

**JANUARY 24, 2022**

**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, January 24, 2022, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**O Canada**

**Approval of Agenda**

**Declarations of Pecuniary Interest**

**Celebrating Board Activities/Announcements**

**Delegations**

Peter Rasberry - WRDSB Outdoor Education Maple Syrup Program

David Alton - Supportive Environments and Resources for Transgender, Non-Binary and Two-Spirit Youth

Mitchell Avis - LGBTQ2+ Literature

Chris Clarke - Inclusion of Transgender and Non-Binary Reading Materials

Jodi Koberinski - Importance of Representation in Literature

Morgan Mastrovich - Importance of Queer Representation in Children's Literature

Peter Woolstencroft - Board Governance and Decision Making

Cait Glasson - Importance of Transgender Reading Materials

**Staff Follow Up**

**Policy and Governance**

01 Board Policy 4004 - Emergency Needs-Expenditures

M. Gerard

03 Board Policy 5002 - Leave of Absence-Federal and Provincial Political Candidates

G. Shantz

**Reports**

05 2021-22 Interim Financial Report and Forecast

M. Gerard / N. Landry

24 Major Capital Projects Quarterly Update

M. Gerard / J. Veit

26 Fischer-Hallman/Huron Elementary Schools Boundary Study (Part II)

M. Gerard / L. Agar

56 Development Areas Annual Report 2021-2022

M. Gerard / L. Agar

69 Discussion: Linda Fabi Bursary Name

Chairperson

**Board Reports**

**Question Period (10 minutes)**

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

**Adjournment**

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



## EMERGENCY NEEDS – EXPENDITURES

Legal References:	<i>Education Act</i>
Related References:	<i>Waterloo Region District School Board Annual Budget</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>December 9, 2007, November 10, 2014</i>
Reviewed:	<i>February 8, 2016, October 15, 2018</i>

- ~~1.0 It is the policy of the Waterloo Region District School Board, recognizing the Board may encounter situations requiring funding of emergency needs, to:~~
- ~~1.1 empower the Director of Education, or designate, to authorize a disbursement for which no provision was made in the budget, up to the balance in the reserve fund established for the purpose of emergency needs;~~
  - ~~1.2 direct that a report describing such action be distributed to trustees within twenty-four hours of the emergency situation, or as soon thereafter as practicable, as well as at the next regular meeting of the Board;~~
  - ~~1.3 ensure that an emergency expenditure under this policy will be made only for purposes of: protecting the health or ensuring the safety of persons; preserving, repairing, providing or protecting facilities that are essential for the provision of approved services and programs; and, providing, repairing or replacing equipment or furnishings necessary to provide approved programs and services.~~



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Waterloo Region  
District School Board

## Board Policy 5002

# LEAVE-OF-ABSENCE: EMPLOYEES SEEKING OR HOLDING ELECTED OFFICE

Legal References:	<i>Canada Elections Act</i> <i>Election Act, R.S.O., 1990</i> <i>Municipal Elections Act</i>
Related References:	2014 Candidates' Guide for Ontario Municipal and School Board Elections <i>Request for Leave of Absence HR-01-500</i>
Effective Date:	<i>February 23, 1998</i>
Revisions:	<i>March 7, 2016, June 12, 2017</i>
Reviewed:	<del>November 19, 2018</del> <b>January 24, 2022</b>

1. The Waterloo Region District School Board recognizes that it is the right of employees to fulfill their roles as citizens of the community, including running for public office and encourages employees to participate in public service.
2. It is the policy of the Waterloo Region District School Board that an employee who is a candidate in a Federal or Provincial Election will take leave-of-absence without pay from the time the candidate's nomination is filed and ending on voting day. If elected to office, they shall be considered as being on leave of absence without pay from the date of their election to the date of the next Federal or Provincial election so long as they remain in office.
3. A leave of absence will be considered, at the discretion of the Director of Education, for any staff member who seeks election as or is elected to the office of municipal councilor, municipal mayor or school board trustee in compliance with all relevant legislation.





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# Report to Committee of the Whole

January 24, 2022

## Subject: 2021-22 Interim Financial Report and Forecast

### Recommendation

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

### Status

The Board of Trustees (Board) approved the 2021-22 operating budget on [June 16, 2021](#), and at that time the expected in-year deficit was \$6.62M, or 0.8% of operating revenues.

The development of the Waterloo Region District School Board's (WRDSB) operating budget includes many underlying assumptions which, over the course of a school year, can change. The process used in the development of the annual operating budget for the board has evolved over the years but the underlying factors that influence its development continue to be:

- Ministry funding and directives;
- The board's underlying financial position (accumulated surplus/ deficit); and,
- The board's [strategic plan and operational goals](#).

In addition to the above, ongoing efforts to plan for a safe return to school for our students and staff in 2021-22 had a material impact on the board's 2021-22 budget development. The uncertainty regarding COVID-19 and how it would impact the 2021-22 school year introduced an increased level of financial risk for the organization, and staff are closely monitoring this situation.

The information contained in this report is based on financial results up to November 30, 2021 (Q1). The ability of staff to convey a high degree of confidence in our forecast of the year-end financial position based on three months of operations is limited; particularly in light of the uncertainty that COVID-19 introduces.

Consistent with the approved budget for 2021-22, we expect the WRDSB to finish the year in a deficit position; this was confirmed through submission of our Revised Estimates to the Ministry of Education (Ministry) on December 15, 2021, which showed an in-year deficit forecast of \$11.6M, including board funded COVID-19 expenses of \$7.43M. The 2021-22 Q1 Interim Financial Report, comparing the budget to the forecasted year-end position, is attached as [Appendix A](#).

### Key Budget Risks

As noted in the presentation to Trustees on [June 16, 2021](#), the 2021-22 budget was developed using the most current information available at that time. However, given the ongoing impacts of the pandemic, it was noted that the number of budget risks facing the board were far greater than in previous years, and this was compounded by our

inability to confidently forecast the financial impact of risks that had been identified. The following represents key risk areas which will impact the year-end results.

### *Revenues*

- Student Enrolment
  - Budget Risk: As part of the 2021-22 budget presentation, staff identified reduced enrolment as a financial and operational risk to the organization.
  - In-year change: Total enrolment is projected to be 534 full-time equivalent (FTE) students lower than the budget forecast; a decrease of 0.8% compared to the enrolment forecast used for budget.
  - Impact: Student enrolment is the primary driver of funding through the Grants for Student Needs (GSN). Staff estimate the financial impact of the above noted decrease to be \$5.30M, or 0.71% of provincial grant (GSN) revenues.
  - Strategy: Staff attribute the decline in enrolment to uncertainty regarding the pandemic, and decisions by parents and caregivers to pursue alternative education options for their children as a result of that uncertainty. Compared to actual enrolment in 2020-21, we are still forecasting an increase of approximately 471 students year-over-year (0.74%), and this leads us to conclude that our multi-year enrolment forecast, which signifies moderate growth in both the elementary and secondary panel, does not need to be amended at this time.
- Extended Day Program
  - Budget Risk: As part of the 2021-22 budget presentation, staff identified reduced enrolment in our directly operated extended day programs as a financial risk to the organization.
  - In-year change: For the period September 1, 2021 to November 30, 2021, average enrolment in the board's extended day program was 1,439 full-time equivalent (FTE) students; this is roughly on target with our budget forecast for the year, but is well below our pre-pandemic average of 1,996 full-time equivalent (FTE) students. At approximately \$39,700 in revenue per day, a prolonged shut-down of the board's before and after school programs due to COVID-19 will have a significant impact on our revenues for the year. Staff will continue to monitor this situation and report on material changes to our revenue forecast moving forward.
  - Impact: The Extended Day Program (EDP) fee regulations ([O. Reg. 221/11](#)) require boards to establish fees that bear a reasonable relationship to operating costs; the EDP rate for 2021-22 was approved by the Board on [April 19, 2021](#). The rate is developed based on a number of assumptions, including enrolment in the program for the upcoming school year and associated staffing. A prolonged shut-down of the program will impact our ability to cover fixed overhead costs (staffing) through available fee revenues.
  - Strategy: Staff are continuing to monitor registrations and adjust staffing levels where possible. We are also working with the Region of Waterloo to access

additional funding that has been provided by the Province to support the child care sector; including board operated Extended Day Programs. To date, these efforts have allowed us to secure Stabilization Funding in the amount of \$0.97M, as well as some additional funding to cover costs associated with programs that have been required to close temporarily as a result of COVID-19 outbreaks.

