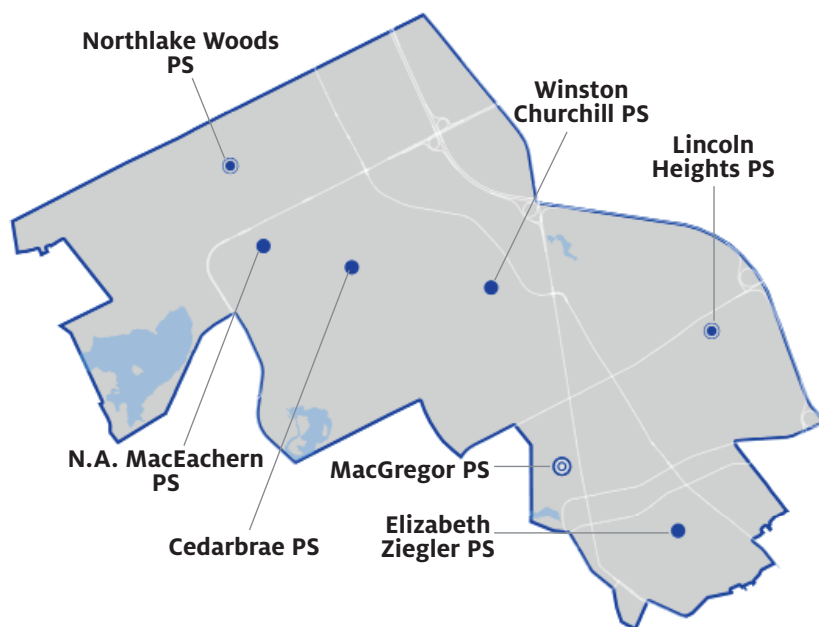
REVIEW AREA OVERVIEW

Review Area E23 includes a mature area of Waterloo with limited opportunities for new residential development. Enrolment in this Review Area is projected to remain stable.



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

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Cedarbrae PS	JK-6	-	409	12.90	1968	76%	2017	53%	49%	49%
Elizabeth Ziegler PS	JK-6	1-6	437	9.95	1931	39%	2017	108%	110%	111%
Lincoln Heights PS	JK-8	-	467	10.39	1964	51%	2019	79%	80%	79%
MacGregor PS	7-8	7-8	414	6.48	1951	80%	2017	125%	119%	119%
N.A. MacEachern PS	JK-6	1-6	309	6.02	1974	41%	2020	98%	97%	100%
Northlake Woods PS	JK-8	-	510	7.04	1996	19%	2020	70%	69%	71%
Winston Churchill PS	JK-6	-	216	5.20	1965	45%	2019	137%	132%	125%



Short-Term Recommendations (Years 1-5)

Monitor enrolment and facility utilization at schools within the Review Area to determine eligibility for community partnership and/or facility collaboration.

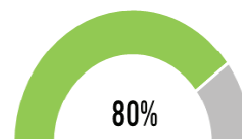
Consider initiating a boundary study in conjunction with select schools in Review Area E23 and E25, to balance enrolment and facility utilization.

REVIEW AREA HIGHLIGHTS

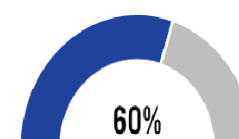
2021 - Education Development Charges Background Study indicates no net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Design for the installation of an elevator at MacGregor PS is underway. This investment will increase the overall accessibility of the facility. Investments at Cedarbrae PS, N. A. MacEachern PS and Winston Churchill PS have resulted in each of these facilities being over 80% accessible, with N. A. MacEachern PS being 100% accessible.

Elizabeth Ziegler PS (90 Moore Avenue South) - Designated under Part IV of the *Ontario Heritage Act* (1985) to be of historic and architectural value and interest.



Facility Accessibility



% Current Students

Medium-Term Recommendations (Years 6-10)

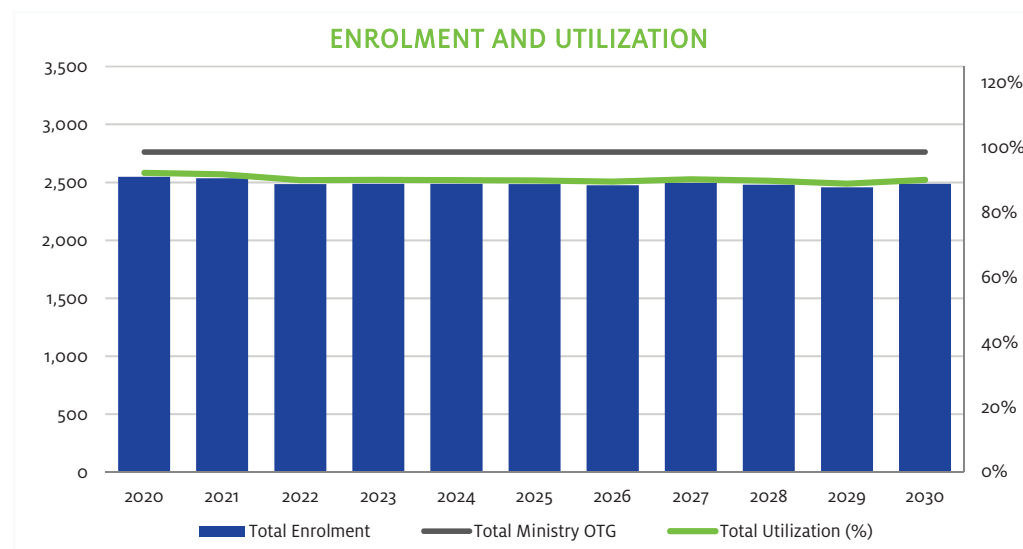
REVIEW AREA E24 - WATERLOO CENTRAL NORTH (LAKESHORE-LINCOLN)

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Cedarbrae PS	409	251	252	255	239	221		215	209	207	193	199	201	199	199	199	199	-21%
Elizabeth Ziegler PS	437	475	447	436	457	473		474	469	480	477	481	476	480	483	484	483	2%
Lincoln Heights PS	467	347	368	383	378	356		370	368	365	365	372	362	354	365	354	371	7%
MacGregor PS	414	463	477	470	514	540		518	487	495	502	494	500	527	492	478	494	7%
N.A. MacEachern PS	309	312	317	320	330	308		304	299	296	298	299	295	307	309	310	310	-1%
Northlake Woods PS	510	375	379	361	372	363		359	357	359	364	353	357	358	360	358	360	-4%
Winston Churchill PS	216	256	275	267	307	286		295	295	285	287	285	282	268	271	272	270	5%
Total Enrolment		2,479	2,515	2,492	2,597	2,547		2,535	2,484	2,487	2,486	2,483	2,473	2,493	2,479	2,455	2,487	0%
Total Ministry OTG	2,762	2,762	2,762	2,762	2,762	2,762		2,762	2,762	2,762	2,762	2,762	2,762	2,762	2,762	2,762	2,762	-
Total Utilization (%)		90%	91%	90%	94%	92%		92%	90%	90%	90%	90%	90%	90%	90%	89%	90%	-
Pupil Place (Shortfall)/Surplus		283	247	270	165	215		227	278	275	276	279	289	269	283	307	275	-

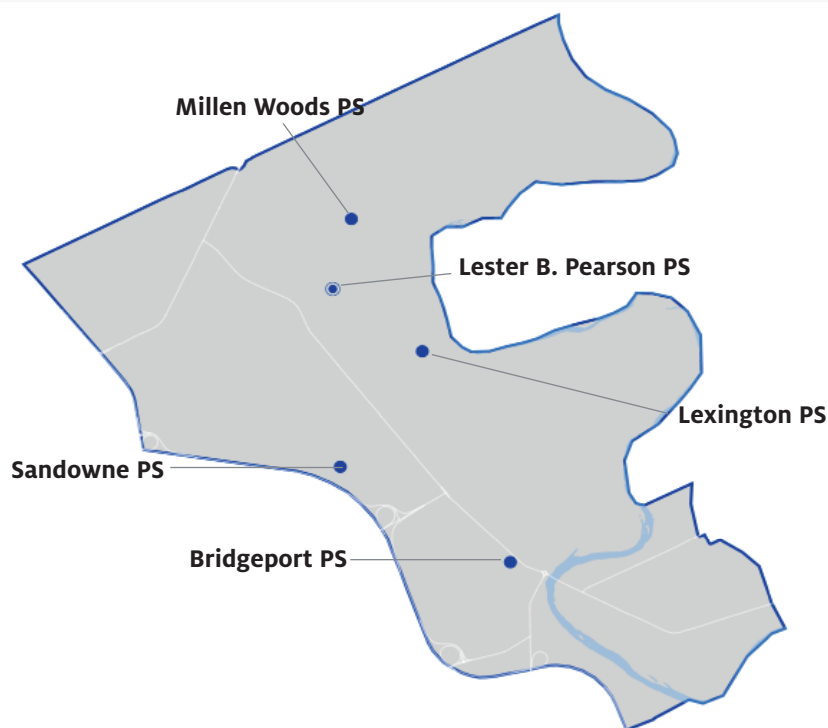
REVIEW AREA OVERVIEW

Review Area E24 includes Uptown Waterloo and the university area. Redevelopment and intensification in this area are expected; however, a significant proportion of this development is post-secondary student-oriented. Development initiatives along this segment of the ION Light Rail Transit corridor may impact projected student yields. This area will be monitored closely.



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

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Bridgeport PS	JK-6	-	507	7.41	1948	15%	2020	66%	61%	59%
Lester B. Pearson PS	JK-8	1-8	654	8.79	2002	13%	2020	98%	91%	95%
Lexington PS	JK-6	-	113	6.37	1955	38%	2019	332%	358%	335%
Millen Woods PS	JK-6	1-6	496	5.17	2010	3%	2020	67%	69%	68%
Sandowne PS	JK-6	1-6	458	8.86	1975	21%	2020	61%	57%	58%

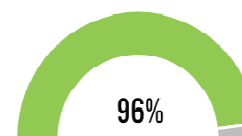


REVIEW AREA HIGHLIGHTS

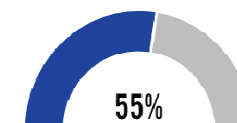
2021 - Education Development Charges Background Study indicates no net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Temporary accommodation is provided at Lexington PS using a 12-room portapak. The gymnasium structure is not permanent.

Investments at Lester B. Pearson PS and Lexington PS have resulted in over 95% accessible facilities.



Facility Accessibility



% Current Students

Short-Term Recommendations (Years 1-5)

Consider initiating a boundary study in conjunction with select schools in Review Area E23 + E24, to balance enrolment and facility utilization.

Consider temporary accommodation renewal, facility expansion or facility rebuild at Lexington PS.

Medium-Term Recommendations (Years 6-10)

Monitor enrolment and facility utilization at schools within the Review Area to determine eligibility for community partnership and/or facility collaboration.

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

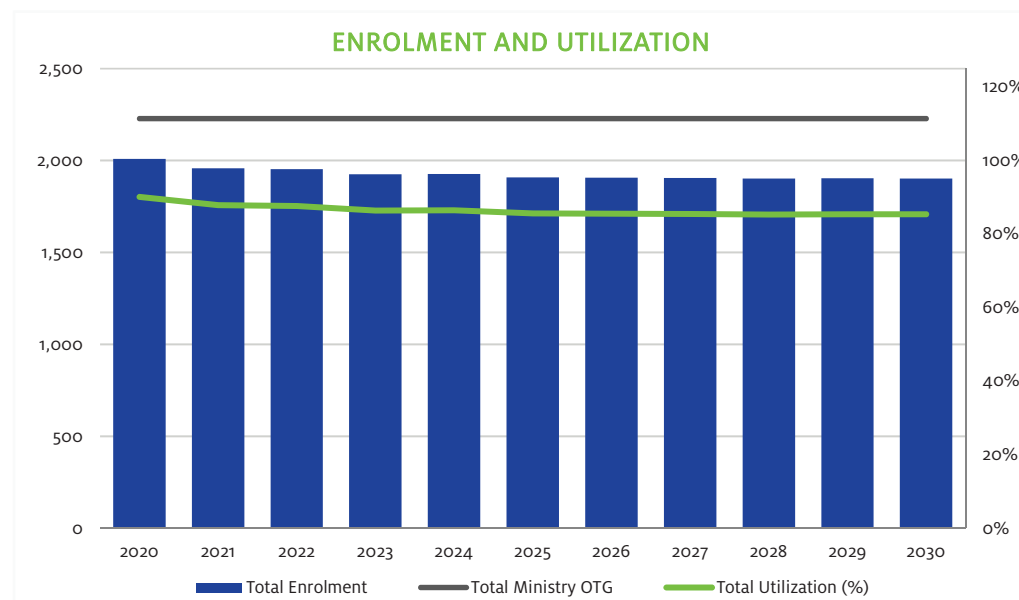
HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
ELEMENTARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Bridgeport PS	507	392	391	385	361	349		333	328	328	319	309	308	302	300	301	300	-23%
Lester B. Pearson PS	654	736	725	704	694	665		639	620	619	614	595	608	620	617	620	621	-16%
Lexington PS	113	272	313	343	349	356		375	396	396	408	404	382	383	381	379	378	39%
Millen Woods PS	496	385	392	375	362	342		330	335	320	326	341	345	339	339	339	339	-12%
Sandowne PS	458	327	322	311	301	296		281	273	262	259	259	263	261	264	264	264	-19%
Total Enrolment		2,112	2,143	2,118	2,067	2,008		1,958	1,952	1,925	1,926	1,908	1,906	1,905	1,901	1,903	1,902	-10%
Total Ministry OTG	2,228	2,228	2,228	2,228	2,228	2,228		2,228	2,228	2,228	2,228	2,228	2,228	2,228	2,228	2,228	2,228	-
Total Utilization (%)		95%	96%	95%	93%	90%		88%	88%	86%	86%	86%	86%	86%	85%	85%	85%	-
Pupil Place (Shortfall)/Surplus		116	85	110	161	220		270	276	303	302	320	322	323	327	325	326	-

REVIEW AREA OVERVIEW

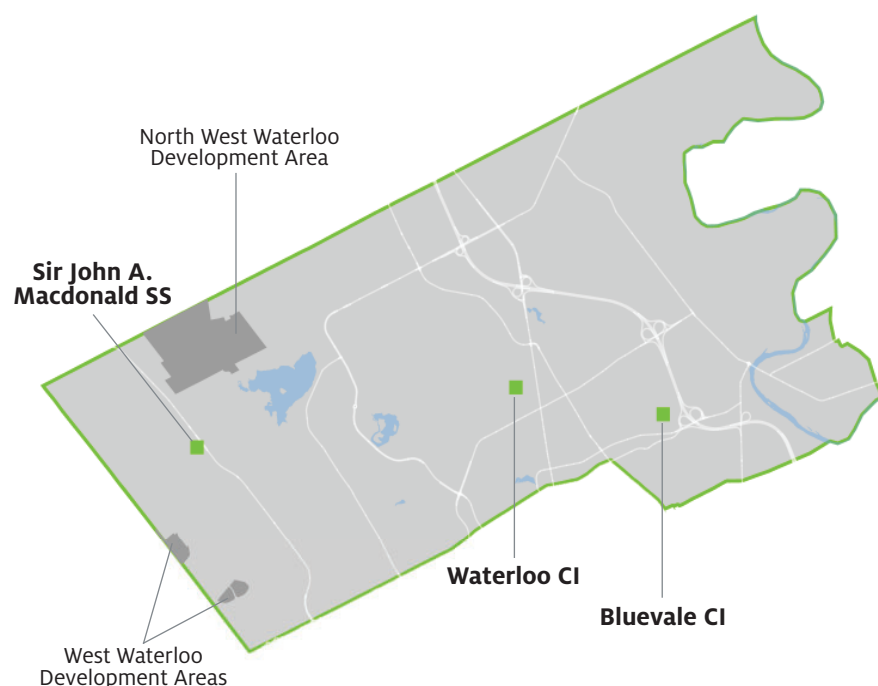
Review Area E25 includes schools in the Cities of Kitchener and Waterloo, west of the Grand River. Characteristics of these neighbourhoods range from historic and mature communities to newly developed residential areas.

The WRDSB owns a vacant site at 410 Falconridge Drive; there are no plans for the development or disposition of these lands at this time.



REVIEW AREA S05 - WATERLOO

REVIEW AREA SCHOOLS	2020/2021 REGULAR TRACK	2020/2021 FRENCH IMMERSION	ON-THE-GROUND CAPACITY (OTG)	SITE SIZE (AC)	YEAR OF CONSTRUCTION	FACILITY CONDITION INDEX (FCI)	FCI ASSESSMENT YEAR	UTILIZATION SNAPSHOT 1, 5 & 10 YEARS OUT		
Bluevale CI	9-12	-	1389	19.99	1972	25%	2019	93%	84%	77%
Sir John A. Macdonald SS	9-12	-	1548	24.70	2004	11%	2020	116%	122%	119%
Waterloo CI	9-12	-	1203	17.09	1959	57%	2017	110%	108%	101%



Short-Term Recommendations (Years 1-5)

Continue to liaise with community partners regarding Waterloo CI / Northdale Community Hub collaboration and co-build opportunities.

Submit funding request for a facility addition and/or rebuild in future rounds of the Capital Priorities Program.

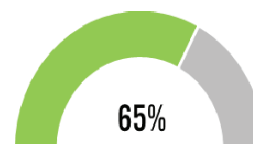
REVIEW AREA HIGHLIGHTS

2016 - Phase I of the Waterloo CI / Northdale Community Hub Feasibility Study completed. WRDSB continues to collaborate with the City of Waterloo and Wilfrid Laurier University on this study to identify options for reconstructing Waterloo CI.

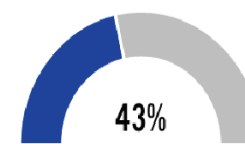
2019 - Funding request for the rebuild of Waterloo CI submitted through the Capital Priorities Program.

2021 - Education Development Charges Background Study indicates net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

Waterloo CI has been identified for future accessibility investments which may be achieved through a facility rebuild.



Facility Accessibility



% Current Students

Medium-Term Recommendations (Years 6-10)

Consider the introduction of additional magnet programs or specialized program offerings at underutilized schools.

HISTORICAL AND PROJECTED ENROLMENT BY SCHOOL

	2020/21 CAPACITY	HISTORICAL ENROLMENT (ACTUAL BODY COUNT)					CUR. YR.	PROJECTED ENROLMENT 1-5 YEAR AND 6-10 YEAR HORIZONS										% CHANGE FROM 2016
SECONDARY SCHOOL	OTG	2016	2017	2018	2019	2020		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Bluevale CI	1,389	1,292	1,290	1,365	1,279	1,243		1,285	1,240	1,226	1,221	1,167	1,109	1,092	1,083	1,071	1,075	-17%
Sir John A. Macdonald SS	1,548	1,445	1,444	1,566	1,660	1,708		1,792	1,802	1,790	1,841	1,896	1,911	1,894	1,850	1,837	1,840	27%
Waterloo CI	1,203	1,289	1,325	1,454	1,503	1,395		1,319	1,305	1,310	1,286	1,304	1,264	1,270	1,276	1,256	1,221	-5%
Total Enrolment		4,026	4,059	4,385	4,442	4,346		4,396	4,347	4,326	4,348	4,367	4,284	4,256	4,209	4,164	4,136	3%
Total Ministry OTG	4,140	4,140	4,140	4,140	4,140	4,140		4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	4,140	-
Total Utilization (%)		97%	98%	106%	107%	105%		106%	105%	104%	105%	105%	103%	103%	102%	101%	100%	-
Pupil Place (Shortfall)/Surplus		114	81	(245)	(302)	(206)		(256)	(207)	(186)	(208)	(227)	(144)	(116)	(69)	(24)	4	-

REVIEW AREA OVERVIEW

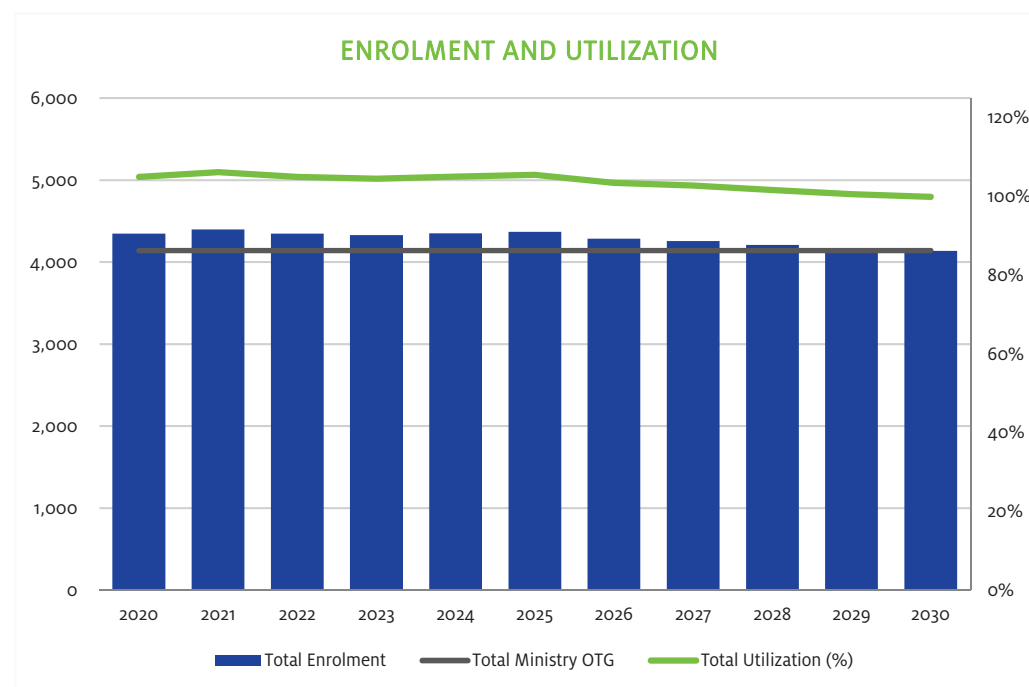
Review Area S05 encompasses the City of Waterloo, which includes both mature and rapid growth areas and post-secondary institutions.

Intensification and redevelopment along this segment of the ION Light Rail Transit corridor may impact projected student yields. In addition, a number of the higher density developments within Waterloo are currently oriented to post-secondary students rather than families; however, as the area matures, this may change. This area will be monitored closely and projections updated as more information becomes available.

SECONDARY MAGNET PROGRAMS

Sir John A. Macdonald SS - Fast Forward program.

Waterloo CI - Extended French, GeoTech and Instrumental Strings programs.



APPENDIX A - CHILD CARE LOCATIONS

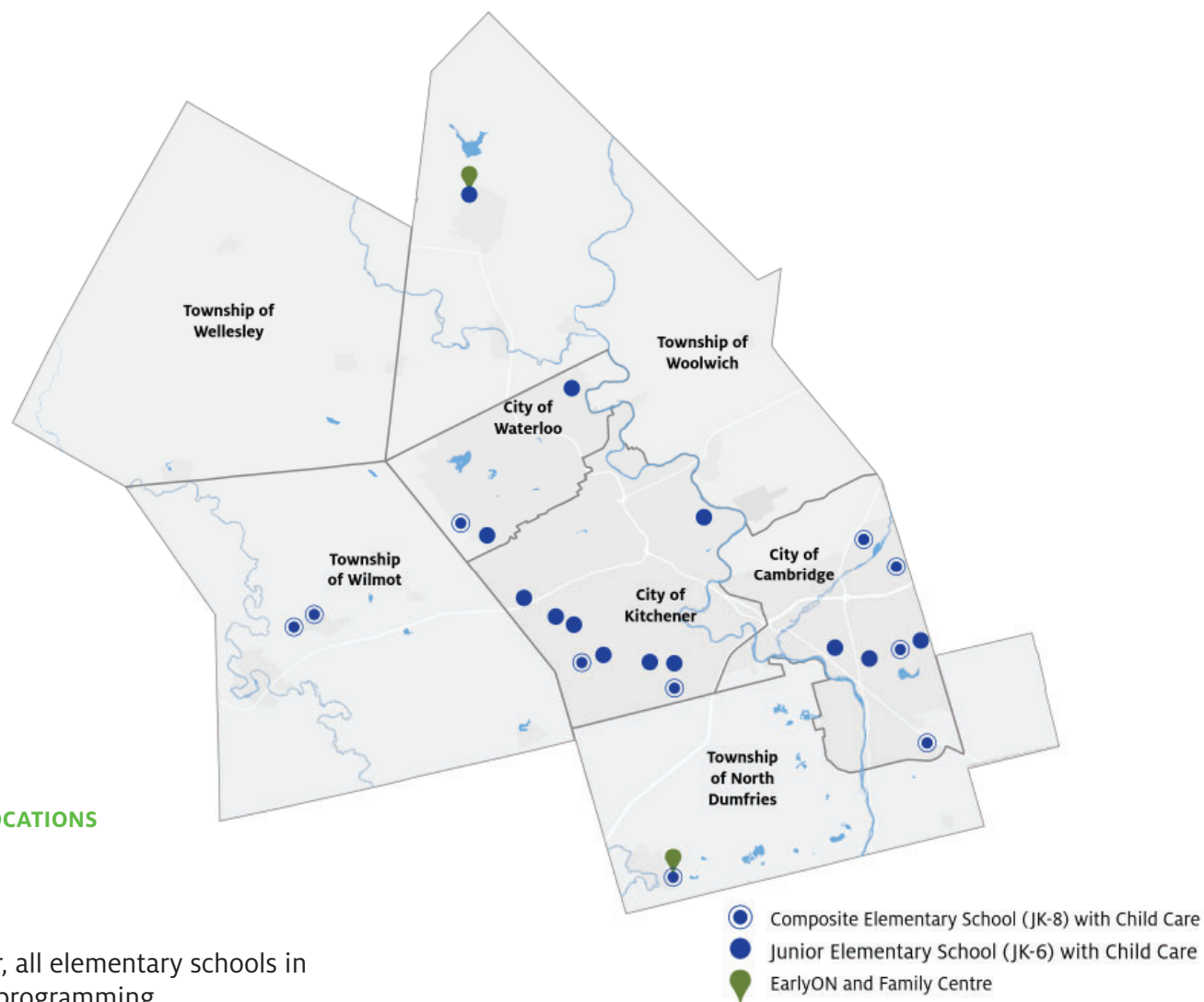
PURPOSE-BUILT CHILD CARE LOCATIONS

Baden PS
 Brigadoon PS
 Cedar Creek PS
 Clemens Mill PS
 Driftwood Park PS
 Edna Staebler PS
 Elgin Street PS
 Groh PS
 J.W. Gerth PS
 Janet Metcalfe PS
 Jean Steckle PS
 Lackner Woods PS
 Millen Woods PS
 Moffat Creek PS
 Riverside PS
 Ryerson PS
 Saginaw PS
 Silverheights PS
 Sir Adam Beck PS
 W.T. Townshend PS
 Westvale PS
 Williamsburg PS
 Woodland Park PS

EARLYON CHILD AND FAMILY CENTRE LOCATIONS

Cedar Creek PS
 Riverside PS

Beginning in the 2020/21 school year, all elementary schools in the WRDSB now offer Extended Day programming.



APPENDIX B - GLOSSARY

GLOSSARY OF TERMS

OTG

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

Portables (Port)

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

Portapak

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

Pupil Place Shortfall/Surplus

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

Utilization

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

LTAP BUZZWORDS

Enrolment and Utilization Chart

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

Key Map

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

Residential Development Unit Types

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

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

Review Area

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

FACILITY TERMS

Facility Condition Index - FCI

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

FCI Assessment Year

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

POLICY AND PROCEDURE

Boundary Study

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

Community Partners, Partnership Opportunities

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

Development Areas

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

Pupil Accommodation Review

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

APPENDIX C - STAKEHOLDER ENGAGEMENT

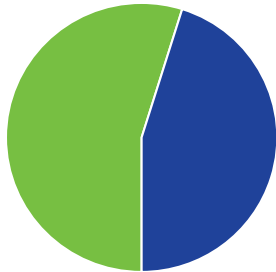
WRDSB LONG-TERM ACCOMMODATION PLAN FEEDBACK SURVEY

The 2020-2030 LTAP was informed by engagement with key stakeholders. Due to gathering restrictions and time constraints, an electronic survey was circulated to municipal partners and community partners to gain insight and feedback on the 2017-2027 LTAP. The survey requested that respondents indicate if they had received or referenced the 2017-2027 LTAP, whether the data and information contained within the LTAP were helpful and what data and information were most useful. Respondents also had an opportunity to provide additional comments for consideration in the 2020-2030 LTAP.

Feedback Summary

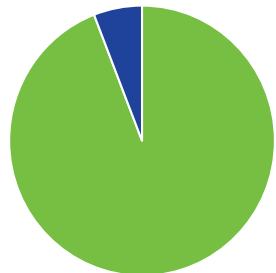
The Feedback Survey was circulated via email to over 100 stakeholders. Over two weeks, 31 responses were received. Respondents included WRDSB Trustees and administration, municipal staff, and community representatives.

55% of respondents indicated they had received or referenced the LTAP



45% of respondents indicated they had not received or referenced the LTAP

95% of respondents who had referenced the LTAP indicated that the document contained the data and information they were looking for



Most referenced LTAP information:

- Enrolment projections by school and Review Area
- Facility utilization data
- Recommendations

Average satisfaction with the 2017-2027 LTAP:



Respondent Recommendations

- Increase consultation with Municipalities
- Enhance equity and accessibility lenses in student accommodation planning
- Identify opportunities to enhance active transportation
- Include development thresholds for new schools
- Plan for expanded community use opportunities
- Coordinate with Waterloo Catholic District School Board

APPENDIX D - FEEDER SCHOOL LIST

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

SECONDARY SCHOOL	SENIOR ELEMENTARY SCHOOL	JUNIOR ELEMENTARY SCHOOL
Elmira District SS	Conestogo PS	Conestogo PS
	Floradale PS	Floradale PS
	Linwood PS	Linwood PS
	Park Manor PS	John Mahood PS
		Riverside PS
	St. Jacobs PS	St. Jacobs PS
Forest Heights CI	Queensmount PS	Forest Hill PS
		J. F. Carmichael PS
		Southridge PS
		Williamsburg PS
		W.T. Townshend PS
	Westheights PS	Driftwood Park PS
		John Darling PS
		Meadowlane PS
		Sandhills PS
	Janet Metcalfe PS	Janet Metcalfe PS
		Jean Steckle PS
Galt CI	Avenue Road PS	Avenue Road PS
		Elgin Street PS
		Manchester PS
	Clemens Mill PS	Clemens Mill PS
	Moffat Creek PS	Moffat Creek PS
	St. Andrew's PS	Blair Road PS
		Highland PS
	Stewart Avenue PS	Central PS

APPENDIX D (CONT'D)

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

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

APPENDIX D (CONT'D)

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

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

APPENDIX E - SPECIALIST HIGH SKILLS MAJOR

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

APPENDIX F - ADDITIONAL PROPERTIES

PROPERTY TYPE	LOCATION	USE
Leased Property	151 Weber Street South, Waterloo	Alternative and special programs
	60 McDonald Ave, Cambridge	Alternative and special programs
	15 Sheldon Drive, Cambridge	Vacant facility
WRDSB Owned Vacant Land	410 Falconridge Drive, Kitchener	Vacant site
	Huron/Fischer-Hallman, Kitchener	Vacant site
	80 Tartan Avenue, Kitchener	Vacant site (facility under construction)
	Equestrian Way, Cambridge	Vacant site
	95 Loxleigh Lane, Breslau	Vacant site
WRDSB Owned Non-School Structures	90 Fairfield Avenue, Kitchener	New Dawn Centre
	1122 Queens Blvd, Kitchener	McQuarrie Centre
	14A William Street, Elmira	Riverside Public School (former closed facility)
Outdoor Education Sites - WRDSB Owned	82 Meadow Creek Lane, Cambridge	Blair - Outdoor Environmental Education
	2366 Spragues Road, Ayr	Wrigley's Corners - Outdoor Environmental Education
Outdoor Education Sites - Leased	252 Beaver Creek Road, Waterloo	Laurel Creek - Outdoor Environmental Education
	2001 Kressler Road, Heidelberg	Camp Heidelberg - Outdoor Environmental Education
Outdoor Education Sites - Partnership Site	801 Trillium Drive, Kitchener	Huron Natural Area - Outdoor Environmental Education

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www.wrdsb.ca/planning



WRDSB.CA



Report to Committee of the Whole

June 21, 2021

Subject: 2021-2026 Accessibility Plan Update

Recommendation

That the Board of Trustees approve the 2021 - 2026 Accessibility Plan presented to Committee of the Whole on June 21, 2021 in accordance with the Accessibility for Ontarians Act.

Status

The WRDSB is deeply committed to equity and inclusion. A major tenet of this work relates to accessibility for our students, staff, families and community. The 2021 - 2026 Accessibility Plan is our renewed commitment to accessibility and how we engage in meaningful implementation in a transparent and accountable manner.

The 2021 - 2026 Accessibility Plan (Accessibility Plan) Working Group began meeting in March 2020 to review, discuss and update the Accessibility Plan. The working group's membership comprised multiple functions within the organization; the working group's membership can be found in Appendix A of this report.

The Accessibility Plan Working Group has undertaken a detailed process of reviewing the WRDSB's previous plan, establishing goals for 2021-2026, and consulting on the goals with a variety of stakeholders. A listing of stakeholder consultations can be found in Appendix B of this report.

As a result of the hard work and deduction of the Accessibility Plan Working Group and the feedback from our stakeholders, the Accessibility Plan is presented in Appendix C of this report. The Accessibility Plan provides key strategies to address barriers in the areas of Communication and Information, Customer Service, Employment, Physical Environment, Systemic, and Transportation.

Background

The WRDSB is a designated public organization as described in Schedule 1 of *Ontario Regulation 191/11: Integrated Accessibility Standards* (Regulation) of the *Accessibility for Ontarians with Disabilities Act, 2005*. As a designated public sector organization, the WRDSB is required under section 4 of the Regulation to:

- Establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers;
- Post the accessibility plan on their website and provide in an accessible format upon request; and
- Review and update the accessibility plan at least once every five years.

Financial implications

The financial implications of the 2021-2021 Accessibility for Ontarians with Disabilities Act Plan Update are within existing budgets approved annually by the Board of Trustees.

Communications

Once approved, the Accessibility for Ontarians with Disabilities Act Plan will be posted to the WRDSB's website at www.wrdsb.ca/accessibility. This website will provide all stakeholders with periodic updates on the board's progress to plan, changes to the plan, and the opportunity to provide continuous feedback.

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

APPENDIX A - Accessibility Plan Working Group Membership

Deepa Ahluwalia, Human Rights & Equity Advisor

Benoit Bourgault, General Manager, Student Transportation Services Waterloo Region

Ron Dallan, Manager, Capital Projects

Jessica Eldred, Health and Safety Training Officer

Matthew Gerard, Chair, Coordinating Superintendent, Business Services & Treasurer

Ross Howey, Communications Officer

Krista Jansen, Human Resources Officer

Steve Karley, Senior Draftsperson

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APPENDIX B - Stakeholder Consultations

Stakeholder consultations took place between February 2021 and April 2021. The following groups were consulted as part of the Staff Advisory Committee:

- Elementary Teachers' Federation of Ontario (ETFO)
 - Designated Early Childhood Educators
 - Elementary Occasional Teachers
 - Elementary Teachers' Federation of Ontario
- Ontario Secondary School Teachers' Federation (OSSTF)
 - Custodial and Maintenance Association
 - Educational Support Staff
 - OSSTF Teachers'/Occasional Teachers' Bargaining Units
 - Professional Student Services Personnel
 - Supervision Monitors and Cafeteria Assistants
- Educational Assistants Association
- Managers' Group
- Secondary School Principals' Association
- Secondary School Vice-Principals' Association
- Waterloo Region Elementary Administrators

Members of the Accessibility Plan Working Group consulted directly with the following stakeholders.

- Accommodation Steering Committee
- Equity Indigenous Advisory Group
- Indigenous Education Advisory Council
- Parent Involvement Committee
- Special Education Advisory Committee
- Student Senate
- Waterloo Region Assembly of Public School Councils

APPENDIX C - 2021 - 2026 Accessibility Plan



**WATERLOO REGION
DISTRICT SCHOOL BOARD**

ACCESSIBILITY PLAN

2021-2026





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MESSAGE FROM THE DIRECTOR AND CHAIRPERSON

The Waterloo Region District School Board's (WRDSB) Multi-Year Accessibility Plan represents our plans to meet our obligations under the Ontarians with Disabilities Act (ODA) 2001, and outlines our recent achievements in this important work over the past few years.

This latest document marks a renewal of our commitment to our responsibilities under the Ontario Human Rights Code (OHRC), and under the Accessibility for Ontarians with Disabilities Act (AODA) and the Integrated Accessibility Standards Regulation (2011), in a way that ensures equitable access to our buildings, programs and services for all of the students, families, employees, and community members who learn and work in the WRDSB.

Our commitments, like our plans, continue to grow and evolve. We are building on our past work, to further commit to achieving our accessibility goals in a way that promotes and ensures respect for every person's human rights, dignity and independence.

Our efforts have resulted in tangible accomplishments across our system, from improved recruitment, hiring and training practices that highlight the WRDSB's accommodation procedures and relevant accessibility legislation, to the physical improvements to our 121 schools, more than 80% of which are accessible as of December 31, 2020. These changes help to make our system a more accessible, welcoming place for all those in our community, but we know our work is not done.

Our work is rooted in our responsibilities to the OHRC and AODA; however, our goals lie well beyond the realm of compliance. We must ensure that we are one step ahead in removing barriers, so we may act before they have the opportunity to impact our students, staff and community. Our focus extends beyond physical barriers, and includes those that we can't touch and feel. At the WRDSB, we endeavour to ensure that we are a truly accessible and inclusive system – in every way.

As we look to the future, we know there is still much work to be done in ensuring that we prioritize accessibility for all across the WRDSB. We are ambitious, but determined in our efforts as we look to take on the systemic barriers that exist, including the development of new policies and procedures to help guide the WRDSB in this work as a whole. This work will be led by the Human Rights and Equity Advisor, in collaboration with senior leadership to identify and eliminate barriers in our system that would otherwise contravene the Ontario Human Rights Code (OHRC) and represents our ongoing commitment to removing systemic barriers in our school board.

Although we are taking a system-wide approach, we remain focused on addressing barriers in specific areas, as well. From how our community accesses information and communication, to how we transport our students to school, to how we hire new employees – our approach is multi-faceted and aims to address these concerns with speed and effectiveness.

We invite you to review our Accessibility Plan 2021-2026, and would welcome any questions or feedback.

Sincerely,



John Bryant
Director of Education



Joanne Weston
Chairperson of the
Board of Trustees



GLOSSARY

“Accessibility Standard” shall,

- (a) set out measures, policies, practices or other requirements for the identification and removal of barriers with respect to goods, services, facilities, accommodation, employment, buildings, structures, premises or such other things as may be prescribed, and for the prevention of the erection of such barriers; and
 - (b) require the persons or organizations named or described in the standard to implement those measures, policies, practices or other requirements within the time periods specified in the standard.
- 2005, c. 11, s. 6 (6).

“Barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice; (“obstacle”)

“Disability” means,

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”)



COMMITMENT TO ACCESSIBILITY

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan to enable the WRDSB to meet these commitments.

The Waterloo Region District Board (WRDSB) is committed to fulfilling its responsibilities under the Ontario Human Rights Code, and under Accessibility for Ontarians with Disabilities Act and the Integrated Regulation, in a way that ensures equitable access to its buildings, programs and services for all of the students, families, employees, and members of the public who collectively make up the WRDSB community.

The WRDSB further commits to achieving its accessibility goals in a way that promotes and ensures respect for every person's human rights, dignity and independence. The WRDSB commitment to accessibility further includes:

- Developing policies, procedures and practices that promote inclusion in all aspects of service delivery for students, families, staff, and members of the public.
- Ensuring individual accommodations meet the needs and provide the opportunity for every WRDSB student and employee to achieve success.
- Building accessible learning and working environments through shared responsibilities and collaboration

amongst departments.

- Consulting people with disabilities, exceptionalities and/or special needs in the development and review of its accessibility plans.
- Maintaining an Accessibility/AODA committee with representation from across the Board and community.
- Reviewing and updating the Accessibility Plan on a regular 5 year cycle and reporting on our progress annually.
- An understanding that this work is necessary for some but good for all.
- Given the evolving state of accessibility, we know our work will never be done.

The WRDSB Accessibility Plan outlines the steps that will be undertaken in order to identify and remove structural, attitudinal, systemic, and communication barriers to access for persons with disabilities. The Plan also sets out the steps that the WRDSB will take to achieve these goals, and how we envision the outcomes of our efforts, and how we will measure our progress.

THE WRDSB IS COMMITTED TO

3.1 Maintaining an Accessibility Committee.

3.2 Ensuring, wherever practical, that Board policies, procedures, and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input, where appropriate, about accessibility issues relating to new policies and procedures, and to those under review.