- Other Grants

- Budget Risk: As part of the 2021-22 budget presentation staff did not identify this area as a risk, however, there was some uncertainty whether the Ministry would allow boards to access the full amount of COVID-19 support funding announced as part of the 2021-22 GSN. As outlined for the Board in the budget report presented on [June 16, 2021](#), the Ministry announced \$487.9M in Priorities and Partnerships Funding (PPF) to cover extraordinary costs related to COVID-19 and a safe return to school for students and staff. However, unlike in previous years the Ministry provided explicit direction to school boards to budget for only half of the announced funding (i.e. the Half Year Rule). As per the memorandum released by the Ministry on May 4, 2021, [Planning for the 2021-22 School Year](#):

*“At this time, school boards are expected to budget for approximately half of the above resources to support the first half of the school year, including access to one per cent from their reserves.... The ministry will confirm the use of the remaining resources, if needed for the second half of the year, in the Fall, pending vaccine distribution across the province and public health advice” (P3).*

In preparing the 2021-22 budget, staff followed this direction and only included half of the announced funding in our budget plans. However, to ensure continuity for staff and students throughout 2021-22, “full-year” positions were budgeted for using the initial 50% of funding; the effect of this approach is that we have fewer positions funded from COVID-19 PPFs, but we have certainty that we will be able to fund them for the full year.

On November 18, 2021, the Ministry confirmed that school boards would be allowed to access the remaining 50% of the funding that had been announced; these additional funds, totaling approximately \$5.91M, will provide additional supports to the system (supplies, staff) beginning in January 2022, as well as address emerging pressures, such as lower than expected enrolment. A summary of the additional staffing supports that will be added is provided below.

- In-year change: At November 30<sup>th</sup>, 2021, revenue received through Other Grants, which includes but is not restricted to Priorities and Partnerships Fund (PPF), was projected to be \$19.45M, or 192.6%, higher than the budget forecast ([Appendix A](#)). This increase was the result of funding announcements made by the Ministry following the development of the budget.
- Impact: PPF grants are used to support targeted Ministry initiatives, such as Focusing on Fundamental Mathematics, and can change from year-to-year based on Ministry priorities and the availability of financial resources. Understandably, the vast majority of PPF allocations in 2021-22 relate to school

re-opening and operations during the pandemic. Utilization of these funds is reflected in the expenditures included as part of this report.

- Strategy: Staff from Financial Services are working collaboratively with other departments to monitor PPF spending and reporting requirements.

Summary of positions and resources funded as a result of the COVID-19 PPF funding provided by the Ministry of Education.

<i>Position (Resource) Class</i>	<i>Budget FTE (Initial 50% of Funding)</i>	<i>January 2022 FTE (Additional 50% of Funding)</i>	<i>In-year Change (FTE or \$)</i>
<i>Custodial Staffing</i>	26	60	34
<i>Special Education Supports (Additional Teachers, Educational Assistants, Para-Professional staff)</i>	2	4	2
<i>Mental Health Supports (Teacher Consultants, Educational Assistants, Para-Professional staff)</i>	3.7	9.9	6.2
<i>Remote Learning (Additional P/VPs and School Office)</i>	6	8	2
<i>Additional Teachers (Classroom)</i>	54.7	35.8	(18.9)
<i>Other (Central Administration, Health &amp; Safety)</i>	8	11.7	3.7
<i>Transportation (\$)</i>	\$579,950	\$1,159,900	\$579,950
<i>Other Resources (non-FTE)</i>	\$116,715	\$466,696	\$349,981

- COVID-19 Resilience Infrastructure Stream (CVRIS)- Operating
  - Budget Risk: As part of the 2021-22 budget presentation, staff did not identify this as an area of risk for the board; this assessment has not changed but discussion is included here because of a change in the classification (recognition) of revenues for this program.
  - In-year change: The total amount of revenue being recognized for CVRIS operating projects is projected to be \$2.4M lower than the budget forecast, a decrease of 80.0%.
  - Impact: The variance noted above is the result of a transfer of revenues from operating to capital and is reflected in the figures provided in [Appendix A \(Grant Revenues & Summary of Capital to be Financed\)](#); there is no reduction in funding for these projects.
  - Strategy: As noted in the report to Trustees on [June 14, 2021](#) (Folio 21), the CVRIS program is providing funding of up to \$700M to school boards across

Ontario to undertake projects that promote occupant health and safety, improve facility conditions, enhance physical distancing and facilitate distance learning. Facility Services will provide updates on the status of these projects as they are completed.

### *Expenditures*

- Classroom Teachers
  - Budget Risk: As part of the 2021-22 budget presentation, staff did not identify this area as a risk. However, lower enrolment and the corresponding reduction in revenues creates a pressure to fund the staff compliment that has been included in the budget.
  - In-year change: Total expenditures on classroom teachers are projected to be \$1.18M higher than the budget forecast, an increase of 0.3%.
  - Impact: The variance noted above is the result of additional teaching staff hired through the COVID-19 funding provided by the Ministry, as well as changes in benchmark costs not accounted for as part of the budget. The majority of the positions that have been added are Long-term Occasional contracts, meaning these positions can be ended once we return to normal operations.
  - Strategy: Overall, the in-year change noted above is minimal relative to the size of the teaching compliment and is required to meet our contractual and regulatory (class size) obligations.
- Early Childhood Educators
  - Budget Risk: As part of the 2021-22 budget presentation, staff did not identify this as an area of risk.
  - In-year change: Total expenditures on Early Childhood Educators are projected to be \$1.54M higher than the budget forecast, an increase of 8.8%.
  - Impact: The variance noted above is the result of additional Early Childhood Educators hired to meet our contractual and regulatory (class size) obligations, for both in-person and remote learning (32.7 FTE).
  - Strategy: The in-year change noted above was required to meet our contractual and regulatory (class size) obligations. Staff will continue to monitor throughout the year and will adjust for 2022-23 based on forecast enrolment.
- Professionals and Paraprofessionals
  - Budget Risk: As part of the 2021-22 budget presentation, staff did not identify this as an area of risk for the board; this assessment has not changed but discussion is included here because of material in-year changes to the forecast.
  - In-year change: Total expenditures on Professionals and Paraprofessionals is projected to be \$4.14M higher than the budget forecast, an increase of 12.5%.
  - Impact: The increase noted above is largely the result of budget carryovers from 2020-21 for the Waterloo Region Education & Public Network (WREPNET),

Computer Hardware Infrastructure Replacement Program (CHIRP), the Student Information System (SIS) Project, and the Enterprise Resource Planning Project (ERP). As well, the additional positions that have been hired to support school reopening and are funded through the COVID-19 PPF grant noted above are contributing to the variance.