3.3 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practical, be incorporated in the multi-year plan.



ABOUT THE WATERLOO REGION DISTRICT SCHOOL BOARD

The WRDSB is one of the larger school districts in Ontario, providing junior kindergarten to grade twelve education to elementary and secondary students in the cities of Cambridge, Kitchener and Waterloo and the townships of North Dumfries, Woolwich, Wellesley and Wilmot. The geographical area of the Board covers 1,345 square kilometers.

For 2020-21, the WRDSB has a full-time enrollment of 64,178 students (44,326 elementary students and 19,852 secondary students). Average class sizes are 18.89 in the primary division, 21.57 in the elementary overall and 21.5 in secondary schools. There are presently 5,978 instructional staff and 867 non-instructional staff employed by the WRDSB.

The WRDSB operates 105 elementary schools, 16 secondary schools, four Outdoor Education facilities, an Adult Education Centre, an administrative Education Centre, and other learning facilities.

The Board operates within the requirements of the Education Act. For the 2020-21 school year the WRDSB has a budget comprising \$805.1M in expenditures, the capital budget has been increased to \$115.4 M with the addition of COVID-19 Resiliency Infrastructure Stream (CVRIS) and Climate Action Incentive Fund (CAIF). The Board of Trustees includes 11 elected Trustees and two Student Trustees. The Trustees are accountable to the Ministry of Education and the people of Waterloo Region. They establish the strategic directions and priorities of the Board, and monitor our progress. Trustees approve an annual budget, and review and approve Board policies.



ACCESSIBILITY WORKING GROUP AND DEVELOPING THE 2021-2026 PLAN

In February 2020, the WRDSB Accessibility Working Group began meeting with the goal of reviewing the previous Accessibility Plan and to plan the WRDSB accessibility work for the next iteration of the plan. Over the course of the project, the working group expanded to include stakeholders from various unions and employee groups.

The working group engaged various board committees including the Special Education Advisory Committee, the Equity and Indigenous Advisory Group, the Parent Involvement Committee and the Student Senate.

All of these efforts have resulted in a refreshed vision of accessibility and a detailed plan to further improve accessibility for the WRDSB and community that it serves. Throughout the life of the Accessibility Plan, the WRDSB will hold itself accountable through a detailed monitoring plan.

The Accessibility Working Group also worked to consult with the Accommodation Steering Committee and members of the Staff Advisory Committee. The Staff Advisory Committee includes members of the Secondary Schools Principals Association (SSPA), Secondary Schools Vice-Principals Association (SSVPA), Waterloo Region Elementary Association (WREA), Education Centre Managers' Group, Elementary Teachers Federation of Ontario (ETFO), Waterloo Region DECE Local (WRDECE), Waterloo Region Occasional Teacher Local (WROT), Educational Assistants Association (EAA), Ontario Secondary School Teachers' Federation (OSSTF), Educational Support Staff (ESS), Supervision Monitors and Cafeteria Assistants (SMACA), Professional Student Services Personnel (PSSP), and Custodial & Maintenance Association (CAMA).

ACCESSIBILITY ACCOMPLISHMENTS

The WRDSB has made progress in achieving the plans laid out in the previous iteration of the WRDSB's Accessibility Plan. This action of the report outlines the WRDSB's accessibility enhancements in the areas of Customer Service, Employment, Information and Communication, Physical Environment, and Transportation.





The WRDSB has, and continues to, make notable progress in improvements to our information and communication systems and strategies. From how we communicate to our community, to how we offer training to our employees, we remain focused on continuing to ensure that our information and communications are available and accessible to everyone in our community.

The WRDSB has undertaken the redevelopment of the corporate and school websites in order to achieve compliance with the Web Content Accessibility Guidelines (WCAG) 2.0. Compliance with these guidelines will provide greater opportunities for all stakeholders to engage with the web content provided via the WRDSB web properties. Further, content on the WRDSB corporate and school websites are readily translated into almost 100 languages. Finally, the WRDSB has procured an automated website accessibility assessment tool to continually monitor and evaluate the accessibility of WRDSB websites.

The WRDSB also uses a variety of other communications tools to share information and communicate with students and families. Brightspace and Google Classroom provide accessible communication and the ability to share information with a variety of stakeholders.

In order to train new and existing staff on accessibility awareness the WRDSB has developed online modules. As of January 2015, all existing staff completed the training and all new staff are required to complete the training.

Feedback, both from our community and our staff, continues to help shape our approach to increasing the accessibility of our information and communications. Students, staff and community members are all invited to offer feedback on WRDSB websites and their effectiveness as communication tools via the website feedback form and accessibility feedback form, available from each of our WRDSB websites. This user feedback plays a crucial role in helping to shape future developments to our communication strategies and platforms to help ensure our information and communications are accessible to all in our community.

To support those who require alternate formats of information and communication, we established a framework to offer these accessible formats on an as-needed basis. From large print, to braille documents, to online, digital content, we have the means to ensure that any member of our community has the ability to access our information and communications in a manner that works for them.

Educational and training resources and materials, both those produced internally by the WRDSB and those produced by our partners and vendors, have the capability to support accessible communication formats. This includes the use of transcripts for training sessions provided via video or webinar formats, and the use of reading software, which includes text to speech functions, to ensure training and professional development opportunities that incorporate written or text-based content are available to all staff.

Our libraries and our online library, the Library Learning Commons employ a variety of strategies to ensure content accessed via these outlets meets our accessibility requirements and the needs of our system.

The Library Learning Commons, through our online database vendors, has integrated accessibility tools that support the reading and voice playback of the resources in their libraries. This also includes the magnification of text, to ensure that those with limited sight are able to consume the content they offer, without barriers. In addition, these databases include audiobooks, translation functionality, the ability to adjust font size, as well as highlight and annotate.

Additionally, Google Chrome extensions, deployed centrally by WRDSB IT Services, offer increased accessibility for all WRDSB users accessing online resources by offering read and write capability directly in the browser.

For print materials, educators and staff are encouraged to provide enlarged print copy through photocopying, while abiding by copyright guidelines.



The WRDSB has made notable improvements to a number of areas associated with Customer Service. The WRDSB provides mandatory training to staff on the Customer Service Standards supporting the Accessibility for Ontarians with Disabilities Act (AODA). This training enhances staff understanding of the standards and provides better support and services for all stakeholders. Additional training on the Ontario Human Rights Code (Code) supplements AODA training.

The WRDSB continued to improve its approach to creating, implementing and monitoring administrative procedures, guidelines, and protocols that ensure respect for every person's independence, dignity, and human rights. Building on this foundation, the WRDSB continues to review and improve its procedures, guidelines, and

protocols to ensure that services are provided equitably across the system.

The WRDSB utilizes a number of feedback mechanisms to provide an opportunity for those engaged with schools, departments or on behalf of stakeholder groups. The WRDSB solicits feedback about our policies, procedures, practices and programs, thereby providing an opportunity to identify operational or systemic barriers, resulting in access to the full spectrum of opportunities and outcomes. Stakeholder feedback is gathered through regularly scheduled meetings or the cyclical implementation of surveys, town halls, the Accessibility Feedback Form, Website Feedback Form, emails, advisory meetings, and regular updates to the Board and the broader community.



The WRDSB has made notable improvements to a number of areas associated with employment.

RECRUITMENT/HIRING AND TRAINING

The WRDSB's internal and external recruitment, assessment, and selection processes have been standardized to include a notification to participants of the availability of accommodations. New and existing employees are informed of the availability of accommodations.

The job posting, the documentation to the Hiring Team and the invitation for an interview includes a notification that, if requested, accommodations are available. If an accommodation is requested at any stage of the recruitment process, applicants are consulted regarding necessary arrangements to account for individual accessibility needs.

New hire conditional offers of employment include a step by step guide to the Online Employee Training Centre which includes the module, "Accessibility for Ontarians". Also included in the offer letter is a reference to WRDSB's accommodation procedure and an information brochure is provided in the successful candidate's orientation package.

ACCOMMODATION

The process for employee assessment and the subsequent development of accommodation plans has been documented. Individual plans are kept confidential within the Employee Wellness Department. Plans are shared with the employee, manager and union to facilitate the implementation of the recommended accommodation plans.

The Employee Wellness Department supports staff returning to work and supports them through the development of an individual accommodation plan. As part of the accommodation process, emergency evacuation plans are developed if needed (see IERPs). The process was designed to support the employees' successful return to work and their ability to remain working.

INDIVIDUAL EMERGENCY EVACUATION PLANS (IERPS)

To support Board employees with disabilities, Health, Safety & Security used the standard to develop an Individual Emergency Evacuation Plan (IERP) template and request letter. The request letter serves as a means for employees to notify the Board that they need a plan developed. The IERP template builds an emergency evacuation plan specific to the individual and captures all necessary information around the employee's evacuation needs. To date, the Accessibility Committee, Employee Wellness and Human Resource Services have reviewed the template and request letter.



From 2012 to 2020, the WRDSB made significant improvements to its facilities, focusing primarily on mobility accessibility. As of December 31, 2020, the WRDSB has improved 88 of 105 elementary schools, making more than 80% accessible. Similarly in secondary schools, 15 of 16 are more than 80% accessible.

Facility Services works collaboratively with the Special Education Department to identify and prioritize capital expenditures on accessibility enhancements. Through the use of capital funding, school condition improvement funding, and school renewal allocations, the WRDSB has been able to improve accessibility within its facilities.

When designing capital projects, Facility Services works to incorporate accessibility enhancements into these projects. This approach to capital projects allows the WRDSB to use its limited funding to complete a higher number of accessibility projects.

School based staff work closely with Special Education staff, and Facility Services to identify on-site supports to students. This information is maintained by the Special Education Department and allows the WRDSB to provide individual accommodations to students in a timely manner thus ensuring every student can experience an inclusive learning environment at the WRDSB.



To assist in addressing the WRDSB's systemic needs, a new position was posted and the successful candidate started in the role in January 2020. The role of the Human Rights and Equity Advisor (HREA) was created to collaborate with the senior leadership team at the WRDSB to identify and eliminate barriers and gaps in policies, procedures, practices and programs that would otherwise contravene the Ontario Human Rights Code (OHRC). Specifically, the HREA will be developing a human rights policy and a formal complaints process. A formal complaints process for Code-based incidents will help bring resolution to anyone who experiences discrimination based on the protected grounds, including individuals with disabilities.

The HREA will supervise a new Human Rights Branch that will work in collaboration with other departments to assist in creating a culture of human rights and equity. As part of their mandate, the Human Rights Branch will support professional learning for Board staff around human rights. As of September 2020, mandatory Human Rights 101 online training has been implemented on a yearly basis for all WRDSB staff so that everyone understands their rights and responsibilities under the Code.

The Human Rights Branch is a part of a broader Indigenous, Equity, and Human Rights (IEHR) Department. This department has been formally established since October 2020. A new website about the department and its three branches - Indigenous education, equity and inclusion, and human rights, was created and made public in the latter part of the 2020/2021 school year. This website will allow members of the WRDSB community to have access to important information about the work of the IEHR Department.

The WRDSB also depends on advisory groups to help identify barriers in our policies, procedures, practices and programs. There are two advisory groups in particular that will be invited to provide input and feedback into the multi-year accessibility plan. These are the Equity Inclusion Advisory Group (EIAG) and the Special Education Advisory Committee (SEAC).

The EIAG has been in existence since 2009. Its members represent various community groups and organizations that serve diverse and marginalized communities. This 15 member advisory group meets monthly to discuss equity and inclusion at the WRDSB.

Under the Education Act school boards are responsible for establishing Special Education Advisory Committees (SEACs) and the regulation sets out the requirements for that committee. The WRDSB SEAC represents a number of local associations and organizations that support and advocate for students with special needs and their families. One of the many roles of our SEAC is to review WRDSB Policies and Procedures and make recommendations to the Board regarding Special Education programs, services and accessibility measures for students with exceptional needs.

The WRDSB also has a comprehensive plan to support human rights and equity called the Equity and Indigenous Action Plan (EIAP). The EIAP has been shared with system leaders who are responsible for the action items in the plan and have begun implementation. This Plan, which will impact students, staff as well as other stakeholders, is a priority for the WRDSB.



Student Transportation Services of Waterloo Region (STSWR) is a non-profit corporation that supports student transportation in both the WRDSB, and the Waterloo Catholic District School Board. The Director of Education and the Coordinating Superintendent, Business Services sit on the STSWR Board of Directors.

STSWR ensures students' needs are met according to those identified by the school. Transportation services

continue to evolve with new design and technology. For example, small buses were equipped with integrated child seats to provide additional options in transporting small students who need more support to remain seated properly. Secondly, technology was used to automate the Individual Travel Plan to ensure no details were missed and every student's needs were properly communicated to drivers by being integrated to the route details process.

OVERVIEW OF OBJECTIVES FOR THE 2021-2025 PLAN



COMMUNICATION & INFORMATION



Objectives	Actions	Outcomes and measurements to be considered
Improve accessibility of website design.	<ul style="list-style-type: none"> Design new web user interface for WRDSB web properties. Implement new design and features across appropriate web properties. Use of accessibility monitoring tool during website design process to ensure WCAG 2.0 compliance of features in the design. 	<ul style="list-style-type: none"> Designs implemented across the appropriate WRDSB web properties (WRDSB.ca, school websites). Accessibility monitoring tool crawl data to be used to measure WCAG 2.0 compliance percentage once implemented and to ensure compliance of any future upgrades or updates. Accessibility monitoring tool crawl data will also be used to identify any areas of improvement.
Improve accessibility of existing and future content on WRDSB websites.	<ul style="list-style-type: none"> Implementation of accessibility monitoring tool provides ongoing data regarding web content accessibility compliance and can be used to help flag areas where improvement is needed. Provide training opportunities to those creating content for WRDSB web properties with direction on how to prioritize accessible content design. 	<ul style="list-style-type: none"> Accessibility monitoring tool crawl data to be used to measure WCAG 2.0 compliance percentage of content across WRDSB web properties and to ensure compliance of any future and existing content.
Continue to build supports and offer resources to staff to empower and prioritize the creation of accessible web content.	<ul style="list-style-type: none"> Build and improve existing writing and web content guides offered to all WRDSB staff via the Staff Intranet. Provide training opportunities to those creating content for WRDSB web properties with direction on how to prioritize accessible content design. 	<ul style="list-style-type: none"> Use accessibility monitoring tool to track WCAG 2.0 web accessibility across all WRDSB web properties and identify areas where more support for staff is needed.

COMMUNICATION & INFORMATION (CONTINUED)



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Objectives	Actions	Outcomes and measurements to be considered
Receiving and addressing feedback from our users and community.	<ul style="list-style-type: none"> We continue to welcome user and community feedback regarding accessibility concerns via our website feedback and accessibility feedback forms, available from any of the WRDSB web properties. Feedback is collected and beyond addressing specific identified issues, is used to help shape future feature development. 	<ul style="list-style-type: none"> Continued user and community feedback via these forms allows us to measure the success of our work.
Capability to provide student records in an accessible format to persons who request them.	<ul style="list-style-type: none"> Explore options to offer student records in a selection of formats to meet accessibility requirements of those who may request them. 	<ul style="list-style-type: none"> Framework developed to support requests for student records in accessible formats for current and former students requiring this documentation.
Support the development of training materials for staff that meet accessibility guidelines.	<ul style="list-style-type: none"> Develop new and enhance existing resources to support departments with the creation of training materials and courses that meet accessibility guidelines. 	<ul style="list-style-type: none"> Framework developed and in place to support departments with the creation of accessible training materials throughout the WRDSB. Monitor feedback from staff regarding accessibility concerns with training materials.



Objectives	Actions	Outcomes and measurements to be considered
Improve staff understanding of their roles and responsibilities as it relates to the provision of accessible customer service.	<ul style="list-style-type: none"> Enhance the delivery of training on the Accessibility for Ontarians with Disabilities Act (AODA) and Ontario Human Rights Code (Code) professional learning and training to staff and volunteers. Empower staff to find innovative ways to remove barriers to accessing equitable customer service. 	<ul style="list-style-type: none"> Staff and volunteers complete mandatory training as required. Feedback is acknowledged and responded to in a timely manner.
Formalize the WRDSB's process of reviewing policies, procedures, guidelines, and protocols with a focus on the AODA and Code requirements.	<ul style="list-style-type: none"> Post the review process on the WRDSB's website to promote transparency and awareness. Train staff on their roles and responsibilities in the review process. Cyclical review of policies, procedures, guidelines, and protocols to ensure high quality of service delivery to those that may experience barriers due to visible or invisible disabilities. 	<ul style="list-style-type: none"> Service delivery addresses the needs of stakeholders regardless of visible or invisible disabilities. Policies, procedures, guidelines, and protocols are posted to the WRDSB's website in a timely manner.
Formalize the process of engaging stakeholder groups for feedback.	<p>The AODA Working Group will engage the following stakeholders biannually (every two years) for feedback:</p> <ul style="list-style-type: none"> Staff Advisory Committee Special Education Advisory Committee Equity and Inclusion Advisory Group Indigenous Education Advisory Group Equity and Social Justice Student Advisory Parent Involvement Committee Accessibility Committee Student Senate Board of Trustees 	<ul style="list-style-type: none"> Feedback is acknowledged and responded to in a timely manner. Service delivery addresses the needs of stakeholders regardless of visible or invisible disabilities. Feedback will be reviewed, assessed, adapted or integrated within the existing or future multi-year plan.



Objectives	Actions	Outcomes and measurements to be considered
Review and revise processes and procedures as needed related to workplace accommodation, to ensure they reflect current regulatory requirements and best practices and ensure they are inclusive and applicable to all staff.	Review and revise processes and procedures where required to ensure they reflect current legislative and regulatory standards. Enhance the information available electronically to ensure all employees have access to WRDSB's accommodation processes.	Enhancements are achieved prior to conclusion of this plan. If required, a revised procedure draft will progress through the WRDSB review process.
Explore ways in which the WRDSB can enhance professional learning related to the duty to accommodate and bias - free hiring practices amongst WRDSB system leaders (hiring teams).	Research the best way to develop content for leadership training related to accommodations and to ensure applicable staff have the training to equip them to be able to see all disabilities and provide the best support to staff and students. Continue to explore professional learning initiatives regarding delivery of bias-free hiring training.	System leaders are more knowledgeable regarding the Duty to Accommodate and bias-free hiring. Concerns from staff related to accommodations are reduced and resolved informally.
Enhance the diversity and inclusivity of the WRDSB workforce by identifying and expanding targeted recruitment groups with inclusion for persons of varying ability.	Research/survey and identify opportunities for targeted recruitment activities amongst groups, including persons with disabilities, which are underrepresented amongst WRDSB employees.	WRDSB will endeavour to become an employer of choice. <ul style="list-style-type: none"> plan for action based on research/survey outcomes is determined.
Implementation of the Individual Emergency Evacuation Plan (IERP) template and request process.	<ul style="list-style-type: none"> Update and finalize the IERP template and request letter, post it on the staff website. Add in general wording to the employee offer letter about requesting the development of a plan. Send out an 'All Staff Communication' to inform existing employees of the process and resources. 	Track number of requests received for support in the development of IERPs from Administrators and Supervisors.

PHYSICAL ENVIRONMENTAL



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Objectives	Actions	Outcomes and measurements to be considered
Ensure that all students are able to physically access all program offerings in each WRDSB school.	<ul style="list-style-type: none"> Complete the schematic design of non-accessible and partially accessible schools to cost out and plan for the accessibility upgrade work. Continue to use existing school renewal grants and school condition improvement grants to complete accessibility projects. Leveraging application based funding to accelerate accessibility project completions. Combining capital projects to leverage limited funding to complete a greater number of accessibility projects. Consult with staff, students, and board advisory groups to collect feedback on accessibility projects. 	<ul style="list-style-type: none"> By 2025, complete accessibility projects (mobility) at the 8 remaining non-accessible schools and the 8 remaining partially accessible sites. Existing accessibility upgrades are updated to meet revised code requirements and stakeholder needs. Continued improvement of the WRDSB's ability to efficiently use financial resources to support accessibility-related projects.
Focus on developing a standard for both vision and hearing impairment related accessibility upgrades.	<ul style="list-style-type: none"> Develop strategies and costings to provide more effective vision and hearing accessibility upgrades to existing buildings. Pilot vision and hearing impairment upgrades at select sites. Consult with stakeholders and experts during the development of these strategies and costs. 	<ul style="list-style-type: none"> Development of a design standard for vision and hearing impairment related accessibility upgrades.
Improve transparency of accessibility-related upgrades to schools sites through more effective communication.	<ul style="list-style-type: none"> Update accessibility related information for all facilities on the WRDSB website. Develop a process to update facility specific information annually. 	<ul style="list-style-type: none"> Site specific accessibility information is publicly available for each WRDSB site. Publicly available site specific accessibility information is complete and accurate within three (3) months of the completion of capital projects.

PHYSICAL ENVIRONMENTAL (CONTINUED)



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Objectives	Actions	Outcomes and measurements to be considered
Identify student needs sooner to facilitate advanced planning for facilities-related accommodations.	<ul style="list-style-type: none"> Facility Services and Special Education Department collaboratively identify accommodation upgrade capital projects at least 10 months before the accommodations are required. Enhance the process of tracking student accessibility needs from preschool to graduation. Continued improvement of the functionality of existing systems used to track student accessibility needs. 	<ul style="list-style-type: none"> Meeting students' needs quicker through more efficient capital project planning. Minimal unanticipated requests for accommodation upgrade capital projects.



Objectives	Actions	Outcomes and measurements to be considered
Develop, as needed, further policies, procedures, and/or guidelines to support the Accessibility Plan and other Board initiatives related to the rights of persons with disabilities and the creation of equitable and inclusive learning and working environments.	<ul style="list-style-type: none"> Review and update WRDSB Policy 1010 - Accessibility for Ontarians with Disabilities (annually) and Administrative Procedure 1630 - Accessibility for Ontarians with Disabilities (bi-annually). Engage stakeholders including but not limited to the Special Education Advisory Committee and the Equity and Inclusion Advisory Group. Identify other policy supports, as appropriate and necessary based on a review of best practices. 	<ul style="list-style-type: none"> WRDSB policies and procedures reflect best practices, consistent with the approach of boards in other jurisdictions.
Update and implement a WRDSB Equity and Indigenous Action Plan (EIAP) to guide and coordinate the Board's work related to equity, inclusion and Human Rights, system-wide.	<ul style="list-style-type: none"> Steering Committee established to determine approach to action planning and next steps. 	<ul style="list-style-type: none"> Steering Committee to guide EIAP work internally, as well as to increase public awareness of WRDSB's commitment and actions related to equity and inclusion.
Develop a plan for, and begin to deliver, system-wide professional development regarding the duty to accommodate persons with disabilities.	<ul style="list-style-type: none"> Review recently completed and existing professional learning in relation to the WRDSB's duty to accommodate students, family members, and members of the public to identify system needs. Develop a plan for effective implementation of professional learning. 	<ul style="list-style-type: none"> Increased understanding among staff and management regarding the duty to accommodate persons with disabilities. Reduction in concerns raised regarding a lack of, or the nature and scope of, accommodation. Improvement in data from staff census.
Develop a plan for and provide support for school-based student learning opportunities that focus on enhancing students' understanding of inclusive communities that welcome individuals of all abilities.	<ul style="list-style-type: none"> Work collaboratively with Learning Support Services and the Special Education Department staff to provide resources to schools to support student learning opportunities that focus on understanding and supporting the needs of individuals with disabilities. 	<ul style="list-style-type: none"> Increased understanding among both staff and students of the ways in which schools can help to foster inclusive communities as seen through school-wide initiatives and more inclusive classroom learning environments. An organizational culture that is committed to the principles of human rights and equity as outlined in the AODA.

SYSTEMIC (CONTINUED)



Objectives	Actions	Outcomes and measurements to be considered
Create a new Human Rights Policy and Code-Based Complaints Procedure.	<ul style="list-style-type: none"> • Implementation of a new WRDSB Human Rights Policy and Code-Based Complaints Procedure. • Training on the new policy and procedure for all staff. • Sufficient and qualified staff are recruited and retained by the WRDSB to implement and operationalize the Code-based complaint process. 	<ul style="list-style-type: none"> • Greater awareness of basic human rights. • Human rights complaints addressed through the Human Rights Branch. • Complainants are satisfied with the resolution of their issue by the WRDSB.
Prioritize the AODA and accessibility work through intentional efforts.	<ul style="list-style-type: none"> • Hire a Human Rights Officer with a specific focus on AODA who will monitor the implementation of the AODA plan. 	<ul style="list-style-type: none"> • Increased attention to the AODA and accessibility at the WRDSB.
Program implementation and monitoring results.	<ul style="list-style-type: none"> • A set of measures to be collected on an on-going basis that reflect the degree to which the plan's goals have been met in each of the domains. 	<ul style="list-style-type: none"> • Collect data and conduct surveys to measure the implementation and impact of the AODA Plan. • Annual update to the plan.

TRANSPORTATION



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Objectives	Actions	Outcomes and measurements to be considered
Design and monitor service for home to school transportation in keeping with the Board's policies and procedures.	<ul style="list-style-type: none"> Develop transportation arrangements for students identified and approved by partner school boards, consistent with each student's Individual Student Transportation Plan (ISTP). Ensure effective communication of ISTP information to service providers contracted to deliver service to students. In accordance with STSWR' commitment to integrated transportation, ensure exceptional students are transported on traditional school buses unless alternate accessible transportation is required to meet a student's needs. 	<ul style="list-style-type: none"> Transportation service that meets individual students' needs, while maintaining maximum inclusion and integration. Successful implementation of ISTP requirements by contracted service providers.
Review existing practices and procedures to ensure these reflect current best practices and principles of equity and inclusion and proactively address barriers to access and integration.	<ul style="list-style-type: none"> Review legislative and regulatory requirements for any updates or changes. Review policies and procedures of student transportation providers in other jurisdictions to identify best practices. Review and propose revisions to STSWR procedures and practices, as appropriate. 	<ul style="list-style-type: none"> Procedures are up to date, clear and comprehensive. Procedures embody organizational commitments.
Ensure compliance with STSWR policies and procedures, and commitment to safe, efficient and effective service by all staff, including service delivery partners.	<ul style="list-style-type: none"> Plan and deliver training to staff, in particular training related to accessible transportation and ISTPs. Ensure training includes, in particular, all bus operators under contract to STSWR. Monitor the quality of home to-school services provided by contracted service delivery partners. 	<ul style="list-style-type: none"> Fewer concerns raised by students and families related to services provided by service delivery partners. Organizational culture reflects commitment to principles of equity and inclusion.



The WRDSB Accessibility Plan will be posted on the Board's website at www.wrdsb.ca/accessibility. The WRDSB will provide accessible formats of the Plan upon request.

Waterloo Region District School Board
51 Ardelt Avenue
Kitchener, Ontario
N2C 2R5
Telephone: (519) 570-0300
Email: info@wrdsb.ca

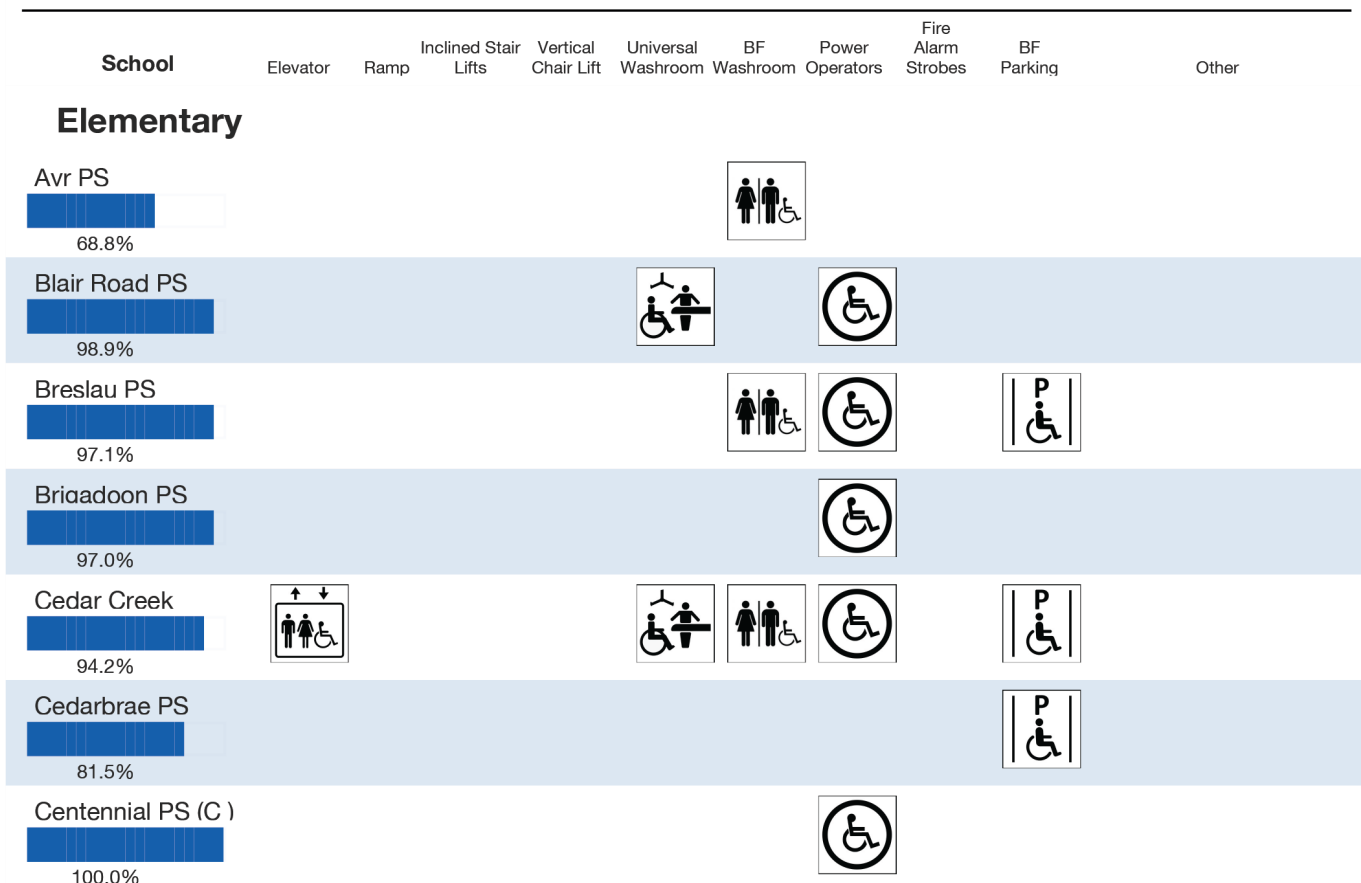
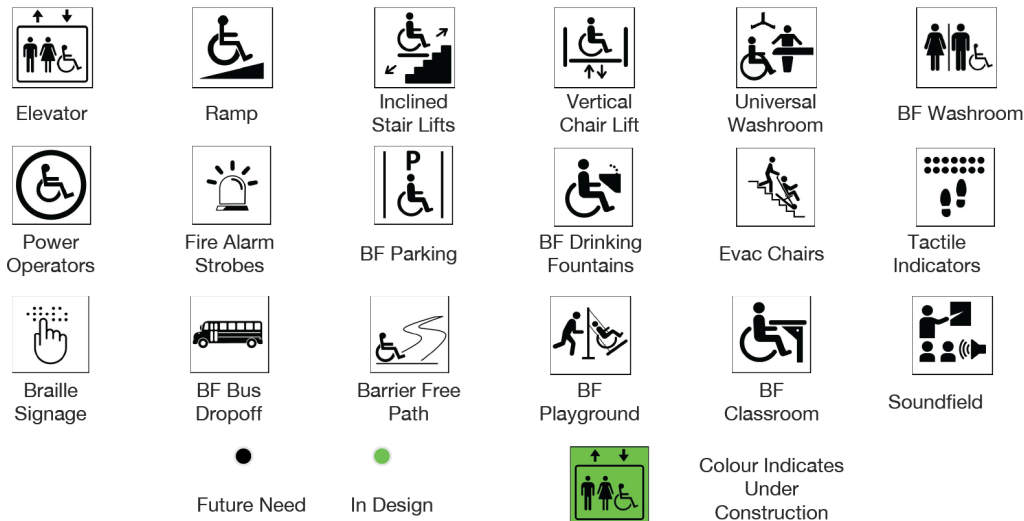

































































During the life of the plan, the Accessibility Plan Working Group will meet quarterly to discuss the WRDSB's progress in implementing and achieving the objectives detailed in this plan. WRDSB staff will be responsible for all actions, measures, and outcomes detailed in this plan. Further WRDSB staff will report annually to the Board of Trustees on all progress made in completing the stated action plans contained within the plan.

The WRDSB will continue to consult with its stakeholders throughout the life of the plan. Feedback can be provided directly to staff through the [Accessibility Feedback Form](#). Updates to the plan will be posted on the WRDSB website at www.wrdsb.ca/accessibility.






































APPENDIX A












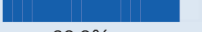





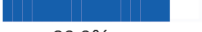






















PHYSICAL ENVIRONMENT ACCESSIBILITY ACHIEVEMENTS 2012-2021



School	Elevator	Ramp	Inclined Stair Lifts	Vertical Chair Lift	Universal Washroom	BF Washroom	Power Operators	Fire Alarm Strobes	BF Parking	Other
Centennial PS (W) 93.7%										
Central PS 60.1%										
Chicopee Hills PS 97.8%										
Courtland Senior 87.8%										
Doon PS 88.4%										
Empire PS 92.8%										
Forest Hill PS 90.3%										
Glencairn PS 100.0%										
Grand View PS 100.0%										
Grandview PS 87.7%										
Groh Dr 98.6%										
Highland PS 96.9%										
Hillcrest PS 96.0%										
Howard Robertson 98.4%										
Janet Metcalfe PS 97.6%										
Jean Steckle PS 98.4%										

School	Elevator	Ramp	Inclined Stair Lifts	Vertical Chair Lift	Universal Washroom	BF Washroom	Power Operators	Fire Alarm Strobes	BF Parking	Other
Kina Edward PS 24.5%										
Lackner Woods PS 99.5%										
Lester B. Pearson 96.4%										
Lexington PS 95.2%										
MacGreor Sr PS 94.5%										
MacKenzie Kina 97.5%										
Manchester PS 81.0%										
Margaret Avenue 95.3%										
Moffat Creek PS 91.8%										
N A MacEachern 99.6%										
New Dundee PS 48.6%										
Pioneer Park PS 99.5%										
Preston PS 94.7%										
Queen Elizabeth 88.7%										
Queensmount Sr 94.3%										
Riverside II PS 97.5%										

School	Elevator	Ramp	Inclined Stair Lifts	Vertical Chair Lift	Universal Washroom	BF Washroom	Power Operators	Fire Alarm Strobes	BF Parking	Other
Rverson PS 95.7%										
Sheppard PS 0.0%										
Silverheiahts PS 93.1%										
Sir Adam Beck 96.6%										
St Andrews Sr PS 45.3%										
Stewart Avenue Sr 98.2%										
Tait Street PS 91.7%										
Vista Hills 96.3%										
Westmount PS 97.6%										
William G. Davis 97.3%										
Williamsbura PS 96.0%										
Wilson Avenue PS 91.6%										
Winston Churchill 98.9%										

School	Elevator	Ramp	Inclined Stair Lifts	Vertical Chair Lift	Universal Washroom	BF Washroom	Power Operators	Fire Alarm Strobes	BF Parking	Other
Secondary										
Cameron Heights										
Eastwood CI										
Elmira DSS										
Forest Heights CI										
Galt CI										
Glenview Park SS										
Grand River CI										
Kitchener CI										
Waterloo Oxford										

ACCESSIBILITY WORKING GROUP MEMBERSHIP



Name	Role
Deepa Ahluwalia	Human Rights & Equity Advisor
Benoit Bourgault	General Manager, Student Transportation Services of Waterloo Region
Ron Dallan	Manager of Capital Projects
Jessica Eldred	Health & Safety Training Officer
Matthew Gerard (Chair)	Coordinating Superintendent, Business Services and Treasurer of the Board
Sundeep Hans	Equity & Inclusion Officer
Ross Howey	Communications Officer
Krista Jansen	Human Resources Officer
Steve Karley	Senior Draftsperson, Facility Services
Jason Locklin	Research Officer
Ivana MacIsaac	Senior Manager, Information Technology Services
Scott Miller	Superintendent, Student Achievement & Well Being (Special Education)
Kim Radersma	Human Rights Officer
Peter Rubenschuh	Superintendent, Student Achievement & Well Being
John Veit	Controller of Facility Services



Name	Role
Jason Martz	Custodial and Maintenance Association (CAMA) OSSTF
Jenn Wallage	Designated Early Childhood Educators (DECE) ETFO
Colleen Dietrich-Sisson	Educational Assistants Association (EAA)
Nathan Core	Elementary Occasional Teachers (EOT) ETFO
Greg Weiler	Elementary Teachers' Federation of Ontario (ETFO)
Shawn Hibbs	Educational Support Staff (ESS) OSSTF
Robert Gascho	Secondary Teachers'/Occasional Teachers' Bargaining Units (OSSTF)
Colleen McGray	Professional Student Services Personnel (PSSP) OSSTF
Susan Faber	Supervision Monitors and Cafeteria Assistants (SMACA) OSSTF
Blair Ernest, Jessica Eldred and Andi Thiessen-Regehr	Managers' Group
Brenda Cathcart	Secondary School Principals' Association (SSPA)
Susan Martin	Secondary School Vice-Principals' Association (SSVPA)
Jodi Albrecht, Stephen McCrae and Janet Hale	Waterloo Region Elementary Administrators (WREA)



Report to Committee of the Whole

June 21, 2021

Subject: Ontario Public School Boards' Association – Approval of Membership Fee

Recommendation

That the Waterloo Region District School Board approve Board Policy 3007, and continue with membership in the Ontario Public School Boards' Association (OPSBA) for 2021-2022.

Status

To present for review, Board Policy 3007 (Appendix A) regarding membership in the Ontario Public School Boards' Association (OPSBA). Information regarding the services provided by OPSBA can be found at www.opsba.org. These services include labour relations, advocacy initiatives, media relations, and professional development. The membership fee is based on a formula connected to a school board's student enrolment. Last year, the fee was \$128,903.62 (including HST), and it is anticipated that the fee for this year will be similar. The OPSBA Board of Directors indicated that there would be no change in membership fees. There may, however, be a slight change to board membership based on the fee model which is composed of a base amount and a percentage of your Board Administration and Governance Grant.

If trustees agree to continue their membership in the Association, then approval of a motion to retain Board Policy 3007 will be required as outlined in the recommendation. Updates to Board Policy 3007 have been made to allow for more flexibility regarding the timing of elections and approvals.

Background

Annual review is required of Board Policy 3007 as indicated in the policy.

Financial implications

There is an amount incorporated into the budget annually to cover the cost of the OPSBA membership fee.

Communications

No further communication is required at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services, on behalf of Trustee Laurie Tremble, and in consultation with Coordinating Council.



Board Policy 3007

MEMBERSHIP IN ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Legal References: *Education Act 191.2(3) – Other Expenses (Board Members).*

Related References: *Board Policy 3003 – Trustee Professional Development*

Effective Date: *June 2000*

Revisions: *March 2007*

Reviewed: *June 8, 2020, **June 21, 2021***

1. Preamble

- 1.1 The Waterloo Region District School Board (**WRDSB**) recognizes the inherent values in maintaining a positive relationship with other public district school boards throughout the Province of Ontario through membership in the Ontario Public School Boards' Association.

2. Membership Renewal

- 2.1 Membership in the Ontario Public School Boards' Association (OPSBA) will be renewed annually in conjunction with the development of the Board's operating budget, ~~with the exception of the year of municipal elections.~~ At that time, Policy 3007 (Membership in OPSBA) will **also** be reviewed ~~at the first Committee of the Whole Meeting in June following the election of board members.~~

3. Annual Appointments/Nominations

- 3.1 In accordance with OPSBA's bylaws, appointments to the following positions must be approved by trustees annually ~~in the spring~~ prior to the Annual General Meeting ~~in June~~:
- Voting Delegate and Alternate for the OPSBA Annual General Meeting;
 - Director and Alternate Director on the OPSBA Board of Directors.
- 3.2 In conjunction with the above appointments, trustees may also nominate one of their members for the following positions:
- Executive Officers - President, First Vice-President, Second Vice-President (any trustee from a member board is eligible for nomination);
 - Regional ~~Vice-President~~/Chair - Central West Region (any trustee from a member board in the Central West Region is eligible for nomination);
 - Regional Vice-Chair - Central West Region (any trustee who is appointed by a district school board to the OPSBA Board of Directors is eligible for nomination);
 - Regional Appointment to Core Issue Work Groups.

4. OPSBA Expenses

- 4.1 Expenses incurred by trustees while attending OPSBA events will be reimbursed in accordance with Board Policy 3003 – Trustee Professional Development.