- Strategy: Staff are continuing to monitor expenditures in this area and will provide further updates throughout the year if there are material changes to the forecast.
- Board Administration
  - Budget Risk: As part of the 2021-22 budget presentation, staff did not identify this as an area of risk for the board; this assessment has not changed but discussion is included here because of material in-year changes to the forecast.
  - In-year change: Total expenditures on Board Administration are projected to be \$0.91M higher than the budget forecast, an increase of 4.8%.
  - Impact: Since the onset of the pandemic, a significant amount of additional work has been taken on by central staff to coordinate the distribution of PPE and critical supplies, develop and manage COVID-19 case protocols and fulfill a variety of additional reporting requirements instituted by the Ministry of Education. The additional positions that are being put in place for the second half of the year will support the system by ensuring that vacant positions can be filled in a timely manner (particularly in our school operations area), vacancies left by staff who are off on medical leaves can be filled, and the ongoing operational impacts of COVID-19 can be disbursed.
  - Strategy: Any positions added through the COVID-19 PPF funding provided by the Ministry will be temporary in nature and will not extend beyond August 31, 2022. Staff will continue to monitor expenditures in this area and will re-allocate resources to meet identified priorities as we prepare for the 2022-23 budget.
- School Operations
  - Budget Risk: As part of the 2021-22 budget presentation, staff did not identify this as an area of risk for the board; this assessment has not changed but discussion is included here because of material in-year changes to the forecast.
  - In-year change: Total expenditures on School Operations (Custodial & Maintenance staff, utilities and cleaning supplies not provided by MGCS) are projected to be \$1.5M lower than the budget forecast, a decrease of 2.0%.
  - Impact: The decrease noted above is the net impact of a reduction in CVRIS operating expenses (which were transferred to capital), and the additional expenses being incurred for staff and cleaning supplies being funded by the Ministry COVID-19 PPF.

Strategy: Staff are continuing to monitor expenditures in this area and will provide further updates throughout the year should our forecast materially change.
- Recoverable Costs

- Budget Risk: As part of the 2021-22 budget presentation, staff did not identify this area as a risk for the board; this assessment has not changed but discussion is included here because of material in-year changes to the forecast.
- In-year change: Total expenditures reported as recoverable costs are projected to be \$3.86M higher than the budget forecast, an increase of 38.4%.
- Impact: By their very nature, expenditures incurred and reported as recoverable costs have a net neutral impact to the board's year-end financial position. The majority of the increase noted above (\$2.58M) relates to the receipt of Personal Protective Equipment and Critical Supplies from the MGCS. The board is required to recognize these supplies as in-kind contributions and report the associated expense as a recoverable cost. Other components included in this area are recoverable billings for staff who are seconded to other organizations on a short-term basis and increases in our extended day costs (\$1.2M).
- Strategy: Staff are continuing to monitor expenditures in this area, but do not anticipate a budget pressure because of the nature of the expense (and associated revenue).

Overall, staff continue to identify, assess and mitigate against financial risks to help ensure the fiscal well-being of the organization. As noted above we have changed our forecast of the year-end financial position to reflect an in in-year deficit of \$11.6M.

### **Background**

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

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

### **Financial Implications**

No Financial implications.

### **Communications**

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

Prepared by: Matthew Gerard, Coordinating Superintendent,  
Business Services & Treasurer of the Board  
Nick Landry, Controller, Financial Services  
Sharon Uttley, Manager of Accounting Services



Wenqi Zhou, Budget Officer  
Fabiana Frasheri, Budget Officer  
in consultation with Coordinating Council

## APPENDIX A

## 2021-22 Interim Financial Report (First Quarter- Sept 1 to Nov 30, 2021)

SUMMARY OF FINANCIAL RESULTS		(000's)		
	Budget	Forecast	In-Year Change	
			\$	%
<b>Revenue</b>				
Provincial Grants-GSN	\$745,761	\$738,876	(\$6,885)	(0.9%)
Revenue transferred from/(to) deferred revenue	(41)	937	979	(2373.0%)
Other Grants	10,099	19,451	9,352	92.6%
Other Revenue	29,072	29,125	53	0.2%
School Generated Funds	1,608	2,703	1,095	68.1%
Transferred from DCC**	40,802	40,802	-	0.0%
Transferred to DCC**	(15,866)	(19,930)	(4,064)	25.6%
<b>Total Revenue</b>	<b>\$811,434</b>	<b>\$811,964</b>	<b>\$530</b>	<b>0.1%</b>
<b>Expenses</b>				
Instruction	\$634,699	\$639,648	\$4,949	0.8%
Administration	19,527	20,435	908	4.6%
Transportation	20,827	21,495	668	3.2%
School Operations & Maintenance	73,379	71,911	(1,468)	(2.0%)
Pupil Accom/Renewal/Debt/Non-operating	53,169	57,048	3,879	7.3%
School Generated Funds	1,608	2,703	1,095	68.1%
Provision for Contingency	-	-	-	-
<b>Total Expenses</b>	<b>\$803,210</b>	<b>\$813,241</b>	<b>\$10,031</b>	<b>1.2%</b>
<b>Surplus/(Deficit)</b>	<b>\$8,224</b>	<b>(\$1,277)</b>	<b>(\$9,501)</b>	<b>(115.5%)</b>

## Changes in Revenue

- Provincial Grants- Net effect of projected change in enrolment, Teacher/DECE Qualifications and Experience Grant, and operating portion of COVID-19 Resilience Infrastructure Steam (CVRIS).
- Deferred Revenue- Changes are related to net transfers for School Renewal, Temporary Accommodation, Targeted Student Supports, Indigenous Education, Mental Health, Support for Students, Internal Audit, Library, ABA Training
- Other Grants- Increase due to additional Priorities and Partnerships Funding (PPF) announcements following 2021-22 budget submission and in-kind revenue.
- Other Revenue- Net effect of projected increase in the number of International students; receipt of stabilization funding from the Region of Waterloo (extended day) and decrease in Education Development Charges (EDC) revenue.

## Change in Expenditures

- Instruction- Reflects changes due to additional PPF announcements following 2021-22 budget submission, mostly COVID related.
- Transportation - Reflects impacts of COVID (cleaning, routing).
- School Operations & Maintenance- Net impact of increased staffing and cleaning supplies due to COVID and decrease in operating portion of CVRIS (transferred to capital).
- Pupil Accom/Renewal/Debt/Non-Operating- Increase in extended day staffing and MCGS in-kind expenses (PPE).
- School Generated Funds - Increase in fundraising activities, extra-curricular activities due to in-person learning in fall 2021.