Board Policy 3007

MEMBERSHIP IN ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

Legal References: *Education Act 191.2(3) – Other Expenses (Board Members).*

Related References: *Board Policy 3003 – Trustee Professional Development*

Effective Date: *June 2000*

Revisions: *March 2007*

Reviewed: *June 22, 2016, June 10, 2019*

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 - Regional Appointment to Core Issue Work Groups.

4. OPSBA Expenses

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Report to Committee of the Whole

June 21, 2021

Subject: Suspension Review Ad Hoc Committee 2020-21

Recommendation

It is the recommendation of this committee that for the Fall of 2021, staff of the Waterloo Region District School Board (WRDSB) develop an implementation plan that prioritizes the role of restorative practices in schools, ensuring these practices are informed by evidence and the principles of equity and social justice. In addition, in the school year following the implementation of the new Student Information System, WRDSB staff will develop a strategy for ongoing monitoring and analysis of Suspension & Expulsion data at the school and system level; and with the acceptance of the recommendation, this ad hoc committee will be disbanded as its mandate is complete.

Status

After a review of the relevant evidence and the work of staff in the areas of focus outlined in the Board Motion, the committee has endorsed the recommendation above. The vote was held during the meeting on May 19, 2021, with a clear majority in favour of the recommendation.

The Suspension Review Ad Hoc Committee 2020-21 consists of the following members:

Bill Lemon, Superintendent, Student Achievement & Well-Being & Co-Chair
 Scott Piatkowski, Trustee & Co-Chair
 Jayne Herring, Trustee
 Cindy Watson, Trustee
 Joanne Weston, Trustee
 Tristan John-Jandles, Student Trustee
 Joe Bell, System Administrator, Safe & Healthy Schools
 Sheri Martin-Crovetto, Administrative Support
 Beth Robson, Parent Representative
 Heidi Holmes, Parent Representative
 Eian Campbell, Parent Representative
 Angela Sider, Parent Representative
 Marisa Moser, Elementary Teacher
 Stephen Bailey, Elementary Teacher
 Justin Davis, Elementary Teacher
 Greg Matsuo, Elementary Teacher
 Christine Ruffo, Secondary Teacher

Colleen Dietrich Sisson, Education Assistant
 Magdalena Ecsedi, Child & Youth Worker
 Bobbie-Jo Lovell, Elementary Principal
 Mike Snyder, Elementary Vice-Principal
 Brad Marsh, Secondary Principal
 Carolyn Salonen, Secondary Principal

The following were committee members in 2019-20, but were unable to continue to serve on this committee in 2020-21:

Narein Chenthivelnathan, Student Trustee
 Stacey Cammaert-Wilken, Elementary Teacher
 Leah Pullen, Elementary Principal

Note: After our first meeting on November 20, 2019, the work of this committee was paused as a result of labour sanctions and the COVID-19 Pandemic. While the work of the committee paused, staff continued to pursue the objectives of this motion. This report reflects the work of the committee and the work of staff.

Attendance:

The members in attendance at each meeting are as follows:

Member's Name	Nov. 20/19	Mar. 24/21	Apr. 21/21	May 19/21
Bill Lemon, Superintendent & Co-Chair	X	X	X	X
Scott Piatkowski, Trustee & Co-Chair	X	X	X	X
Jayne Herring, Trustee	X	X		X
Cindy Watson, Trustee	X	X	X	X
Joanne Weston, Trustee	X	X	X	X
Tristan John-Jandles, Student Trustee	N/A	X		X
Joe Bell, System Administrator	X	X	X	X
Sheri Martin-Crovetto, Administrative Support	X	X	X	X
Beth Robson, Parent Representative	X	X	X	X
Heidi Holmes, Parent Representative		X	X	X
Eian Campbell, Parent Representative	X	X	X	X

Angela Sider, Parent Representative		X	X	X
Marisa Moser, Elementary Teacher	N/A	X	X	X
Stephen Bailey, Elementary Teacher	N/A	X	X	X
Justin Davis, Elementary Teacher	N/A	X		
Greg Matsuo, Elementary Teacher	N/A	X	X	X
Christine Ruffo, Secondary Teacher	X	X	X	X
Colleen Dietrich Sisson, Education Assistant		X	X	X
Magdalena Ecsedi, Child & Youth Worker	X	X	X	
Bobbie-Jo Lovell, Elementary Principal	X	X	X	X
Mike Snyder, Elementary Vice-Principal	X	X	X	X
Brad Marsh, Secondary Principal	X		X	X
Carolyn Salonen, Secondary Principal			X	
Narein Chenthivelnathan, Student Trustee	X	N/A	N/A	N/A
Stacey Cammaert-Wilken, Elementary Teacher	X	N/A	N/A	N/A
Leah Pullen, Elementary Principal	X	N/A	N/A	N/A

X - Present

N/A - Not a committee member at that time

Review of Suspension Data

Through comparing the data presented in the monthly Suspension/Expulsion Reports to the data prepared for the Suspension/Expulsion Annual Report, discrepancies were noted in both the number of suspensions and the number of students identified as being suspended. These discrepancies necessitated an analysis and review of the programming scripts in order to ascertain the data that was being collected from Trillium the Student Information System. Through this analysis and review it was determined that programming scripts that were used to generate the Suspension/Expulsion Annual Report collected and counted each student involved in an incident towards both the total number of suspensions and the total number of students. In reviewing the parameters and programming instructions the suspension data changed dramatically from

identifying 2584 students suspended to 1604 students suspended, a decrease of 980 students.

This review and comparison between the monthly Suspension/Expulsion Reports to the data prepared for the Suspension/Expulsion Annual Report was applied to the 2018/2019 Suspension/Expulsion and identified an over-reporting of 827 suspensions. The source of error in generating the Suspension/Expulsion Annual Reports has been identified and practices have been established to ensure accurate reporting of data.

Learning from the Keeping Students in School (KSIS) Ministry Pilot Project

Keeping Students in School (KSIS) is a project led by the Ministry of Education (EDU) in fourteen identified schools across the province. The stated rationale for this work is:

Students receiving special education programs and services and those from low income, Indigenous, Black and other racialized communities are overrepresented in school suspension and expulsion data. The Keeping Students in School Pilot project calls for local school boards to examine their discipline practices, with the goal of addressing the disproportionality. (KSIS Overview, Ministry of Education, 2019)

Below is a summary of a presentation made by staff from Howard Robertson Public School regarding their learning through their participation in this project.

A learning team composed of educators, administrators and the family of schools superintendent, engaged in professional learning on the intersection between Culturally Relevant and Responsive Pedagogy and the principles of Progressive Discipline, as outlined in provincial Safe Schools documents. Through this learning, staff have developed a more comprehensive approach to responding to student behaviour that works from the shared understanding that students must be supported to learn their way through interpersonal conflicts or dysregulated behaviour.

The learning team began their work by learning through the experiences of stakeholders in the student suspension process. The experiences of students, parents, staff and the broader school community informed the work of the learning team. What emerged through these conversations was that interpersonal relationships needed to be prioritized in the staff response to student behaviour. Staff also came to understand their roles in creating the conditions where these relationships exist. Behaviour does not occur in a vacuum, context matters. By focussing on repairing the relationship the stage was set for student and staff learning to emerge from interpersonal conflict. A corollary from this conclusion was that this relationship repair was most likely to occur when it was facilitated in close proximity to the events that harmed the relationship. In many

instances, out of school suspensions are incompatible with conclusions reached by staff.

Another outcome from this work was the necessity for proactive measures to support positive interpersonal relationships. Through the work of this project, staff were able to develop and refine systems to support students understanding what they need to be ready to learn in class. With the support of educators, students identified and developed strategies to assess their needs and reset their behaviour to be productive in class. These strategies were a mix of in-class and out of class activities. The strategies are designed to be temporary (timed) measures with varying degrees of educator support. These proactive measures were most effective when educators and students developed a shared responsibility for implementation.

Finally, the central cog that motivated staff learning was incorporating Culturally Relevant and Responsive Pedagogy (CRRP) into the daily practice of educators and the broader school community. High quality relationships will emerge through a critical understanding of the lived experiences and social identities of members of the school community. Through this understanding the educators can better understand how to shape the learning environment to meet student learning needs. From understanding the intergenerational effects of trauma to providing learning resources that reflect student identities, educators were equipped with a multifaceted understanding of their role in setting the optimal conditions for learning.

Restorative Practices (RP)

From the KSIS work at Howard Robertson, what emerged was the need to fully explore the concept of restorative practices (RP) and the role it could play in developing alternatives to suspension in schools. Through the Ministry led training, restorative practices were highlighted as a necessary step in moving schools from a punitive to a progressive model for responding to student behaviour. The following section will serve as an introductory treatment of RP in the school context.

The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things **with** them, rather than **to** them or **for** them.

Building out from that fundamental hypothesis, restorative practices in schools would see 80% of the work being proactive, supporting students and educators to build positive relationships fostering a sense of belonging in the classroom and broader

school community. In the 20% reactive phase, educators respond to student behaviour by separating the deed from the doer. The behaviour is unacceptable, not the individual. Also, in this reactive or responsive phase individuals will work to understand the harm that has occurred and take steps to repair the damage to the relationship.

As mentioned earlier, this process would not be done **to** an individual, this work would be done **with** the affected individuals when they are ready and willing participants. Also, for many high threshold events resulting in significant harm, restorative practices may not be appropriate and if desired would need to be facilitated by a trained practitioner.

Background

Board Motion - September 16, 2019, terms of reference amended October 21, 2019

Whereas suspensions are increasing at the Waterloo Region District School Board,

Whereas suspensions alone are not always effective, create gaps in education, and may even be seen as attractive by students at risk,

Whereas suspensions alone may be incapable of helping students understand their behavior or provide healthy coping strategies,

Whereas student conduct leading to suspensions can present legitimate safety concerns for both staff and students that cannot be ignored,

Whereas suspensions may address immediate safety concerns for staff and students, but do little to mitigate against the escalating pattern of problematic student conduct in schools,

Let it be resolved

That the Waterloo Region District School Board strikes an ad hoc committee of appropriate board staff, school staff, parents, students and trustees etc.,

That would research initiatives that might either accompany/augment suspensions or serve as alternatives to suspensions, where appropriate according to legislation, that would help students understand root causes of inappropriate behavior as well as coping strategies that educate and empower students. And that recommendations from this committee be presented to the board no later than the end of February 2020.

Financial implications

This work will require the support of staff from several divisions within Learning Support Services, most notably Indigenous, Equity & Human Rights and Safe & Healthy Schools. The implementation of this work will need to be prioritized and supported by both consultants and System Administrators.

Communications

Once an implementation plan is fully developed, internal communications will occur through typical channels. Communication and engagement plans within school communities will be developed in collaboration with the Safe & Accepting Schools Team at the site.

Prior to December 2021, members of this Ad Hoc Committee will be invited to review the restorative practices implementation plan once developed.

Prepared by: Bill Lemon, Superintendent, Student Achievement & Well-Being

Joe Bell, System Administrator, Safe & Healthy Schools

John Bryant, Director of Education (in consultation with Coordinating Council)

Appendix A: Safe & Accepting Schools Resources

WRDSB Policies and Procedures:

[BP6000 - Safe Schools](#)

[BP6001 - Code of Conduct](#)

[BP6008 - Student Discipline](#)

[BP6009 - Bullying Prevention and Intervention](#)

[AP1260 - Student Discipline Procedures](#)

Ministry of Education Resources:

[Safe & Accepting Schools](#)

[Supporting Bias-Free Progressive Discipline in Schools](#)

[PPM145: Progressive Discipline & Promoting Positive Student Behaviour](#)

Report to Committee of the Whole

June 21, 2021

Subject: Review of School Resource Officer Program

Recommendations

The School Resource Officer Review Committee recommends the following:

1. That the Waterloo Region District School Board issues a public apology acknowledging the harms of the School Resource Officer (SRO) Program to Black, Indigenous, and Racialized students.
2. That the Waterloo Region District School Board agrees to end the School Resource Officer (SRO) Program effective immediately.
3. That the Waterloo Region District School Board develops a clear procedure limiting the role of police in schools, other than incident response. Community partners with the capacity to deliver presentations and support services currently being provided by police officers should be identified, vetted, and promoted throughout the system.
4. That the Waterloo Region District School Board reviews the local *School-Police Protocol* through an equity, anti-racist, and anti-oppressive lens.
5. That the Waterloo Region District School Board explores restorative justice strategies and practices when addressing student discipline issues.
6. That the Waterloo Region District School Board write a letter to the Region of Waterloo, requesting that the funds previously used to

deliver the School Resource Officer Program within the Waterloo Region District School Board be reallocated to community-based services for youth.

7. That the Board of Trustees dissolves the Ad Hoc School Resource Officer Review Committee.

Status

The School Resource Officer program has been suspended since June, 2020. The attached report ([Appendix A](#)) includes the Ad Hoc Review Committee's findings and rationale for the above recommendations.

Background

In June 2020, the Waterloo Region District School Board responded to long-standing community concerns about the disproportionate impact of the School Resource Program (SRO) on Black, Indigenous, and racialized students by suspending the program. A motion to strike a review committee (made up of trustees, a student trustee, a superintendent, teachers, parents, a child and youth worker, principals or vice-principals, the human rights and equity adviser, an administrator responsible for student discipline) was introduced at that time and was approved unanimously in October of 2020. The terms of reference were amended in January to include a community member to the committee membership and added consultation process.

There is a moral obligation to ensure this process offers our students dignity, care, safety, and respect. The review committee felt that it was unethical to require our Black, Indigenous, and racialized students to undergo an extended consultation

process which required them to relive their trauma and prove the validity of their fear when so much compelling data is already available.

As parents, caregivers, educators, students, and community members, we are tasked with ensuring our children's well-being, safety, and ability to thrive. Our Black, Indigenous, and racialized students and community members have already expressed their pain and fear in numerous accounts, and the continued retelling during consultation serves only to retraumatize our most vulnerable members.

If we are truly committed to truth and reconciliation and the eradication of racism and oppression for all of our students, then we must start by developing trust. Trust has been broken and Black, Indigenous, and racialized communities are hurting, grieving, and experiencing the impacts of systemic racism which includes the presence of policing in our schools.

Financial implications

No financial implications.

Communications

The Committee's Report and the Waterloo Region District School Board's response should be shared with local media and community stakeholders.

Prepared by: Karen Meissner, Trustee

Peter Rubenschuh, Superintendent

In consultation with The Ad Hoc School Resource Officer Review
Committee

Appendix A: School Resource Officer Review

Overview

In June 2020 the Waterloo Region District School Board responded to community pressure by suspending the School Resource Officer (SRO) program. A motion to strike a review committee (made up of trustees, a student trustee, a superintendent, teachers, students, parents, a youth worker, principals or vice-principals, the human rights and equity adviser, an administrator responsible for student discipline and community members) was introduced at that time and was approved unanimously in October. The terms of reference were amended in January to include a community member to the committee membership and added consultation process.

The WRDSB issued a call for community members to apply to volunteer on the SRO Review Committee in December of 2020. The call was featured in local media articles and the WRDSB's social media channels and website. Staff representatives and members of the community were selected to join the committee as per the Terms of Reference. Applications were received from 152 students, 112 parents, 25 teachers, and 29 community members. Many of the applicants provided comments related to the SRO program that served as useful feedback to staff and Trustees as they reviewed the applications and made the difficult choices of who would be appointed.

The first Committee meeting took place on February 25, 2021, (online due to pandemic restrictions), and elected Trustee Karen Meissner to serve as Co-Chair of the Committee, alongside Superintendent Peter Rubenschuh. Meetings were held on a monthly basis until the end of June 2021. The Committee planned to undergo a consultation process involving students, teachers, staff, and community members.

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They reviewed the history of the SRO program as well as its current status. The committee reviewed the Disproportionate Impact Report from the Ontario Human Rights Tribunal as well as the School Police Protocol. A letter was approved and sent to the Waterloo Regional Police Service requesting data.

- School Resource Officer Programs [Link](#)
- School Police Protocol [Link](#)
- Disproportionate Impact [Link](#)

The fourth Committee meeting took place on May 27, 2021, where the committee heard from Andrea Vásquez Jiménez, Co-director at LAEN (Latinx, Afro-Latin-America, Abya Yala Education Network (formerly Latin American Education Network), Greg Dongen, a representative from Hamilton's Students for Justice and James Campbell, a Highschool Teacher in TDSB & Member of Educators for Peace and Justice who discussed the Hallmarks of a Successful Review. The expert guests shared how re-traumatizing and frustrating the consultation process can be for impacted students and community members. The expert guests urged the Committee to review and accept the findings from other school boards and the wealth of available academic and community-based research and end the SRO Program.

The Committee decided to strike a sub-committee to draft a report and submit its recommendations to the Board. A final meeting was held on June 15, 2021 to review and finalize the draft report with input from all committee members.

Context: systemic racism in policing and its impacts

It is important to contextualize the impact of School Resource Officer programs on Indigenous, Black, and racialized youth. In Ontario and across Canada these youth continue to experience disproportionate surveillance (eg racial profiling),

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arrest, charges, and significantly increased custodial sanctions (imprisonment) than white youth (Salole & Abdulle, 2015). Research in Ontario on the topic of (mass) incarceration of young Black men shows that 1 in 15 will likely experience incarceration in their lifetime (Owusu-Bempah et al, 2021). Black youth make up approximately 21% of incarcerated youth in Ontario, or 4x greater than their overall population rate ([John Howard Society, 2021](#)). Similar is true for Indigenous youth. In 2018, 43% of incarcerated youth in Canada were Indigenous, while they were 8.8% of the overall youth population ([Statistics Canada Report](#)). One of the most significant drivers of the overrepresentation of Indigenous, Black, and racialized people in the criminal justice system is the way that systemic racism is a feature of policing. Police, and the choices they make, are the gateway to the criminal justice system.

Systemic racism is a core, agreed upon, feature of policing (Ontario Human Rights Commission, [2017](#) & [2020](#)). In fact, locally, Chief Larkin has acknowledged that systemic racism exists in the Waterloo Regional Police Service. Why would the harms of systemic racism stop at the doors of school buildings when a School Resource Officer enters? Of course, from what the committee has heard, the harm continues in schools.

Systemic racism in policing *is* harmful, it is traumatizing to Indigenous, Black, and racialized individuals, families, and communities. One only needs to listen to the stories of those impacted by it to understand that over-policing -- or the disproportionate surveillance, harassment, and arrest of Indigenous, Black, and racialized people by police -- is traumatizing. As 'Students 4 Inclusive Schools' has made clear: when a police officer comes to a school, it creates fear, not safety. The racial trauma of policing and criminal justice leads to harmful impacts at the

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individual, family, and community levels, such as mental health challenges, educational difficulties, barriers to employment (eg, poverty-inducing), and civic disconnection (Owusu-Bempah et al, 2021).

Systemic racism is a softer way of describing a term that we need to use. If it is Indigenous, Black, and racialized children and youth, or races other than white, being systematically harmed, then the harm is the result of *white supremacy*. White supremacy is the belief in the superiority of the white race. White people often push back on that term because they assume it is referring to them as individuals, as if in their hearts they are racist. Of course, some white people are part of white supremacist groups of people, aiming to incite terror. However, the white supremacy we are concerned with here is the way that the criminal legal system functions as a whole, discriminately targeting Indigenous, Black, and racialized people, impacting lives, livelihoods, and entire communities. Patterns of harm rooted in white supremacy have been a core feature of the criminal legal system since inception (See, too, commentary below on racial trauma/retraumatization).

Decades of evidence on School Resource Officer programs in the United States, along with some Canadian research, have led advocates and researchers to the descriptor “school to prison pipeline,” to describe the impact on racialized youth of having police officers in schools -- because they are punished more and interact much more often with police in schools, often leading to criminal records, or being criminalized by School Resource Officers ([Crenshaw, 2015](#); Maynard, 2017). Arrests and criminal records are one negative outcome. However, as Canadian research shows, even the *mere presence* of police officers in schools can be destabilizing to Black, Indigenous, and racialized youth, often causing students to feel “disaffected from the education system” (Salole & Abdulle, 2015, p.126).

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Having police in schools erodes the “safe haven” feeling that schools are supposed to be for Indigenous, Black, and racialized children and youth to be able to learn and thrive (Salole & Abdulle, 2015). This sentiment was affirmed in 241 e-mails received from students and other community members calling on the board to discontinue the SRO Program. Students 4 Inclusive Schools has also shared WRDSB student experiences regarding the School Resource Officer Program:

“When police are in my school, I feel fear, not safety.”

- Grade 11 student, ECI

“Every time I see the cop in my school, I’m reminded of the school-to-prison pipeline. It’s scary that my teachers don’t think about this.”

-Grade 11 student, FHCI

“Walking through the halls and getting stares from the SROs makes me feel uncomfortable and targeted. Being a Black male seeing police presence within the school is extremely intimidating due to the fact that police brutality is a very real threat and concern for Black people. Having them within our schools diverts our attention away from school and towards ensuring our own safety and security.”

- Grade 11 student, WCI

“At the end of the day, we’re kids and we shouldn’t be policed.”

-Grade 9 student, KCI

“Police officers in schools create fear and trauma.”

-Grade 9 student, FHCI

Local School Resource Officer Reviews

Waterloo Catholic District School Board Review

In early 2021 the Waterloo Catholic District School Board (WCDSB) hired a consultant firm to assist in conducting [a review of their SRO program](#) (beginning on page 14 of the agenda). Similar to other reviews, it was initiated because of the Black Lives Matter movement and “the global call for police reform” (WCDSB, 2021, p. 7). The consultants completed their work using “a racial equity lens...to ensure adequate attention [was] paid to racialized youth” (WCDSB, 2021, p.9).

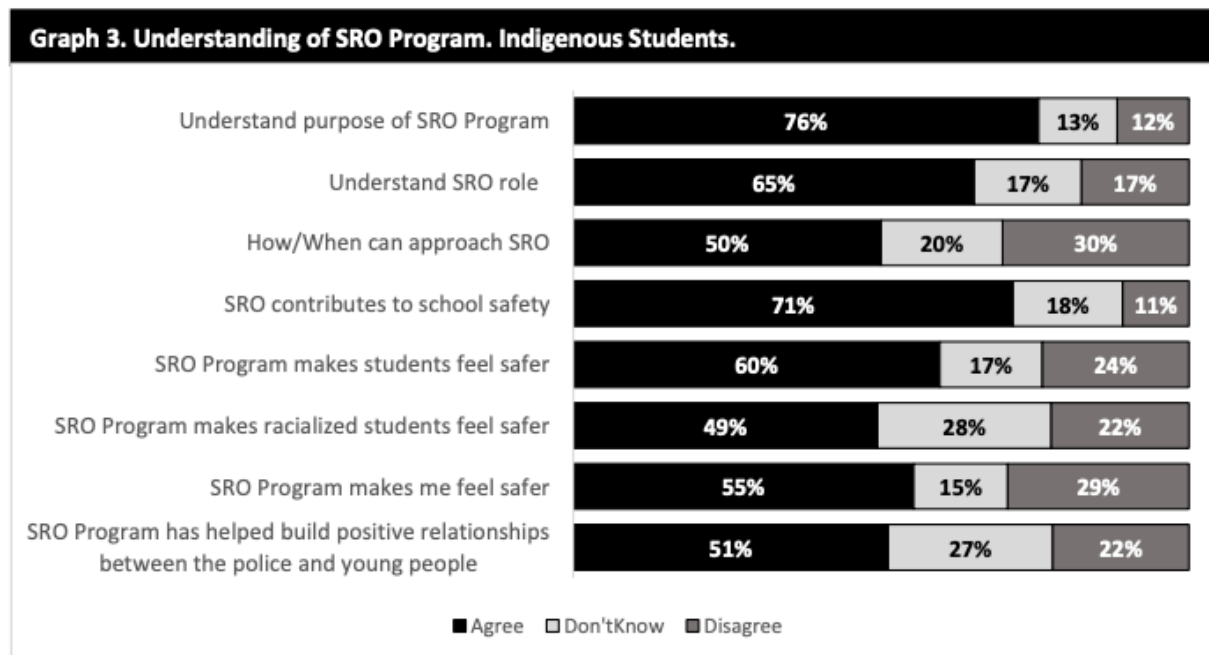
The WCDSB asked the consultants to explore the following questions. We’ve provided the questions below, as well as some concluding information from the study.

1. *How effectively the original mandate of the SRO program – related to relational proactive policing – is being realized in the WCDSB?*

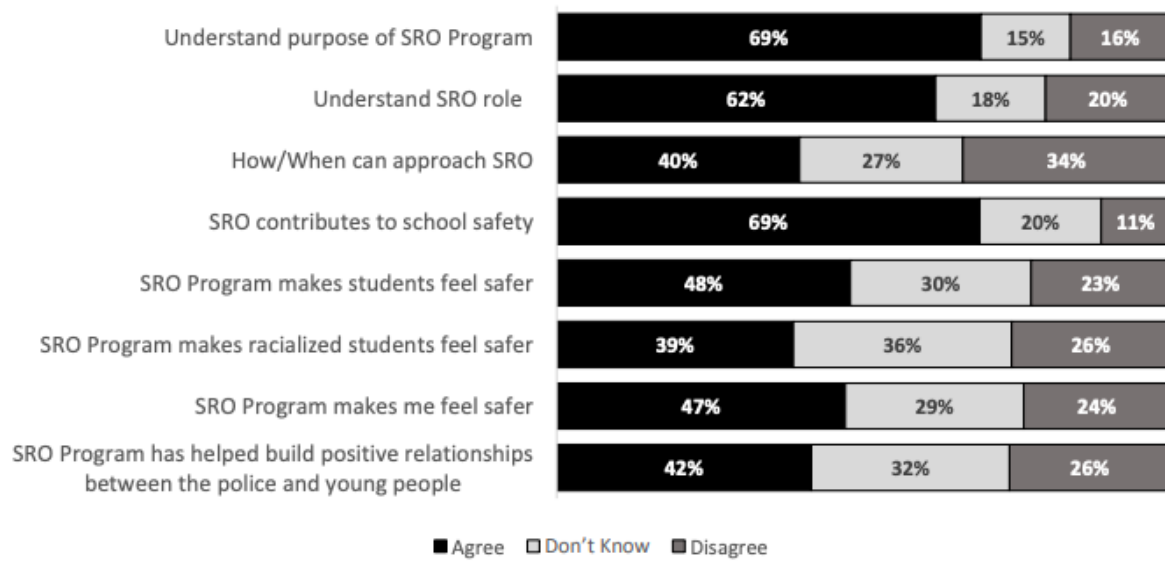
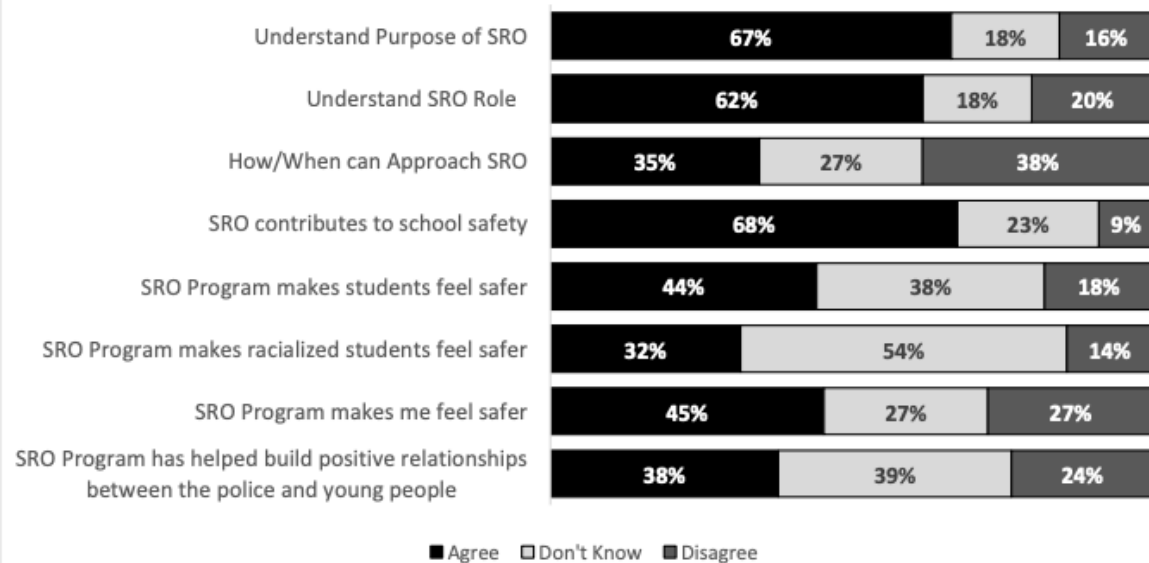
Overall, perceptions varied between staff and students. Many students did speak highly of the program (see charts below, disaggregated by race), but “The survey data collected reveal mixed feelings about the impact of the SRO Program. While many respondents had a positive impression of the program, there were also many students who were not aware of the program and report that they have never

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interacted with an SRO. Other students shared experiences of racial profiling, of themselves and their racialized peers, and being treated rudely by SROs. In addition, a few racialized female students also shared that comments and looks by male SROs have made them feel uncomfortable” (WCDSB, 2021, p.58 of report).



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Graph 4. Understanding of SRO Program. Racialized Students.**Graph 5. Understanding of SRO Program. White Students.**

(Graphs from pp.14 - 16 of report).

When asked open-ended questions, some students spoke to positive interactions with SROs, yet other students expressed “wonderings why police are needed in their schools and expressed rather than make students feel safer, police in schools do the opposite, making students feel unsafe, uncomfortable” (WCDSB,

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2021, p.11 of board agenda). Still others felt criminalized: Some also expressed their perception that rather than make students feel safer, police in schools actually do the opposite, making students feel unsafe, uncomfortable, and criminalized” (WCDSB, 2021, p.17 of report).

2. How (if at all) is systemic racism experienced within the context of the SRO program?

Systemic racism was described as an aspect of the program; however, again, police and staff seemed largely unaware or did not understand that: “Both White and racialized students, as well as some of the parents with whom we spoke shared not only perceptions of, but experiences of, racial profiling ranging from rude treatment to criminal charges being laid. Some White students also shared their observations of how they are treated differently than their racialized friends. Racialized students themselves shared feeling uncomfortable in the presence of the police in addition to rude treatment, being targeted by SROs, and inappropriate looks and comments” (WCDSB, 2021, p.59 of report).

There was a lack of institutional awareness about the possibilities of unconscious bias and racial profiling among administrators who call on SROs for reactive supports: “While some administrators did acknowledge a reluctance of students to speak to the police, racial profiling was not considered as a potential impetus. The consultant found this notable and suggested there may be an unconscious bias or a “colour blindness” as administrators clearly feel racial profiling is not something in which they engage” (WCDSB, 2021, p.11 of board agenda).

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The same lack of awareness came through in the interviews with the SROs: “they saw racialized students’ fear of police as an issue of perception that needed to be overcome by engaging positively with racialized students through the SRO Program, and the community’s lack of support as being addressed through public relations. ...**Very few school board or police service staff who were interviewed shared an understanding of the mountain of evidence that shows that racialized people are more likely to be stopped and questioned by police when walking, or driving, more likely to be shot, more likely to be charged and more likely to be held overnight than their White counterparts.** Instead, some shared a perception that hiring the right person in the SRO role was enough to change the youths’ overall perception of police. Principals and vice principals in particular appeared to not have a great deal of understanding that racialized students may not want to interact with the police and may have negative experiences with SROs (WCDSB, 2021, p.57 of report; emphasis added).

3. Whether there is an overrepresentation of racialized groups that are being suspended/expelled where SRO involvement was also included?

Students cited some connection between this in the question they were asked, but because census data was not available to the consultants, they did not provide an answer to the question.

4. Whether racialized students see/experience police differently within the SRO program versus those they encounter in their community?

SROs were typically rated higher than the police, with many students -- across racial backgrounds -- describing positive interactions. However: “some students also shared that positive experiences with an SRO or with the police in the community does not change their overall perceptions of police and the systemic racism

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embedded within the system of policing. Some students shared their differentiation between the people who occupy the job of police officer with the system of policing. While they may have positive interactions with SROs, may even like a particular SRO, or even have positive experiences with the SRO Program, they shared that it doesn't necessarily change their overall perspective of police. In addition, some students shared that one positive experience with a 'good' police officer, does not mean that the next experience with another police officer will also be positive" (WCDSB, 2021, pp. 60/61 of report).

5. How the police need to work in schools to ensure equity of outcomes for all students?

The consultants found this question difficult to answer as, "Answering this question is more challenging as it assumes that equitable outcomes can be achieved for all students with police in schools. It implies that interactions with, and perceptions of, SROs can be severed from experiences with and perceptions of police generally. The students themselves have shared that given the larger context of systemic racism in policing, the mere presence of police in their school causes them to feel unsafe and anxious, particularly racialized students. In addition, students shared experiences of racialized students being targeted or being treated differently by SROs" (WCDSB, 2021, p.61 of report).

The consultants challenged the WCDSB and the WRPS that a fully armed officer is not the best person to respond to a student who is in distress, emotionally fragile, or having difficulties at home. Instead, they suggested that youth need better social, counselling, and mental health supports.

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The local context is important here in that WRDSB shares the same police officers (SROs) with our coterminous board. This local and very current data about the negative experiences of Black, Indigenous, and racialized students aligns with other board reviews across the province and the land we now call Canada.

Upper Grand District School Board & Hamilton-Wentworth District School Board

A few neighbouring school boards, Upper Grand District School Board (UGDSB) and Hamilton-Wentworth District School Board (HWDSB), recently terminated school resource officer programs. UGDSB conducted an extensive review, including data collection, while HWDSB cancelled the program outright without review because, as stated by one trustee, “[The] motion to terminate is for Black students. The motion is for indigenous students, Latino students, Muslim students. LGBTQ2+ students. Marginalized students and any student that has felt less than welcome at our schools because of a police presence.” The data from UGDSB fits with the above contextual data and adds 2SLGBTQIA+ to marginalized youth experiencing disproportionate negative impact. Findings include:

- “2SLGBTQIA+ students were 3 times more likely than non 2SLGBTQIA+ to want SROs removed from secondary schools.
- Black students were more likely to have negative experiences with SROs and want SROs removed from secondary schools.
- Indigenous students interacted with SROs the most and were most likely to feel somewhat discriminated against.
- BIPOC respondents were twice as likely to want to remove police from schools than those identifying as White...The data shows a clear correlation between race and the likelihood of feeling discriminated against. White

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students are the least likely to feel they have been discriminated against and Black students are the most likely to feel that they have been discriminated against” (UGDSB, 2021, p.10, 52, & 66).

The UGDSB student survey and town hall meetings found that: “**Marginalized communities are more likely to experience the negative impacts of school policing.** What should be noted is that police officers do not have to intend harm to cause harm. The harm remains as it is nested within the experience and context of the wider BIPOC community,” which is why we have provided the contextual data about systemic racism in policing (UGDSB, 2021, p.73; emphasis in original). In Guelph-Wellington, there was widespread community support for the cancellation of the SRO program, because of its harms: “participants spoke about the need to “[b]e comfortable with not deciding based on the majority. If there is a group who does not feel safe with police presence in schools, they should not be discounted. Do not ignore the marginalized” (UGDSB, 2021, p. 57).

Of interest, 21% of survey participants in the UGDSB study advocated for other services instead of police: mental health workers, counsellors, social workers, etc, believing that other types of professionals would be better suited to create a safe, healthy environment for students.

Provincial School Resource Officer Reviews

Toronto District School Board and Peel District School Board

Other school boards within the province of Ontario, including Toronto and Peel, have conducted SRO reviews. The Toronto District School Board (TDSB) completed a [review in 2017](#). Here are some of the data from student surveys:

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The SRO Program Student Survey was completed by more than 15,500 students:

- A majority of students overall (71%) said they didn't have any interaction with the SRO at their school.
- 41% of respondents felt that the SRO at their school was trustworthy
- While 53% said they were not sure.
- 42% of respondents felt that the SRO at their school was helpful, while 53% were not sure.
- 57% said that having an SRO made them feel safer at school, 10% disagreed or strongly disagreed, and 33% were not sure.
- When asked whether they would like the SRO Program to continue in their school, 47% said yes, 7% said no, while 46% said they were not sure.
- 884 students indicated feeling uncomfortable or very uncomfortable interacting with the SRO at their school.
- 1055 said that the presence of the SRO made them feel uncomfortable attending school.
- 1715 said the presence of the SRO in their school made them feel intimidated.
- 2207 students noted that having an SRO made them feel like they were being watched or targeted at school" (TDSB, 2017, p.2).

When summarizing the findings, the reviewers shared that they had "heard from thousands of students who told us that the presence of an SRO within their school has made them feel less safe, less welcome and less engaged in learning. These students told us that they see themselves and their friends as the targets of

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overt systemic discrimination, which has a negative impact on their achievement, well-being, and ability to be successful in their future lives” (TDSB, 2017, p.5). Based on a duty to act to ensure that all students feel safe while learning, the belief that principles of equity, inclusion and fairness should guide education, and a belief in the fundamental human rights as the foundation of schooling, the TDSB trustees voted to end the SRO program.

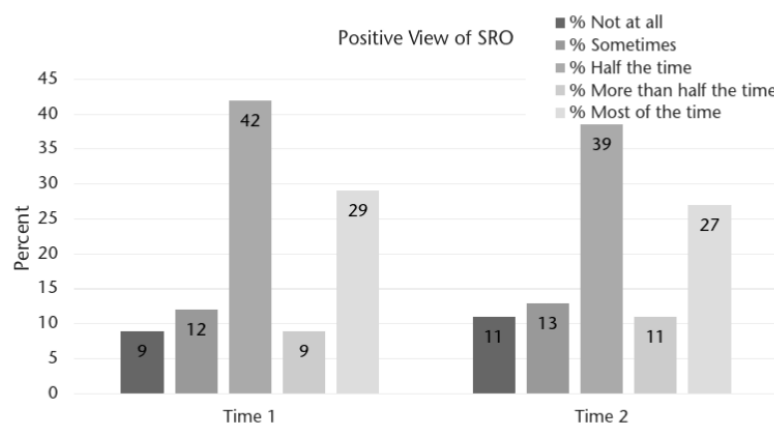
Significantly, the removal of the SRO program was part of a larger shift by the TDSB to move away from punitive measures (SROs, suspensions, streaming, etc) toward more restorative practices in schools. In 2018/2019, the [*Caring and Safe Schools' Annual Report for the TDSB*](#) indicated that suspensions had already begun to drop, with “contacting the parent/guardian, guidance support, social work support and restorative practices” becoming the “most used interventions by schools” (Caring and Safe Schools Annual Report, 2019, p.115).

In 2020, the [Peel Regional Police conducted their own review](#), in consultation with community members and students, after receiving complaints from Black and Indigenous students. Ultimately, they cancelled the program, acknowledging “long-standing concerns about systemic racism and the disproportionately punitive effects”

It is worth including some information about a study of the SRO program in Peel, as it is often cited by proponents of SRO programs as a good reason to have police in schools. In September 2015 and then later in the same school year, March 2016, researchers surveyed 610 and 655 grade 9 students, respectively (not necessarily the same students) to understand their perceptions about the Peel SRO program (Duxbury & Bennell, 2020). The chart below shows that 29% of students in

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2015 and 27% of the students in 2016 had a 'Positive View of the SRO' program 'most of the time'.



(Duxbury & Bennell, 2020, p.61)

One of the learnings of the WRDSB SRO review committee is that SRO programs should not be viewed as popularity contests. That is, if a majority of students (50+1) like the program, it doesn't mean that it is worthwhile. It could in fact be the opposite. An equity perspective causes us to ask, who are the students that do not 'like' or are hurt by the program, what are their experiences? Even though the above chart skews somewhat in the direction of a positive view of the SRO program by grade 9 students in Peel, there are a significant number of students who did not view it as positive. Who were these students?

The researchers, Duxbury & Bennell (2020), don't make it fully clear. Even though they collected data on such variables as the gender, family situation, employment, visible minority, etc, the data was disaggregated, or separated out by some of these variables (eg gender), to determine correlations -- relationships between variables and the survey outcomes -- visible minority was NOT one of them.

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One of the main points of reviewing SRO programs is the disproportionate negative impact on visible minorities. Why did the authors choose not to share their findings about race?

What is clear, though, is that previous contact with police (prior to grade 9) impacted students' views of the program: "Examination of the data show that the students who have been arrested or stopped by the police prior to starting Grade 9 (9% of the sample) have very different attitudes towards the police and the SRO program than their peers who have not been arrested/stopped. They also report very different outcomes. Compared to those who have never been arrested or stopped by the police, those who have been arrested [or stopped] are significantly more likely to agree that police pick on young people/minorities and view the police and the SRO at their school negatively" (Duxbury & Bennell, 2020, p.73). Based on what is written above, from other research, we know who is more likely to be stopped and arrested: Indigenous, Black, & racialized youth. The Duxbury & Bennell study fails the equity litmus test.