\*\*DCC - Deferred Capital Contributions

## 2021-22 Interim Financial Report (First Quarter- Sept 1 to Nov 30, 2021)

### DETERMINATION OF ANNUAL OPERATING SURPLUS

(000s)

	Budget	Forecast
PSAB Surplus/(Deficit) (from above)	\$8,224	(\$1,277)
LESS: Internally Appropriated		
Committed Capital Projects		
Sub-Total: In-Year Appropriations	-	-
Previous year one-time initiatives	-	2,984
Committed capital projects	(210)	(210)
Total: Internally Appropriated	(210)	2,774
Less: Unavailable for Compliance		
PSAB Adjustments	(15,445)	(13,913)
Total Adjustments	(\$15,655)	(\$11,139)
In-year unappropriated Operating Surplus/(Deficit)	(\$7,431)	(\$12,416)
Committed capital projects annual amortization	778	778
Committed sinking fund interest	24	24
ANNUAL Unappropriated Operating Surplus/(Deficit)	(\$6,628)	(\$11,613)

### SUMMARY OF CAPITAL TO BE FINANCED

(000's)

	Budget	Forecast
<b>Funding</b>		
New Building and Additions	\$16,057	\$7,114
Child Care Capital	8,087	7,389
Child and Family Centres	1,361	840
School Condition Improvement	26,106	35,792
Full Day Kindergarten	1,710	921
Renewal	8,205	8,829
Education Development Charge (EDC)	2,400	13,895
Proceeds of Disposition	2,824	2,824
Minor Tangible Capital Assets	7,601	11,040
Rural and Norther Education	61	61
COVID-19 Resilience Infrastructure Steam (CVRIS)	11,232	12,793
Other	2,243	3,194
Total Capital by Funding Source	\$87,886	\$104,691
<b>Expenditure</b>		
Buildings (new, additions & renewal)	\$76,199	\$77,591
Land	2,400	13,895
Land Improvements	1,025	1,025
Leasehold Improvements	0	0
Moveable Assets	8,261	12,180
Total Capital Expenditure	\$87,886	\$104,691

## 2021-22 Interim Financial Report (First Quarter- Sept 1 to Nov 30, 2021)

### SUMMARY OF ENROLMENT

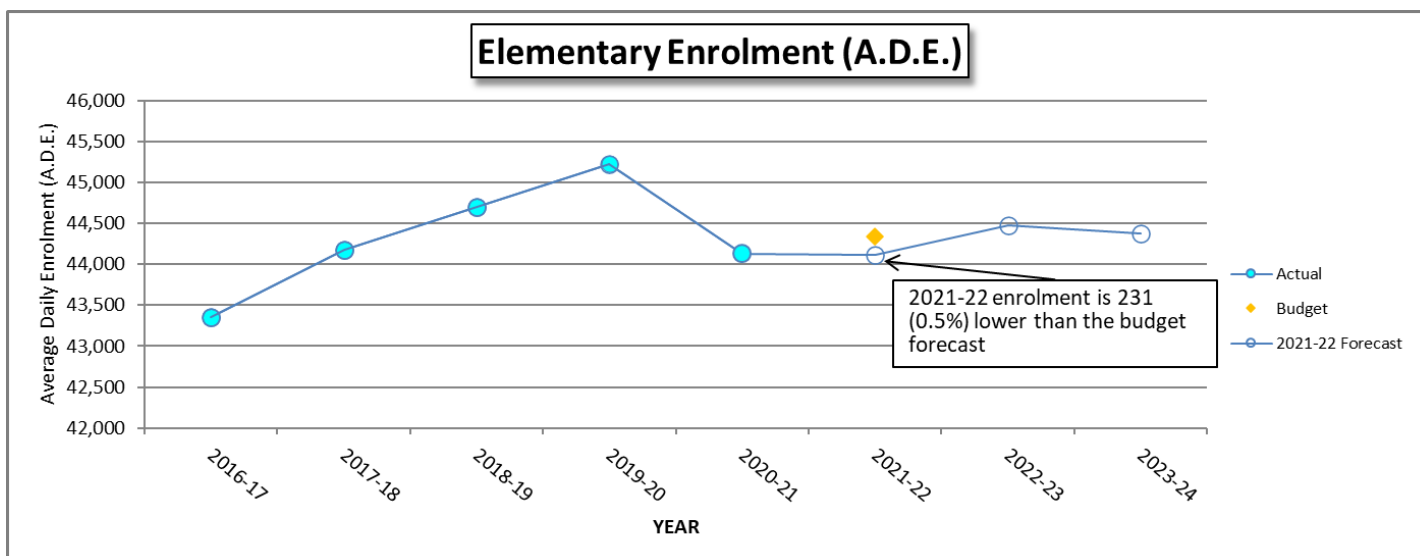
ADE	Budget	Forecast	In-Year Change	
			#	%
<b>Elementary</b>				
JK	3,940	3,835	(105)	-2.7%
SK	4,317	4,214	(103)	-2.4%
Grade 1-3	13,309	13,238	(71)	-0.5%
Grade 4-8	22,777	22,821	44	0.2%
Other Pupils (International)	-	4	4	
<b>Total Elementary</b>	<b>44,343</b>	<b>44,112</b>	<b>(231)</b>	<b>-0.5%</b>
<b>Secondary</b>				
Pupils of the Board <21	20,308	20,008	(300)	-1.5%
High Credit Pupils	19	4	(14)	-77.1%
Pupils of the Board >21	8	11	3	35.6%
Other Pupils (International)	35	43	8	22.9%
<b>Total Secondary</b>	<b>20,370</b>	<b>20,066</b>	<b>(303)</b>	<b>-1.5%</b>
<b>Total</b>	<b>64,712</b>	<b>64,178</b>	<b>(534)</b>	<b>-0.8%</b>

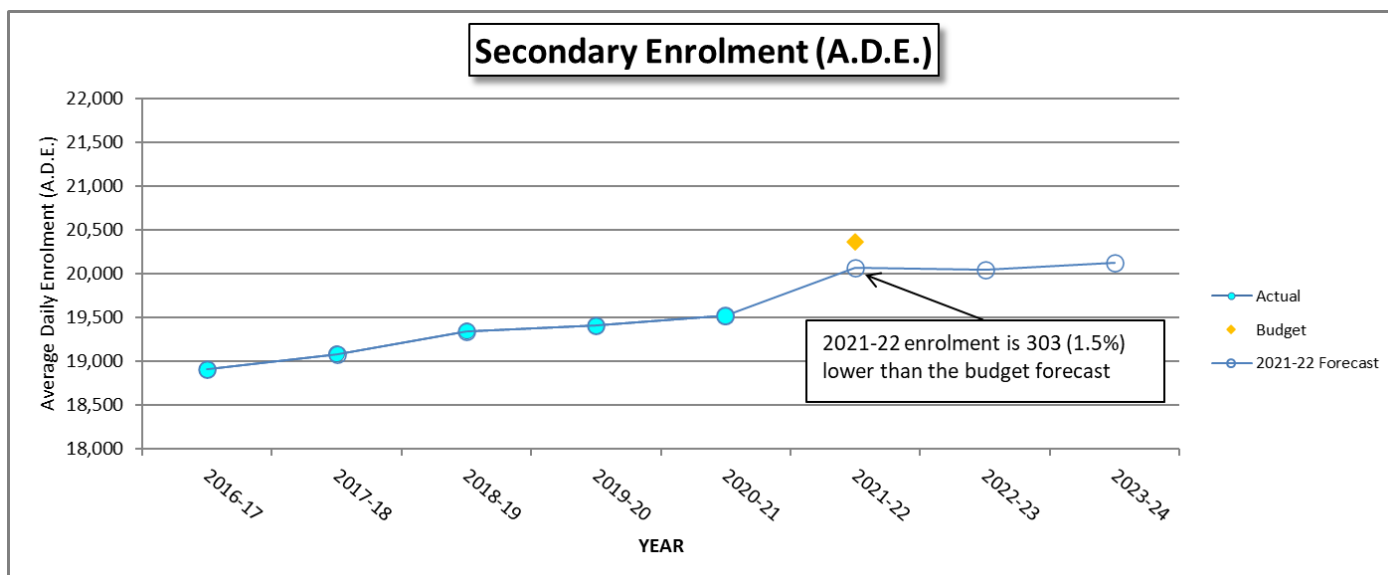
Note: Forecast based on October 31st count date

### Highlights of Changes in Enrolment:

- Declines in the elementary panel are not concentrated in any particular cohort; although, similar to 2020-21, the majority of the variance is concentrated in JK-SK, which we attribute to decisions by parents/caregivers to find alternative arrangements for their children in light of the ongoing pandemic.
- Actual enrolment for October 31st has not yet been confirmed through OnSIS; when this is complete, particularly for secondary, staff will have a better understanding of the distribution of the variance.