National Reviews of School Resource Officer Programs

Both the Winnipeg School Division (WSD) and the Vancouver School Board (VSD) recently ended their SRO programs. WSD began a formal review, but eliminated the program before completing or sharing the results, citing budgetary concerns (the school board was paying a portion of the SRO budget). VSD cancelled their School Liaison Officer program after completing a review. The conclusions were similar to the school board reviews discussed above. Indigenous and Black students, in particular, spoke about feelings of anxiety, fear, and discomfort being in a school environment with police around.

Retraumatization as a Risk of Consultation

The committee's decision not to undergo a consultation process was rooted in the impacts of retraumatization on Black, Indigenous and racialized students. It is important we understand the way racism and particularly the way anti-Black racism and anti-Indigeneity operates.

Historically policing was used as a way to capture enslaved Black mothers, fathers and children back to the people who owned them as property, as it was legal to do so throughout North America. Furthermore, policing originated as a tool to violently enforce the removal of Indigenous peoples onto reserves.

Black and Indigenous communities in Canada have a long-standing history of intergenerational trauma as a result of policing:

For Indigenous families and children:

- The enforcement of the Indian Act
- The removal of children from their families into residential schools and into the child welfare system through the 60's scoop
- The disproportionate use of force on Indigenous peoples
- The overrepresentation of Indigenous communities in prison due to being deemed inherently criminal and uncivilized

For Black families and children:

- The enslavement of Black people for over 200 years in Canada
- The enforcement of segregation and the inability for Black people to gather in groups for celebrations as was deemed criminal
- The overrepresentation of Black children in the child welfare system

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- The marijuana laws which disproportionately targeted Black people, particularly Black youth
- The overrepresentation of Black communities in prison due to being deemed inherently criminal and %'s human

These historical aspects of colonialism, enslavement, subjugation and oppression continue to be prevalent in housing, employment, child welfare, the justice system and in the education system for Black and Indigenous communities with negative disproportionate outcomes.

Intergenerational trauma and present-day trauma from policing along with the compounding impacts of racism, microaggressions, which are really **macro**aggressions, described as death by a 1,000 papercuts affects the mental, physical and emotional well-being of Black, Indigenous and racialized youth.

Intergenerational trauma refers to collective complex traumas inflicted on people who share a specific identity or affiliation. That might mean their ethnicity, nationality or religion. Recent chapters in history such as the Holocaust in Europe and the transatlantic slave trade in Canada and the U.S have shown that intergenerational trauma can devastate whole communities across decades and even centuries.

When we have a better understanding of intergenerational and present-day trauma being perpetuated in an inherently racist society, we recognize the importance of prioritizing our Black, Indigenous and racialized students from being asked to relive it.

Reality for Many Black Students in School

Black students are not only treated as if they are inferior but they are also frequently treated as if they are a threat inside education settings. The presence of

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Black children and youth remains unwelcome and undesirable in many public schools, and their movements are closely monitored and subject to correction.

While racism and harassment from other students have long played a vital role in making Black youth and children feel unwanted in many Canadian public schools, school disciplinary policies have helped to cement the undesirability of Black students that is apparent within the education system.

Black youth face heightened surveillance and disciplinary measures at massively, disproportionately high rates compared to their white peers.

In addition to experiencing overtly racist treatment from teachers, Black students have likened their treatment by school officials to their experiences with the police. Montreal-based Black youth frequently report being treated by teachers as if they are in a gang solely because of their skin colour.

School and security staff often dissuade these students from gathering in groups and subject them to heightened surveillance and frequent identity checks. In sum, Black youth are often treated as suspects instead of as the children they are, in the very place where children get socialized and educated. Experiencing this type-casting and demonization is deeply harmful to Black youth who are still in their formative years.

The feelings of exclusion and pain cause emotional harm and limit Black students' ability to thrive in the public-education setting. Formal and informal school discipline policies are forms of policing and ways of criminalizing of Black children and youth that position them as "captive objects" within schools.

The assumption that Black youth are less innocent than white youth, and that their mere presence harbours danger, colours disciplinary practices in public schools across the country. While repressive school practices affect all youth, racialized

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youth are most heavily targeted. Handled by school officials as if they are “threatening,” Black students are subjected to much more extreme disciplinary measures than white students.

In a school in Durham Region, Ontario, an investigation by the provincial Human Rights Commission found that Black students in the Ontario school system were nearly eight times more likely to face discipline than white students.

Suspension and expulsion play important roles in banishing Black youth, particularly young Black males, from schools. Across many Canadian cities, youth of African descent are suspended or expelled at disproportionately high rates. In schools, as elsewhere in society, race plays an important role in the administration of punishment, even in the case of similar offences. Systemic racism and discrimination, as opposed to a propensity for “bad behaviour,” explain the significant differences in the ways that Black and white students are disciplined.

The experience of police in schools for Black, Indigenous and racialized students leads to hypervigilance which is a heightened awareness of their stigmatized status in society and a feeling that they need to watch their backs constantly.

Here are the mental health impacts on Black, Indigenous and racialized communities due to the historical and ongoing interactions with policing and systemic racism:

- Racial Trauma
- Secondary Trauma
- Post-Traumatic Stress Disorder
- Intergenerational Trauma

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When a student who is Black and a student that is white walk down the halls of the schools their experiences are totally different. Having the student resource officer program in the Waterloo Region District School Board has negatively affected the Black, Indigenous and racialized community much greater than any other student body. Hundreds of emails and community activism have been displayed explaining why this program is harmful to our Black, Indigenous and racialized students. Our expert speakers Andrea Vásquez Jiménez, Co-director at LAEN (Latinx, Afro-Latin-America, Abya Yala Education Network (formerly Latin American Education Network), Greg Dongen and James Campbell reinforced the disproportionate and harmful impact of having the SRO Program in our schools.

As detailed in this report, Andrea Vásquez Jiménez showed us across several school boards the data collected all render the same type of results- disproportionate negative impact. The data shows clearly the call to action to remove the SRO Program from community stakeholders such as students, parents, teachers, families and community organizers across the Waterloo Region District School Board. Based on the data across many boards, the expert witnesses and the conversations we have been conducting, it is very important that the WRDSB SRO Ad Hoc Committee do not continue on a path that will retraumatize the same students and community members who have been calling us to do the right thing.

We cannot continue to engage in behavior that will perpetuate trauma towards our students, who the data confirms is disproportionately Black, Indigenous and racialized.

We acknowledge and recognize the risk of retraumatizing students and communities who are mentally and physically exhausted.

Racial Battle Fatigue

“[T]he cumulative result of a natural race-related stress response to distressing mental and emotional conditions. These conditions emerged from constantly facing racially dismissive, demeaning, insensitive and/or hostile racial environments and individuals.” -Race Theorist William Smith, 2008

- Hyper-vigilance
- ACE's (Adverse Childhood Experiences)
- Internalized Negative Beliefs
- Internalized Stigma

With this understanding of intergenerational trauma and present-day racial trauma in relationship to policing and systemic racism within the education system for Black, Indigenous and racialized youth, we have a responsibility to accept the data across schools boards already completed, so as not to perpetuate more harm.

When we ask Black, Indigenous and racialized students who have experienced intergenerational trauma and present-day trauma to share their experiences, we are perpetuating harm and retraumatization which leads to further hypervigilance, anxiety, depression, hopelessness, isolation, higher risk of suicide, damaged self-esteem and higher risk of addiction and violence.

Trauma is an emotional response to historical and ongoing impacts of systemic racism, war, rape, or tragic events in life and therefore it would be like asking students who were sexual assault survivors to share their experiences.

It is unethical to ask our Black, Indigenous, and racialized students to share their experiences of trauma. It is unethical to ask survivors of trauma to prove the validity of their fear.

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As parents, caregivers, members of the board, educators, students, and community members - how can we say on one hand that our children's well-being, safety, and ability to thrive is our responsibility and also ask Black, Indigenous and racialized students and community members who have already expressed their pain and fear - to then be retraumatized by sharing through consultation?

We have a moral obligation to ensure this process offers our students dignity, care, safety, and respect.

It is unethical to ask students to be retraumatized. And if we are truly committed to truth and reconciliation and the eradication of racism and oppression for all of our students, then we must start by developing trust.

Trust has been broken and Black, Indigenous and racialized communities are hurting, grieving and experiencing the impacts of systemic racism which includes the presence of policing in our schools.

If we want to build trust, we must acknowledge Black, Indigenous and racialized students and community members who are negatively disproportionately impacted by the SRO Program in our schools.

We are amidst the largest civil rights movement in history and we have the power to evoke meaningful change that centres those who are most vulnerable, most impacted and most in need of school settings where they do not have to be in fear and be retraumatized.

Conclusions

In light of feedback and wealth of data reviewed, the members of the Ad Hoc Committee have concluded that continuing the consultation process may actually cause further harm to marginalized students (by forcing them to repeatedly relive their trauma) – instead of relieving that harm.

APPENDIX A

The appropriate direction is clear now and it is not necessary to continue with a process and delay that outcome. The Committee is recommending that the review be wrapped up with a formal recommendation to the Board of Trustees that the WRDSB officially end the School Resource Officer program. When staff are trained in “Dealing Directly With Discrimination In Our Schools”, they use the DIRECT tool ([Link](#)), developed by the Indigenous, Equity and Human Rights team . The ‘T’, standing for Transform, is outlined as follows: “Take advantage of the teachable moments that arise from these incidents. Restore the learning environment and rebuild relationships in consultation and collaboration with staff, students, superintendents, parents/guardians and community. Examine your school culture and climate for root causes of discrimination, identify them, and work to eliminate them.” We are a learning organization and we must be leaders in learning. We must model this behaviour at the board level and learn from these experiences to strive for a school system free from discrimination and all forms of oppression.

It is recognized that there may still be occasions in which schools will want or need to interact with the Waterloo Regional Police Service. The Committee is recommending that new protocols be developed to limit the number and types of such interactions. Additionally, it is recognized that these recommendations do not end systemic racism but present the opportunity and need for everyone to think differently about the work that we do in schools.

The School Resource Officer Review Committee recommends the following:

1. That the Waterloo Region District School Board issues a public apology acknowledging the harms of the School Resource Officer (SRO) Program to Black, Indigenous, and Racialized students.

APPENDIX A

2. That the Waterloo Region District School Board agrees to end the School Resource Officer (SRO) Program effective immediately.
3. That the Waterloo Region District School Board develops a clear procedure limiting the role of police in schools, other than incident response. Community partners with the capacity to deliver presentations and support services currently being provided by police officers should be identified, vetted, and promoted throughout the system.
4. That the Waterloo Region District School Board reviews the local *School Police Protocol* through an equity, anti-racist, and anti-oppressive lens.
5. That the Waterloo Region District School Board explores restorative justice strategies and practices when addressing student discipline issues.
6. That the Waterloo Region District School Board write a letter to the Region of Waterloo, requesting that the funds previously used to deliver the School Resource Officer Program be reallocated to community-based services for youth.
7. That the Board of Trustees dissolves the Ad Hoc School Resource Officer Review Committee.

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Public board to pause School Resource Officer program and conduct review By

Laura Booth, The Record, Tue., June 16, 2020

<https://www.therecord.com/news/waterloo-region/2020/06/16/public-board-to-pause-school-resource-officer-program-and-conduct-review.html>

Police won't be in Waterloo region public schools until after review, says board,

Paula Duhatschek · CBC News · Jun 16, 2020

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Public school board's police resource officer review committee seeks volunteers

CBC News. Posted: Dec 09, 2020

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Report to the Board

June 21, 2021

Subject: Ad Hoc School Naming Review Committee Update

Recommendation

That the Waterloo Region District School Board approve the revised Policy 4020 Naming and Renaming of Board Facilities as presented at the June 21, 2021 Committee of the Whole Meeting.

Status

The Waterloo Region District School Board (WRDSB) acknowledges that systematic racism exists within the education sector and within the WRDSB. The WRDSB is committed to engaging in meaningful and sustained dialogue about racism, systemic discrimination and oppression.

Per the mandate established in the Terms of Reference, the Ad Hoc School Naming Review Committee ("Committee") reviewed *Policy 4020 - Naming and Renaming of Board Facilities* using an anti-racist, decolonial and trauma informed lens. Committee members independently used the Policy Review Guide developed by the Indigenous, Equity and Human Rights Department to review the existing policy. Members of the Committee provided input to the revisions of the policy to the shared leadership group for inclusion in the final Policy 4020, Appendix A. Current Policy 4020 is referenced in Appendix B.

The revised *Policy 4020* (Appendix A) redresses the omissions in the existing policy and reflects the WRDSB's commitment to Indigenous education, equity and inclusion, and human rights and the importance of Reconciliation. The revised policy reflects the WRDSB's commitment to the principles of equity in accordance with the [Ontario Human Rights Code \(OHRC\)](#), the [Education Act](#), and the [Canadian Charter of Rights and Freedoms](#).

At times when Trustees review policies they have requested to see the corresponding procedure for information purposes, not for approval. The Committee continues to review Administrative Procedure 4865 Naming and Renaming of Board Facilities, Appendix C, in alignment with the Terms of Reference of the Ad Hoc Committee.

The members of the Committee acknowledge that since 2004 there has been ongoing pain and harm endured by Indigenous students and their families and staff as well as members of the larger community with the secondary school named for Sir John A.

Macdonald and other school names that may be identified by the Ad Hoc School Naming Review Committee. The unearthing of the remains of 215 Indigenous children (and counting) at former residential schools, emphasizes the urgency of engaging in a school renaming process for Sir John A. Macdonald SS.

Upon approval of the revised Policy 4020 (Appendix A) and revision of *Administrative Procedure 4865 - Naming and Renaming of Board Facilities (Appendix C)*, the Committee submits that a school renaming process be implemented for Sir John A. Macdonald Secondary School as soon as possible. The renaming process will include a community engagement component with stakeholders including students and their families, staff, and members of the community.

Next Steps

In order to fulfil the mandate of the Ad Hoc School Naming Review Committee by December 2021, the Committee will continue to:

1. Complete the review and revision of *Administrative Procedure 4865 - Naming and Renaming of Board Facilities (Appendix C)* using anti-racism, anti-oppression and decolonizing principles;
2. Develop a prioritized list of identified school and board facility names and mascot/mascot names and symbols deemed harmful per the revised *Board Policy 4020 - Naming and Renaming of Board Facilities (Appendix A)*.

Following the completion of a school naming/renaming process under the revised policy and procedure, the Policy Working Group, in consultation with the Indigenous, Equity and Human Rights Department will review Policy 4020 and AP 4865 and evaluate the efficacy of the policy and procedure to ensure the application of an anti-racist lens.

Background

The Ad Hoc School Naming Review Committee was struck by an approved motion of the Board of Trustees at the October 19, 2020 Committee of the Whole meeting.

The revised Terms of Reference and an extension to the timeline for final recommendations were approved at the May 31, 2021 Board meeting.

The committee has compiled information from various sources to support the review including, a glossary of equity terms, a list of all schools and school mascots/logos including new schools, a Policy Review Guide (IEHR developed), other Ontario school boards' policies and administrative procedures and media articles regarding recent school name changes in various jurisdictions.

Financial implications

The identification of and commitment to engaging in background research to inform the review of related policies, administrative procedures, and existing school names and mascots, any additional resources and/or financial implications will be shared.

Communications

Communication to stakeholders will be developed as needed.

Prepared by: Heather McKinna, Administrative Assistant to the Chairperson and Stephanie Reidel, Manager of Corporate Services for Trustee K. Woodcock in consultation with Coordinating Council



Board Policy 4020

NAMING AND RENAMING OF BOARD FACILITIES

Legal References:	<i>United Nations Declaration on the Rights of Indigenous Peoples</i> ; <i>Canadian Charter of Rights and Freedoms</i> (Section 15) ; <i>Ontario Human Rights Code (The Code)</i> ; <i>The Education Act</i> .
Related References:	<i>Board Policy 1017 - Human Rights</i> <i>Administrative Procedure 4865 – Naming and Renaming of Board Facilities</i> <i>Glossary of Definitions, Indigenous, Equity and Human Rights Department</i> <i>Truth and Reconciliation Commission of Canada: Calls to Action</i>
Effective Date:	November 2015;
Revisions:	December 2017; January 2020; June 2021;
Reviewed:	

1. Rationale

The Waterloo Region District School Board (WRDSB) recognizes that our facilities are an integral part of the community in which they are situated. As such the naming of a school or facility will be determined by the WRDSB following its commitment to consultation with students, parents, caregivers and families, staff and members of the local community, including local Indigenous communities. The WRDSB is committed to the Truth and Reconciliation Commission Calls to Action 62 and 63 related to Education for Reconciliation within the public landscape of the traditional and unceded territories.

School names will reflect the Board's commitment to promote Indigenous education, equity, human rights, inclusive learning and working environments for all students and staff. A proposal with rationale for renaming should be submitted to the Coordinating Superintendent Business Services and Treasurer of the Board or as delegated.

The name of a school should be supported by the school community and provide opportunities for students, parents, caregivers and families, and community members to be inspired to learn, and to engage and promote belonging and building a sense of community.

2. Objectives

2.1 The objective of this policy is to provide the process and parameters for the naming or renaming of schools that supports the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, and anti-discrimination (as per [*Board Policy 1017 - Human Rights*](#)).

2.2 Waterloo Region District School Board (WRDSB) recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all students and staff in an environment that is free from discrimination.

3. Definitions

The following definitions are sourced from the Terms and Definitions Glossary developed by the Indigenous, Equity and Human Rights Department at the WRDSB. The terminology has been carefully researched, thoughtfully discussed and commonly used in conversations regarding

social justice, diversity, equity, accessibility and allyship. Language is always evolving and some of these terms and definitions may change in relevance over time.

In this Policy,

- Anti-racism/Anti-oppression refers to an active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.
- Board refers to the Board of Trustees for Waterloo Region District School Board.
- Diversity refers to the presence of a wide range of human qualities and attributes within an individual, group, or organization. Diversity includes such factors as age, sex, race, ethnicity, physical and intellectual ability, religion, sexual orientation, gender identity and expression, educational background, and expertise.
- Equality: means everyone is given the same resources, in an effort to promote fairness, but it can only work if everyone starts from the same place and needs the same help.
- Equitable: just or characterized by fairness or equity. Equitable treatment can at times differ from the same treatment.
- Equity: fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.
- First Nation(s)/First Nations People: First Nation is a name used to recognize the many nations of people that lived across North America except for the far north. There are many First Nations and each one is distinct from one another in their languages, ways of life, values and beliefs. First Nations people/community members are likely to identify as members of specific nations or communities within those nations (ie. Haudenosaunee, Anishinaabe, Mushkegowuk). Generally, "First Nations People" is used to describe both Status and Non-Status Indians. The term is rarely used as a synonym for "Aboriginal Peoples" because it usually does not include Inuit or Métis people.
- Inclusive design: Taking into account differences among individuals and groups when designing something, to avoid creating barriers. Inclusive design can apply to systems, facilities, programs, policies, services, education, etc.
- Indigenous: The word 'indigenous' refers to the notion of a place-based human ethnic culture that has not migrated from its homeland, and is not a settler or colonial population. In this country known as Canada, the word Indigenous is an umbrella term that encompasses First Nation, Métis and Inuit Peoples.
- Inuit: the Indigenous peoples of the Arctic. The word Inuit means "the people" in the Inuit language of Inuktitut (Inuktitut, Inuttitut). The singular of Inuit is Inuk. Many Inuit in Canada live in 53 communities across the northern regions of Canada in Inuit Nunangat, which means "the place where Inuit live."
- Malicious request: a request to rename a school that is deliberately and maliciously submitted in order to damage the reputation of a person or group, or otherwise filed in bad faith, or which is known or ought to have reasonably been known by the requesting party to have no reasonable basis in fact and in fact may be considered a violation of this policy.
- Métis does not include all with mixed ancestry. Rather, Métis refers to distinctive peoples who, in addition to their mixed ancestry, developed distinct customs, way of life and recognizable group identity separate from their First Nations and European forebearers.

- School community refers to the students, staff, families and stakeholders specifically affiliated with an individual school.
- Staff refers to any individual who is employed by Waterloo Region District School Board.
- WRDSB refers to the corporate entity of Waterloo Region District School Board.

4. Responsibilities

Trustees: For the purposes of this policy, Trustees are responsible for setting the strategic direction of the Board and developing and maintaining policies per [Board Policy G100 Governance Policy - Foundations](#). They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Strategic Plan.

Director of Education: For the purposes of this policy, the operations of the WRDSB are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board Policy by adapting and implementing appropriate Administrative Procedures and by providing professional learning and training to staff to support implementation.

5. Policy

To name a new or consolidated school or facility, a Naming Committee shall be established to provide a short-list of recommendations to the Board based on the criteria described in section 5.2 of this Policy.