### HISTORIC AND PROJECTED ENROLMENTS WITH 2021/22 BUDGET VS PROJECTED COMPARISON





## 2021-22 Interim Financial Report (First Quarter- Sept 1 to Nov 30, 2021)

### SUMMARY OF STAFFING

FTE	Budget	Actual October 31st	In-Year Change	
			#	%
<b>Instruction</b>			-	
Classroom Teachers	3,891.05	3,869.10	(21.95)	-0.6%
Non-Classroom	2,044.35	2,054.00	9.65	0.5%
<b>Total Instruction</b>	<b>5,935.40</b>	<b>5,923.10</b>	<b>(12.30)</b>	<b>-0.2%</b>
<b>Non-Instruction</b>	861.70	839.00	(22.70)	-2.6%
<b>Total</b>	<b>6,797.10</b>	<b>6,762.10</b>	<b>(35.00)</b>	<b>-0.5%</b>

### Highlights of Changes in Staffing:

- Actual October 31st numbers exclude vacant permanent positions; as such, the variance identified for classroom teachers relates to vacant positions and not a reduction in teaching complement.

**2021-22 Interim Financial Report (First Quarter- Sept 1 to November 30, 2021)**
**OTHER GRANT REVENUE- INCLUDING PROGRAM AND PARTNERSHIPS FUNDING (PPF)**

	Budget	Forecast	Variance
<b>PPFs Included in 2021- 22 Budget</b>			
Excellence in Administration	\$0	\$150,000	\$150,000
Anti-Sex Trafficking	0	30,984	30,984
Specialist High Skills Major	285,000	325,000	40,000
Transportation and Stability Supports for Children and Youth in Care	0	87,000	87,000
Parents Reading Out Grants	68,900	68,954	54
Keeping Students in School	0	58,346	58,346
Guidance & Career Education AQ Subsidy	0	31,510	31,510
DECE Professional Development	0	165,879	165,879
NTIP-TLP	0	25,021	25,021
Human Rights and Equity Advisors	175,100	170,430	(4,670)
Educators Autism AQ Subsidy	13,300	13,300	0
Learn and Work Bursary	28,000	28,000	0
Learning and Innovation Fund for Teachers	63,000	63,000	0
Skills Trade Bursary	0	44,000	44,000
Well-Being and Mental Health Bundle	77,400	77,432	32
Staff Well-Being	0	24,436	24,436
Identity-Based Data Collection, Analysis & Use	0	42,000	42,000
De-streaming Implementation Supports	0	68,191	68,191
Math AQ Subsidy	0	97,500	97,500
Math Strategy	1,196,000	1,196,000	0
<b>Sub-total</b>	<b>\$1,906,700</b>	<b>\$2,766,983</b>	<b>\$860,283</b>
<b>COVID19 Related Grants Not Included in 2020-21 Budget</b>			
Additional Staffing Support	\$4,461,433	\$8,922,865	\$4,461,432
Mental Health Supports	250,299	500,598	250,299
Re-Engaging Students and Reading Assessment Supports	610,144	610,144	0
Special Education & Mental Health Supports	186,461	372,921	186,460
Additional School Operations Support	431,618	863,236	431,618
Transportation	579,950	1,159,900	579,950
<b>Sub-total</b>	<b>\$6,519,905</b>	<b>\$12,429,664</b>	<b>\$5,909,759</b>
<b>Total PPF Grants</b>	<b>\$8,426,605</b>	<b>\$15,196,647</b>	<b>\$6,770,042</b>
<b>Other Grants</b>			
Language Instruction (FSL)	\$183,710	\$183,710	\$0
Literacy & Basic Skills (LBS)	370,900	370,900	0
Ontario Youth Apprenticeship Program (OYAP)	316,191	316,191	0
Other EDU Grants- Amounts from Deferred Revenue	801,412	801,412	0
MGCS-In-Kind Grant - PPE/SCE/HEPA	0	2,581,773	2,581,773
<b>Total Other Grants</b>	<b>\$10,098,818</b>	<b>\$19,450,633</b>	<b>\$9,351,815</b>

**2021-22 Interim Financial Report (First Quarter- Sept 1 to Nov 30, 2021)**
**PUBLIC SECTOR ACCOUNTING BOARD (PSAB) REVENUES**

	Budget	Forecast	\$ Increase (Decrease)	% Increase (Decrease)	Material Variance Note
<b>Provincial Grants for Student Needs</b>					
Pupil Foundation-Elementary	\$247,195,196	\$245,644,290	(\$1,550,906)	(0.63%)	1
Pupil Foundation-Secondary	118,991,132	117,234,411	(1,756,721)	(1.48%)	1
School Foundation	45,560,344	45,289,960	(270,384)	(0.59%)	1
Special Education	92,780,033	92,397,364	(382,669)	(0.41%)	1
French as a Second Language	9,471,572	9,385,566	(86,006)	(0.91%)	1
English as a Second Language	12,760,873	12,760,873	-	0.00%	
Remote and Rural Allocation	60,639	60,639	-	0.00%	
Learning Opportunities	8,350,557	8,527,032	176,475	2.11%	
Continuing Education	1,943,468	1,632,254	(311,214)	(16.01%)	1
High Credit	66,701	15,249	(51,452)	(77.14%)	1
Teacher Q&E	71,006,570	71,849,880	843,310	1.19%	2
New Teacher Induction Program (NTIP)	314,842	292,401	(22,441)	(7.13%)	
ECE Q&E	4,200,268	4,013,232	(187,036)	(4.45%)	2
Transportation	18,776,898	18,634,943	(141,955)	(0.76%)	1
Admin and Governance	17,813,596	17,716,759	(96,837)	(0.54%)	1
Trustees' Association Fee	57,394	57,394	-	0.00%	
School Operations	63,856,133	63,315,913	(540,220)	(0.85%)	1
Community Use of Schools	853,711	853,711	-	0.00%	
Declining Enrolment	310,229	310,229	-	0.00%	
Temporary accommodation - relocation and leasing	1,768,875	1,768,875	-	0.00%	
Indigenous Education	1,857,018	1,827,609	(29,409)	(1.58%)	1
Mental Health and Well-Being	2,087,035	2,076,658	(10,377)	(0.50%)	1
School Renewal	10,348,515	10,281,499	(67,016)	(0.65%)	1
Approved Debt	104,872	104,872	-	0.00%	
Debt Charges-Interest Portion	5,254,601	5,254,601	-	0.00%	
Supports for Students Fund	6,099,255	6,099,255	-	0.00%	
Program Leadership Grant	999,389	999,389	-	0.00%	
Restraint Savings	(129,030)	(129,030)	-	0.00%	
Teacher Job Protection Funding	-	-	-	0.00%	
COVID-19 Resilience Infrastructure Steam (CVRIS)-Operating	3,000,000	600,000	(2,400,000)	(80.00%)	3
<b>Total Provincial Grants for Student Needs (GSN)</b>	<b>\$745,760,686</b>	<b>\$738,875,828</b>	<b>(\$6,884,858)</b>	<b>(0.92%)</b>	
<b>Amortization of Deferred Capital Contributions</b>	<b>\$40,801,583</b>	<b>\$40,801,583</b>	<b>\$0</b>	<b>0.00%</b>	
<b>Legislative Grants transferred from/(to) Deferred Revenue</b>	<b>(\$41,244)</b>	<b>\$937,476</b>	<b>\$978,720</b>	<b>(2373.00%)</b>	
<b>Other Grants</b>	<b>\$10,098,818</b>	<b>\$19,450,633</b>	<b>\$9,351,815</b>	<b>92.60%</b>	4
<b>Non Grant Revenue</b>					
Fees	\$664,300	\$872,300	\$208,000	31.31%	
Transportation Recoveries	135,250	135,250	-	0.00%	
Rental Revenue	1,277,500	1,277,500	-	0.00%	5
Education Development Charge	15,332,490	13,894,792	(1,437,698)	(9.38%)	
Other Revenue	11,662,770	12,944,971	1,282,201	10.99%	6
<b>Non Grant Revenue</b>	<b>\$29,072,310</b>	<b>\$29,124,813</b>	<b>\$52,503</b>	<b>0.18%</b>	
<b>School Generated Funds Revenue</b>	<b>\$1,608,000</b>	<b>\$2,703,000</b>	<b>\$1,095,000</b>	<b>68.10%</b>	
<b>Grants Transferred to Deferred Capital Contributions</b>	<b>(\$15,866,037)</b>	<b>(\$19,929,610)</b>	<b>(\$4,063,573)</b>	<b>25.61%</b>	
<b>Total PSAB Revenues</b>	<b>\$811,434,116</b>	<b>\$811,963,723</b>	<b>\$529,607</b>	<b>0.07%</b>	

**EXPLANATIONS OF MATERIAL GRANT VARIANCES**

- 1 Projected change in enrolment
- 2 Placement on grid of Teachers/DECEs is different than the budget forecast based on actual years of experience and qualifications
- 3 Operating portion of COVID-19 Resilience Infrastructure Steam (CVRIS) decreased (transferred to capital)
- 4 Additional PPF grants announced after budget submission - includes COVID PPF's and in-kind revenue
- 5 Educational Development Charges (EDC) estimated to be in surplus, therefore can only recognize revenue equal to land purchases
- 6 Projected increase in other revenue streams (extended day, interest income)



**2020-21 Interim Financial Report (First Quarter- Sept 1 to Nov 30, 2021)**

PUBLIC SECTOR ACCOUNTING BOARD (PSAB) EXPENSES		A. Budget Assessment				
		Budget	Fore cast	In-Year Change		Material Variance Note
				#	%	
OPERATING						
Classroom						
Classroom Teachers	\$421,633,652	\$422,812,662	\$1,179,010	0.3%	1	
Supply Staff	22,990,100	23,030,600	40,500	0.2%		
Teacher Assistants	38,035,984	38,158,084	122,100	0.3%		
Early Childhood Educator	17,535,400	19,079,700	1,544,300	8.8%		
Textbooks and Classroom Supplies	14,064,773	14,361,039	296,266	2.1%		
Computers	8,549,700	8,551,477	1,777	0.0%		
Professionals & Paraprofessionals	33,069,025	37,204,068	4,135,043	12.5%	1	
Library & Guidance	14,346,779	14,364,409	17,630	0.1%		
Staff Development	3,415,783	3,637,753	221,970	6.5%	1	
Department Heads	1,483,900	1,483,900	-	0.0%		
Principal and Vice-Principals	30,669,917	30,885,607	215,690	0.7%		
School Secretaries & Office Supplies	17,045,548	17,148,758	103,210	0.6%		
Teacher Consultants	11,551,295	12,060,096	508,801	4.4%		
Continuing Education	2,493,907	2,496,367	2,460	0.1%		
Instruction-Amortization	5,030,981	5,030,981	-	0.0%		
Less: GSN Funded Tangible Capital Assets	(7,217,500)	(10,657,091)	(3,439,591)	47.7%		
Sub-Total Instruction Expenses	\$634,699,244	\$639,648,410	\$4,949,166	0.8%		
Other Expenses						
Board Administration	\$19,069,782	\$19,977,478	\$907,696	4.8%	1	
School Operations	73,690,661	72,222,210	(1,468,451)	(2.0%)	2	
Transportation	20,817,380	21,485,430	668,050	3.2%	1	
Amortization	538,813	538,813	-	0.0%		
Less: GSN Funded Tangible Capital Assets	(383,200)	(383,200)	-	0.0%		
Sub-Total Other Expenses	\$113,733,436	\$113,840,731	\$107,295	0.1%		
TOTAL OPERATING EXPENSE						
	\$748,432,680	\$753,489,141	\$5,056,461	0.7%		
NON-OPERATING						
Pupil Accommodation/Renewal/Debt						
School Renewal	\$10,332,175	\$10,876,664	\$544,489	5.3%		
Debt Charges	4,817,743	4,912,715	94,972	2.0%		
Recoverable Costs	10,051,700	13,915,673	3,863,973	38.4%	1	
Other Non-Operating Expenses	104,872	104,872	-	0.0%		
Loss on Disposal of TCA and Assets				0.0%		
Amortization	36,067,213	36,067,213	-	0.0%		
Less: GSN Funded Tangible Capital Assets	(8,204,698)	(8,828,680)	(623,982)	7.6%		
Total Pupil Accommodation Expense	\$53,169,005	\$57,048,457	\$3,879,452	7.3%		
School Generated Funds	\$1,608,000	\$2,703,000	\$1,095,000	68.1%		
Provision for Contingencies	\$0	\$0	\$0	0.0%		
TOTAL EXPENSES	\$803,209,685	\$813,240,598	\$10,030,913	1.2%		

**EXPLANATIONS OF MATERIAL EXPENSE VARIANCES**

- 1- Net affect of additional Priorities and Partnerships Funding (PPF) grants announced after budget submission and carryover of one-time initiatives from previous year
- 2- Net affect of additional PPF grants (COVID related) announced after budget submission and reduction of operating portion of COVID-19 Resilience Infrastructure Steam (CVRIS)