The WRDSB will consider proposals to re-name a school or facility only in exceptional circumstances, where the existing name is deemed to no longer be serving the needs of the school population, of the community or no longer aligns with this policy or the WRDSB's core values and strategic priorities.

The Naming Committee shall reflect the diverse communities the WRDSB serves and be comprised of:

- the area Trustees (no fewer than two Trustees),
- the Family of Schools Superintendent of Student Achievement and Well-Being or designate,
- representatives from the Indigenous, Equity and Human Rights Department (IEHR),
- representatives from equity seeking and Indigenous groups,
- representatives from the school community,
- representatives from the School Council, and
- representatives from the school's staff and students

5.1 The Naming Procedure will be initiated under the following conditions:

- 5.1.1 The demolition and/or consolidation of programs or schools;
- 5.1.2 A request from the community;
 - The current name does not align with the Board's commitment or legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination and equitable and inclusive education; or
 - The current name was appropriated from a culture or community without the necessary engagement and consultation with representatives from the community;
- 5.1.3 The building of a new school or facility;
- 5.1.4 Extraordinary circumstances at the discretion of the Board;
- 5.1.5 The Board, in conjunction with the school community, has developed a new identity for the school.

5.2 The name for a school shall align with 2.1 and 2.2 of this Policy and the following criteria shall be applied by the Naming Committee for the selection of a new name:

- 5.2.1 WRDSB schools and facilities will not be named for individuals as of June 2021;

- 5.2.2 WRDSB facilities shall be given a name which is meaningful and reflects local historic events and/or places and distinguishing characteristics of the area, and that the name is not associated with family names;
 - 5.2.3 In selecting a place-based name that acknowledges and honours Indigenous history and the diverse cultures found within a community, it is necessary to seek early engagement and involvement from the appropriate Indigenous and school communities;
 - 5.2.4 In no case will any school or facility be named after a corporation;
 - 5.2.5 The people most harmed by a name will be directly consulted, with an Indigenous, equity and anti-racist approach.
- 5.3 The Board may choose to accept or reject any recommendation of the Naming Committee, but shall not choose any name not on the short-list of names recommended by the Naming Committee.
- 5.4 The Board may choose to determine a request to be malicious or vexatious and may refuse to act on the request.

6. Evaluation

This Policy is subject to review and revision as may be deemed appropriate by the Board but shall be brought to the Board for review at least every three years.



NAMING AND RENAMING OF BOARD FACILITIES

Legal References:

Related References: *Conference Board of Canada - Ethical Guidelines for Education - Business Partnerships*
Administrative Procedure 1570 - School Councils
Administrative Procedure 4360 - Principals of Business Conduct for Board Employees
Administrative Procedure 4865 – Naming and Renaming of Board Facilities
School Council Handbook by WRAPSC and PIC (2015)

Effective Date: November 16, 2015

Revisions: December 11, 2017, January 13, 2020

Reviewed:

1. Preamble

It is the policy of the Waterloo Region District School Board (*WRDSB*), that consistent procedures be followed when naming or renaming *WRDSB* facilities to ensure that distinctive and appropriate names are selected with an emphasis on local historical events or local persons.

2. Naming of School Board Facilities

2.1 Facilities must be named in accordance with one or more of the following criteria:

- 2.1.1 a historical name which once applied to the area where the facility is located;
- 2.1.2 after a person(s) or event(s) recognized as having made a significant contribution to society in the district, province or country;
- 2.1.3 generally, facilities named after a person(s) is done posthumously;
- 2.1.4 the name of a geographic area which the facility will serve;
- 2.1.5 the name of the street on which the facility is located.

2.2 Facilities or sections thereof, may not be named or renamed after current *WRDSB* members or employees.

2.3 When a new facility is to be named, an ad hoc committee will be established by the Director of Education to recommend a name to the Board of Trustees (*Board*).

The committee shall consist of:

- 2.3.1 three Trustees, appointed by the Board (one to chair the committee);
- 2.3.2 one facility administrator (Principal or Principal designate if applicable);
- 2.3.3 two representatives of the School Council (if applicable);
- 2.3.4 one member of the Senior Administration.

2.4 The ad hoc committee will invite suggested names for the new facility from individuals or groups throughout the area of jurisdiction of the *WRDSB* and especially from the area adjacent to the location of the new facility.

2.5 Any proposal for a name change of an existing facility must be forwarded to the Board. Should the Board decide to proceed; an ad hoc committee will be established by the Director of Education to bring a recommendation to the Board.

The committee shall consist of:

- 2.5.1 three Trustees, appointed by the Board (one to chair the committee);
- 2.5.2 one administrator from the facility;
- 2.5.3 two staff representatives from the facility;
- 2.5.4 two representatives of the School Council (if applicable);
- 2.5.5 one member of Senior Administration.



NAMING AND RENAMING OF BOARD FACILITIES

Responsibility:	<i>Coordinating Superintendent, Business Services & Treasurer of the Board</i>
Legal References:	<i>United Nations Declaration on the Rights of Indigenous Peoples</i> ; <i>Canadian Charter of Rights and Freedoms</i> (Section 15); <i>Ontario Human Rights Code (The Code)</i> ; <i>The Education Act</i> .
Related References:	<i>Board Policy 4020 - Naming and Renaming of Board Facilities</i>
Revisions:	<i>December 2017, September 2019, June 2021</i>
Reviewed:	<i>March 2016</i>

1. Rationale

The Waterloo Region District School Board (WRDSB) recognizes that our facilities are an integral part of the community in which they are situated. As such the naming of a school or facility will be determined by the WRDSB following its commitment to consultation with students, parents, caregivers and families, staff and members of the local community and (the Six Nations). The WRDSB is committed to Reconciliation and Decolonization of its physical structures within the public landscape of the traditional and unceded territories of the Haldimand Tract.

School names will reflect the Board's commitment to promote human rights, equity and inclusive learning and working environments for all students and staff. A proposal with rationale for renaming should be submitted to the Coordinating Superintendent Business Services and Treasurer of the Board or as delegated.

The name of a school should be supported by the school community and provide opportunities for students, parents, caregivers and families, and community members to be inspired to learn, and to engage and promote belonging and building a sense of community.

2. Objectives

2.1 The objective of this policy is to provide the process and parameters for the naming or renaming of schools that supports the Board's commitment and legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, and anti-discrimination (as per [Board Policy 1017 - Human Rights](#)).

2.2 Waterloo Region District School Board (WRDSB) recognizes that Indigenous rights are inherent and distinct. Recommendations of possible names for schools will not be such as to infringe or otherwise offend the inherent rights of Indigenous Peoples and will support the rights of all students and staff to an environment that is free from discrimination.

3. Definitions

The following definitions are sourced from the Terms and Definitions Glossary developed by the Indigenous, Equity and Human Rights Department at the WRDSB. The terminology has been carefully researched, thoughtfully discussed and commonly used in conversations regarding social justice, diversity, equity, accessibility and allyship.

In this Procedure,

- Anti-racism/Anti-oppression refers to an active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes.
- Board refers to the Board of Trustees for Waterloo Region District School Board.
- Diversity refers to the presence of a wide range of human qualities and attributes within an individual, group, or organization. Diversity includes such factors as age, sex, race, ethnicity, physical and intellectual ability, religion, sexual orientation, gender identity and expression, educational background, and expertise.
- Equality: means everyone is given the same resources, in an effort to promote fairness, but it can only work if everyone starts from the same place and needs the same help.
- Equitable: just or characterized by fairness or equity. Equitable treatment can at times differ from the same treatment.
- Equity: fairness, impartiality, even-handedness. A distinct process of recognizing differences within groups of individuals, and using this understanding to achieve substantive equality in all aspects of a person's life.
- First Nation(s)/First Nations People: this term became common to use in the 1970s to replace the word "Indian." Although the term First Nation is widely used, no legal definition exists. The term has also been adopted to replace the word "Band" in the naming of communities. Many people today prefer to be called "First Nations" or "First Nations People" instead of "Indians." Generally, "First Nations People" is used to describe both Status and Non-Status Indians. The term is rarely used as a synonym for "Aboriginal Peoples" because it usually does not include Inuit or Métis people.
- Inclusive design: Taking into account differences among individuals and groups when designing something, to avoid creating barriers. Inclusive design can apply to systems, facilities, programs, policies, services, education, etc.
- Indigenous: generally used in the international context, refers to peoples who are original to a particular land or territory. This term is very similar to "Aboriginal" and has a positive connotation.
- Inuit: the Aboriginal Peoples of Arctic Canada who live primarily in Nunavut, the Northwest Territories, and northern parts of Labrador and Québec. The word Inuit means "people" in the Inuit language – Inuktitut. The singular of Inuit is Inuk. Their traditional languages, customs, and cultures are distinctly different from those of the First Nations and Métis.
- Malicious request: a request to rename a school that is deliberately and maliciously submitted in order to damage the reputation of a person or group, or otherwise filed in bad faith, or which is known or ought to have reasonably been known by the requesting party to have no reasonable basis in fact and in fact may be considered a violation of this policy.
- Métis: French term meaning "mixed blood." The Canadian Constitution recognizes the Métis people as one of the three Aboriginal Peoples. The term is used broadly to describe people with mixed First Nations and European ancestry who identify themselves as Métis.
- School community refers to the students, staff, families and stakeholders specifically affiliated with an individual school.

- Staff refers to any individual who is employed by Waterloo Region District School Board.
- WRDSB refers to the corporate entity of Waterloo Region District School Board.

4. Responsibilities

Director of Education: For the purposes of this procedure, The Director of Education will monitor the progress of the Naming Committee and ensure that representation and timelines are met.

Superintendent, Student Achievement & Well-being: For the purposes of this procedure, the Superintendent, Student Achievement & Well-being will ensure a successful Naming Committee is formed and follows the procedural steps for school naming with an emphasis on school-community engagement.

Principal: For the purposes of this procedure, the Principal will be an active member of the Naming Committee and will serve as a conduit to ensure the school community is well informed of all developments.

5. Guidelines and Considerations

The WRDSB is committed to providing working and learning environments that are free of discrimination and harassment, where all individuals are treated with respect and dignity, and can thrive and fully contribute. We recognize the dignity and worth of every person and provide equal rights and opportunities without discrimination.

6. Procedures

- 6.1. In accordance with Board Policy 4020 - Naming and Renaming of Board Facilities, a Naming Committee shall be struck to name a new or consolidated school, or facility or to rename an existing school with the approval of the Board.

- 6.2. Role of the Naming Committee

The Naming Committee shall undertake a process to receive submissions from the broader school community.

The Naming Committee will review and consider submissions made to it and narrow them for a second round of consultation with the school community.

In circumstances where renaming a school is being considered, the committee will consider all voices and perspectives, including the community(ies) that raised the concern.

Only submissions that adhere to the criteria in section 6.7 of this Procedure will be considered. All submissions should include background information and context as may be appropriate to support the submission.

The Superintendent, Student Achievement & Well-being will bring forward a report to the Board with the top three choices from the Naming Committee to the Board of Trustees with a rationale for all three choices. The report should indicate the top choice of the Naming Committee for the Board of Trustees' consideration. The Superintendent, Student Achievement & Well-being will ensure that a rigorous vetting process has taken place, to ensure all choices put forward for consideration reflect the values of the WRDSB.

Once the Board of Trustees selects the name or new name for the school, all materials produced with that name will include the Waterloo Region District School Board logo.

- 6.3. The Naming Procedure will be initiated under the following conditions:

- 6.3.1. The demolition and/or consolidation of programs or schools;
- 6.3.2. A request from the community;

- 6.3.2.1. The current name does not align with the Board's commitment or legal responsibilities to Indigenous rights, human rights, anti-oppression, anti-racism, anti-discrimination and equitable and inclusive education; or
- 6.3.2.2. The current name was appropriated from a culture or community without the necessary engagement and consultation with representatives from the community;
- 6.3.3. The building of a new school or facility;
- 6.3.4. Extraordinary circumstances at the discretion of the Board;
- 6.3.5. The Board, in conjunction with the school community, has developed a new identity for the school.
- 6.4. A Naming Committee shall first and foremost reflect the diverse communities that WRDSB serves and be composed of:
 - 6.4.1. the area Trustees, where there is only one area trustee or one or more area trustee is not able to participate, other trustees will be added so that there are no fewer than two;
 - 6.4.2. the Superintendent, Student Achievement and Well-Being or designate;
 - 6.4.3. the Principal designate;
 - 6.4.4. one representative from Indigenous, Equity and Human Rights Department (IEHR);
 - 6.4.5. two representatives from equity and sovereignty seeking groups
 - 6.4.6. two school community representatives/members invited by the Superintendent, Student Achievement & Well-being in consultation with the Trustees;
 - 6.4.7. two representatives from the School Council;
 - 6.4.8. two representatives from the school's staff; and
 - 6.4.9. three representatives from the school's student population
- 6.5. No two members of the committee shall be members of the same immediate family.
- 6.6. All members of the committee are voting members, except the Superintendent, Student Achievement & Well-being will chair the committee and will be a non-voting member.
- 6.7. The name for a school shall align with 2.1 and 2.2 of this Procedure and the following criteria shall be applied by the Naming Committee for the selection of a new name:
 - 6.7.1. WRDSB school and facilities will not be named for individuals as of June 2021;
 - 6.7.2. WRDSB facilities shall be given a name which is meaningful and reflects local historic events and/or places and distinguishing characteristics of the area and that they name is not associated with family names;
 - 6.7.3. In selecting a place-based name that acknowledges and honours Indigenous history and the diverse cultures found within a community, it is necessary to seek early engagement and involvement from the appropriate Indigenous and school communities;
 - 6.7.4. In no case will any school or facility be named after a corporation.
 - 6.7.5. The people most harmed by a name will be directly consulted, with an equity and anti-racist approach, which distinguishes between equality and equity.
- 6.8. The Board may choose to accept or reject any recommendation of the Naming Committee, but shall not choose any name not on the short-list of names recommended by the Naming Committee.

- 6.9. The Board may choose to determine a request to be malicious or vexatious and may refuse to act on the request.

Trustee Self-Evaluation - Spring 2021 Report

Between May 11-18, 2021 Trustees were invited to complete a self-evaluation survey as an opportunity to share their experiences and communicate their needs to each other. This survey was voluntary and respondents could skip any question they did not want to answer.

All 11 WRDSB Trustees participated in the Self-evaluation. Below are the responses they provided.

Relationships Among Trustees

1 - Please rate your level of agreement for the following statements about the Board of Trustees as a whole group. The Board of Trustees....

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Practices active listening (Active listening is a way of listening and responding to another person that improves mutual understanding)	9.09%	1	63.64%	7	0.00%	0	18.18%	2	9.09%	1	11
Respects the opinions of others while working to reach a consensus	9.09%	1	63.64%	7	0.00%	0	18.18%	2	9.09%	1	11
Makes room at the board table so that divergent views can be heard	9.09%	1	54.55%	6	9.09%	1	18.18%	2	9.09%	1	11
Supports an open and encouraging approach to sharing their views	9.09%	1	45.45%	5	9.09%	1	36.36%	4	0.00%	0	11
Works together to promote positive interactions amongst themselves	0.00%	0	54.55%	6	36.36%	4	9.09%	1	0.00%	0	11
Works together to address negative interactions amongst themselves	9.09%	1	45.45%	5	18.18%	2	27.27%	3	0.00%	0	11
Has an understanding of acceptable and unacceptable behaviour	18.18%	2	54.55%	6	18.18%	2	9.09%	1	0.00%	0	11

Relationships With Other Stakeholders

2 - Please rate your level of agreement for the following statements about the Board of Trustees as a whole group. The Board of Trustees....

The community

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Understands the importance of gathering feedback from the community	36.36%	4	45.45%	5	18.18%	2	0.00%	0	0.00%	0	11
Establishes appropriate processes for gathering community input	18.18%	2	36.36%	4	27.27%	3	18.18%	2	0.00%	0	11
Engages communities in ongoing conversations	18.18%	2	18.18%	2	27.27%	3	36.36%	4	0.00%	0	11

The student voice from system

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Makes deliberate efforts to actively seek out student voice from throughout the system	36.36%	4	36.36%	4	0.00%	0	27.27%	3	0.00%	0	11
Makes deliberate efforts to incorporate student voice from throughout the system	18.18%	2	54.55%	6	0.00%	0	18.18%	2	9.09%	1	11

Staff

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Holds the Director of Education accountable in meeting their duties (e.g., effectively implementing the policies of the board)	36.36%	4	36.36%	4	18.18%	2	9.09%	1	0.00%	0	11
Engages in respectful, cooperative and collaborative interactions with staff	27.27%	3	36.36%	4	36.36%	4	0.00%	0	0.00%	0	11
Ensures there are mechanisms in place to recognize and celebrate students, staff, community members and volunteers	9.09%	1	18.18%	2	45.45%	5	27.27%	3	0.00%	0	11

Other

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Protects and promotes Human Rights and ensures Equity while focused on student achievement and well-being	9.09%	1	72.73%	8	0.00%	0	18.18%	2	0.00%	0	11
Are accountable to all members of the community, not just those in the area in which they were elected	27.27%	3	36.36%	4	0.00%	0	36.36%	4	0.00%	0	11
Ensures that local municipal, provincial and federal politicians understand local issues and needs, and encourages them to make education a high priority	27.27%	3	18.18%	2	36.36%	4	18.18%	2	0.00%	0	11

The Board Function

3 - Please rate your level of agreement for the following statements about the Board of Trustees as a whole group. The Board of Trustees....

Question	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree		Total
Has an understanding of the budget process and is an effective steward of the board's resources	27.27%	3	27.27%	3	45.45%	5	0.00%	0	0.00%	0	11
Oversees the establishment of a balanced budget that reflects the board's vision, the needs of the community, and supports the board's strategic plan	36.36%	4	27.27%	3	27.27%	3	9.09%	1	0.00%	0	11
Complies with all applicable laws, regulations and policies governing the board or enacted by the government	63.64%	7	27.27%	3	9.09%	1	0.00%	0	0.00%	0	11
Follows/has an understanding of board policies including conflict of interest policies and communication protocols	9.09%	1	72.73%	8	9.09%	1	9.09%	1	0.00%	0	11
Reviews and provides feedback on policies in achieving the board's goals	27.27%	3	45.45%	5	9.09%	1	18.18%	2	0.00%	0	11
Uses data and/or evidence to make informed decisions	9.09%	1	54.55%	6	18.18%	2	18.18%	2	0.00%	0	11
Utilizes a human rights and equity lens in decision-making	18.18%	2	27.27%	3	45.45%	5	9.09%	1	0.00%	0	11
Consistently uses the meeting time well (i.e., issues get the time and attention proportionate to their importance)	9.09%	1	18.18%	2	36.36%	4	36.36%	4	0.00%	0	11
Comes to meetings prepared and ready to contribute	18.18%	2	54.55%	6	27.27%	3	0.00%	0	0.00%	0	11

General Feedback

4 - Would you be interested in engaging in a process to reflect on your practice as a Trustee?

Answer	Count
Yes	10
No	1
Total	11

5 - In what areas do you feel the Board of Trustees would benefit from more professional development:

Themes

Human Rights and Equity

Budget & Audit

Governance (e.g., policy & procedures, role of trustees)

Need to have in person interactions

Board Relationships (e.g., Cohesiveness, need for in person interactions)

Communications

Engage with diverse community groups

Engaging various consultants

Student Achievement (e.g., Supporting underserved and students with special needs)

Utilizing technology in the role of trustee

6 - What opportunities exist in our work?

Themes

Advocate for Human Rights and Equity

Bring change to the boardroom (e.g., bringing student voice to the boardroom)

Relationship building

Staff-trustee relationship (e.g, build trust with senior staff, celebrate the work of staff, ensure staff have the resources they need, holding staff accountable)

Community-trustee relationship (e.g., Engage with diverse members of the community, make a difference for families and communities, rebuild trust with the community)

Continue to engage stakeholders in policy development

Ongoing opportunities to learn and adapt

Setting direction

Student trustees being full board members

7 - What challenges exist in our work?

Themes

Relationship with the Community:

- Listening to many community groups
 - Supporting different communities
 - Whole board of trustees not reflecting the community they serve
 - Re-establishing trust in public education
-

Relationship among Trustees

- Inability to collaborate effectively with each other due to working remotely
 - Lack of communication
 - Lack of trust
 - Openness to hearing diverse views
-

Relationship between staff and trustees

Common understanding among trustees about Human Rights and Equity issues

Keeping the focus on students, families and staff and not politics

Re-engaging students

Lack of training received by trustees

Navigating social media

Government acting hostile toward public education