## 2020-21 Interim Financial Report (First Quarter- Sept 1 to Nov 30, 2021)

PUBLIC SECTOR ACCOUNTING BOARD (PSAB) EXPENSES			Risk Assessment			Forecast vs. Prior year YTD
	Actual to Nov 30-2021	% of Forecast Spent	Actual to Nov 30-2020	% of Actual Spent	Year-to-year Increase (Decrease)	
<b>OPERATING</b>						
<b>Classroom</b>						
Classroom Teachers	\$107,878,209	25.5%	\$105,516,538	25.2%	0.3%	
Supply Staff	4,095,631	17.78%	3,804,624	19.78%	(2.0%)	
Teacher Assistants	10,340,620	27.10%	9,873,216	26.93%	0.2%	
Early Childhood Educator	5,183,127	27.17%	5,139,755	26.55%	0.6%	
Textbooks and Classroom Supplies	3,186,923	22.19%	4,233,020	32.08%	(9.9%)	1
Computers	799,463	9.35%	2,247,646	21.38%	(12.0%)	1
Professionals & Paraprofessionals	8,268,800	22.23%	7,025,449	23.04%	(0.8%)	
Library & Guidance	3,600,876	25.07%	3,542,389	25.85%	(0.8%)	
Staff Development	937,267	25.76%	153,377	10.36%	15.4%	1
Department Heads	387,979	26.15%	393,689	25.17%	1.0%	
Principal and Vice-Principals	7,795,644	25.24%	8,177,163	25.65%	(0.4%)	
School Secretaries & Office Supplies	4,080,255	23.79%	4,215,462	25.29%	(1.5%)	
Teacher Consultants	2,798,953	23.21%	2,355,087	22.03%	1.2%	
Continuing Education	297,746	11.93%	151,826	5.47%	6.5%	
Instruction-Amortization		0.00%		0.00%	0.0%	
Less: GSN Funded Tangible Capital Assets	(367,791)	3.45%	(1,581,232)	16.58%	(13.1%)	
<b>Sub-Total Instruction Expenses</b>	<b>\$159,283,703</b>	<b>24.90%</b>	<b>\$155,248,008</b>	<b>24.81%</b>	<b>0.1%</b>	
<b>Other Expenses</b>						
Board Administration	\$4,599,904	23.0%	\$4,091,552	22.3%	0.7%	
School Operations	14,756,568	20.43%	14,585,165	20.71%	(0.3%)	
Transportation	5,785,790	26.93%	5,771,306	30.84%	(3.9%)	
Amortization	-	0.00%	-	0.00%	0.0%	
Less: GSN Funded Tangible Capital Assets	(50,141)	13.1%	(72,023)	10.8%	2.3%	
<b>Sub-Total Other Expenses</b>	<b>\$25,092,120</b>	<b>22.04%</b>	<b>\$24,376,001</b>	<b>22.22%</b>	<b>(0.2%)</b>	
<b>TOTAL OPERATING EXPENSE</b>	<b>\$184,375,823</b>	<b>24.47%</b>	<b>\$179,624,009</b>	<b>24.42%</b>	<b>0.1%</b>	
<b>NON-OPERATING</b>						
<b>Pupil Accommodation/Renewal/Debt</b>						
School Renewal	\$1,482,393	13.6%	\$1,702,812	16.1%	(2.5%)	
Debt Charges	2,549,778	51.90%	2,972,152	54.69%	(2.8%)	
Recoverable Costs	2,799,157	20.12%	3,085,326	15.60%	4.5%	
Other Non-Operating Expenses		0.00%		0.00%	0.0%	
Loss on Disposal of TCA and Assets						
Amortization		0.00%		0.00%	0.0%	
Less: GSN Funded Tangible Capital Assets	(1,083,891)	12.3%	(1,345,928)	(3.8%)	16.1%	
<b>Total Pupil Accommodation Expense</b>	<b>\$5,747,437</b>	<b>10.07%</b>	<b>\$6,414,363</b>	<b>-76.06%</b>	<b>86.1%</b>	
<b>School Generated Funds</b>						
<b>Provision for Contingencies</b>						
<b>TOTAL EXPENSES</b>	<b>\$190,123,260</b>	<b>23.38%</b>	<b>\$186,038,372</b>	<b>23.26%</b>	<b>0.1%</b>	

**EXPLANATIONS OF SPENDING RISK ASSESSMENT**

1- Variations between the year-to-date spending this year and the % spent at this time last year is due to the timing of expenditures only. A budget pressure in these areas is not anticipated.



# Report to Committee of the Whole

January 24, 2022

## **Subject: Major Capital Projects Quarterly Update Report**

### **Recommendation**

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

### **Status**

Current capital projects with budgets greater than \$2.5M are outlined in Appendix A and are presented with dashboard symbols to indicate the status of the project relative to the schedule, budget and scope. Significant milestones, along with basic project statistics, are also presented. All projects are proceeding as planned through the design and construction stages.

Construction has now started for the Saginaw Childcare addition as building permit was issued in late October 2021. The new school in South East Cambridge is in design phase as an architect is now in place. In addition, on November 23, 2021 we received approval from the Ministry of Education for a new school in the Breslau-Hopewell Crossing area.

### **Background**

The major capital projects listed on Appendix A have been funded by the Ministry and approved by the Board of Trustees.

### **Financial implications**

The projects are listed on Appendix A.

### **Communications**

Facility Services staff have consulted with the Ministry of Education, administration, contractors, architects, Financial Services, municipalities, various internal committees and the Board of Trustees in regard to the stages of approval, design, construction and budget approvals.

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services  
& Treasurer of the Board  
John Veit, Controller, Facility Services  
Ron Dallan, Manager of Capital Projects  
in consultation with Coordinating Council.

Major Capital Projects  
Quarterly Update Report  
January 11, 2022

Project	Stage		Scope	Board Approval	Ministry Approval	Site Acquisition Complete	Site Encumbrances	Architect	Site Plan Approval	Bldg Permit	Tender Awarded	Project Budget	Classes Begin
P.S. Breslau-Hopewell Crossing (new)	Pre-Design	✔	New School	16-Sep-19	23-Nov-21	Yes	No	TBD	No	No	No	\$16,552,917	TBA
P.S. in South Kitchener (new)	Pre-Design	✔	New School	16-Sep-19	31-Mar-20	Yes	No	TBD	No	No	No	\$14,425,653	TBA
P.S. in South East Cambridge (new)	Design	✔	New School	9-May-16	21-Nov-16	No	No	JP Thomson Architects	No	No	No	\$13,503,269	TBA
P.S. in Kitchener Huron South (Tartan Ave) (new)	In Construction	✔	New School	15-May-17	15-Jan-18	Yes	No	Cornerstone Architecture	Yes	Yes	Yes	\$16,361,437	September 6, 2022
Laurelwood P.S. (additon)	Design	✔	Addition	16-Sep-19	20-Oct-20	NA	No	Hossack and Assoc.	No	No	No	\$3,976,096	TBA
Lackner Woods P.S (childcare addition)	In Construction	✔	Addition	NA	11-Feb-21	NA	No	CS&P Architects Inc.	Yes	Yes	Yes	\$3,506,047	August 2022
Saginaw P.S. (childcare addition)	In Construction	✔	Addition	NA	11-Feb-21	NA	No	Martin Simmons	Yes	Yes	Yes	\$3,903,649	September 2022

Major Capital Projects are those greater than \$2.5M total project cost.

Dashboard Definitions

On schedule, on budget, within scope.	✔
Schedule, budget or scope concerns.	▽
Schedule delays, budget creep, or quality concerns.	✖



# Report to Committee of the Whole

January 24, 2022

## **Subject: Fischer-Hallman/Huron Elementary Schools Boundary Study (Part II)**

### **Recommendation**

***That the Waterloo Region District School Board approve the elementary school boundaries and recommendations consistent with Scenario 1 described within Appendix A attached to the Fischer-Hallman/Huron Elementary Schools Boundary Study (Part II) report presented to the Board of Trustees at the January 24, 2022 Committee of the Whole meeting.***

### **Status**

The Fischer-Hallman/Huron Elementary Schools Boundary Study (Part II) Working Group has completed the Boundary Study process and recommends implementing Scenario 1 (see Appendix A).

Scenario 1 recommends boundary changes to see the 'Wallaceton' Development Area dissolved and moved from Southridge and Laurentian Public Schools to the new school at 80 Tartan Avenue. In addition, Scenario 1 would see the 'Huron Woods' community (currently at Janet Metcalfe Public School) at the new school at 80 Tartan Avenue.

### **Background**

Southwest Kitchener is an area of significant ongoing and future residential development within the Region. As such, many of the WRDSB's newest and proposed future schools are located in this area. In response to proposed residential developments, the WRDSB may temporarily assign these areas or portions of them to 'holding schools' if the expected new students generated would exceed local school capacity ([Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas](#))

In a report to the Committee of the Whole on May 15, 2017, the WRDSB Planning Department sought approval for the commencement of the Fischer-Hallman Huron Elementary Schools Boundary Study (Part I). This boundary study would establish the school attendance area for the new Janet Metcalfe Public School that would eventually open in September 2018. The report also informed the Board of the temporary Development Area assignment of portions of an approved residential subdivision containing the future Tartan Avenue school site (see Appendix A, Figure 1) to Southridge Public School and Laurentian Public School.

The Fischer-Hallman Huron Elementary Schools Boundary Study (Part I) resulted in the dissolution of the temporary Development Area around the residential development

containing the new Janet Metcalfe Public School. Students were transitioned from their temporary holding assignments at Queen Elizabeth Public School, Southridge Public School and Laurentian Public School to the new facility in their local neighbourhood. To address capacity concerns at Jean Steckle Public School, some portions of its existing boundary were moved to Janet Metcalfe Public School. Namely, the area south of Huron Rd. known as Huron Woods (see Appendix A, Figure 1), and all of Grades 7 and 8.

At the May 17, 2021 Committee of the Whole meeting of the Waterloo Region District School Board, Trustees approved the start of a boundary study involving Jean Steckle, Janet Metcalfe, Southridge and Laurentian Public Schools. The primary purpose of this Boundary Study is to establish an attendance area boundary for a new school being constructed at 80 Tartan Avenue in the City of Kitchener. The school is scheduled to open in September 2022.

The Fischer-Hallman Huron Elementary Schools Boundary Study (Part II) included Southridge Public School and Laurentian Public School as the 'Development Area' dissolution around the subdivision containing the 80 Tartan Avenue school site will impact student enrolment at those facilities.

### **Financial implications**

No financial implications.

### **Communications**

Once approved, boundary changes will be communicated to parents and guardians of the affected students via letters distributed through the students' current school. The letters will share how the proposed changes will affect their students and outline approved grandparenting options.

The WRDSB's website will provide information about the boundary change decision for the broader system and public consumption.

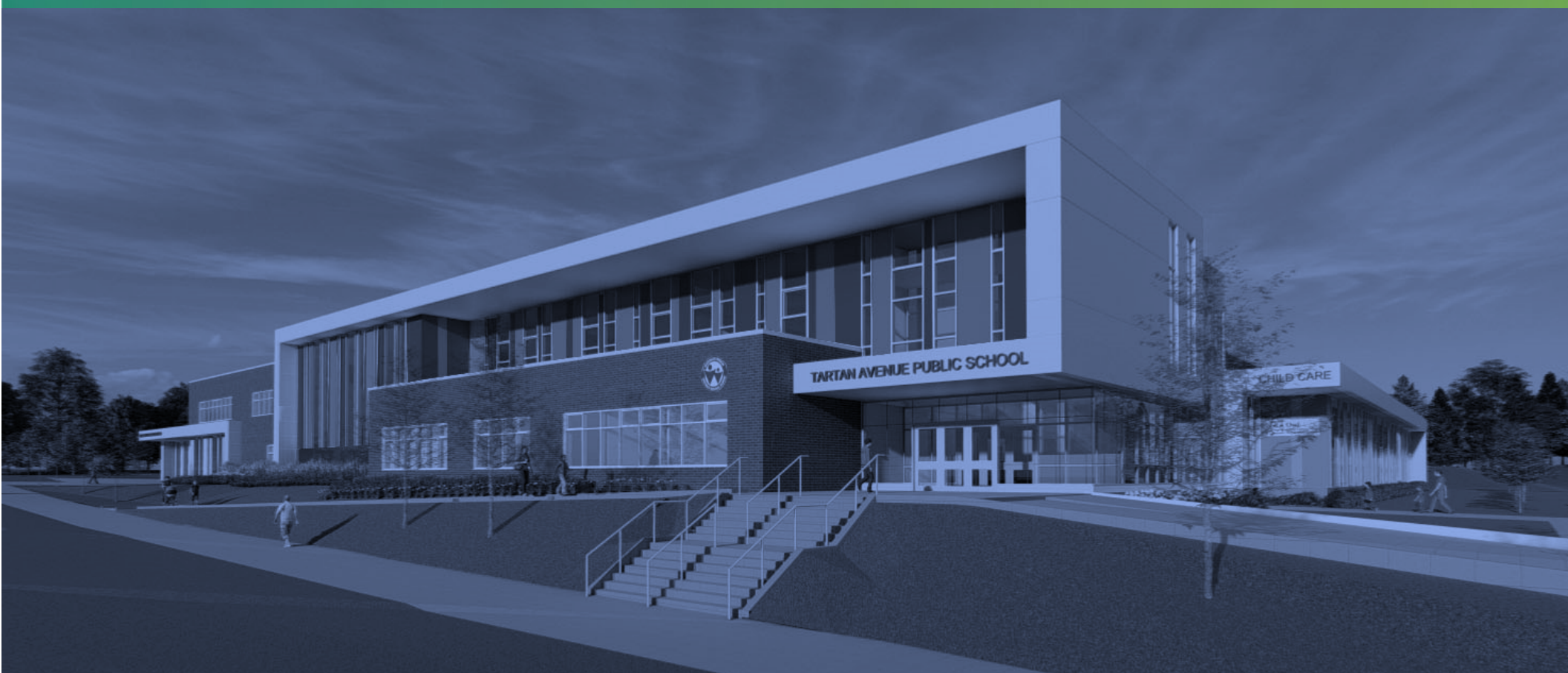
Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services & Treasurer of the Board  
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# FISCHER-HALLMAN/HURON ELEMENTARY SCHOOLS BOUNDARY STUDY (PART II)

JANUARY 24, 2022



## EXECUTIVE SUMMARY

This report summarizes the activity of the Fischer-Hallman/Huron Elementary Schools Boundary Study Working Group in their process of identifying recommended boundary changes for the elementary schools included within the Study Area.

Those schools are:

- Janet Metcalfe Public School - 335 Seabrook Drive, Kitchener
- Jean Steckle Public School - 130 Woodbine Avenue, Kitchener
- Laurentian Public School - 777 Westmount Road East, Kitchener
- Southridge Public School - 1425 Queens Boulevard, Kitchener

This study establishes a boundary for the new elementary school under construction at 80 Tartan Avenue, Kitchener.

Over the course of the study, including four Working Group meetings and one public information meeting, the Working Group has identified a Preferred Scenario and associated recommendations to be implemented in September 2022, if approved.

The final decision on these recommendations will be made by the elected Board of Trustees (Board). The Preferred Scenario recommends a phased implementation of the boundary changes starting with Junior Kindergarten to Grade 7 in September 2022, including:

- Dissolving the “Wallaceton” Development Area for Junior Kindergarten to Grade 8 in September 2022;
- Re-assigning the ‘Huron Woods’ community Junior Kindergarten to Grade 7 students from Janet Metcalfe Public School to the new elementary school, located at 80 Tartan Avenue in September 2022;
- Re-assigning the ‘Huron Woods’ community Grade 8 students from Janet Metcalfe Public School to the new elementary school, located at 80 Tartan Avenue in September 2023.

## CONTENTS

<b>INTRODUCTION</b>	<b>3</b>
Background	4
<b>STUDY AREA</b>	<b>5</b>
Study Area	6
<b>EXISTING CONDITIONS</b>	<b>7</b>
The Status Quo	8
<b>CONSULTATION</b>	<b>9</b>
Boundary Study Working Group	10
Working Group Meetings	10
Public Consultation	11
<b>SCENARIOS &amp; RECOMMENDATIONS</b>	<b>14</b>
Preferred Scenario	15
Preferred Scenario Recommendations	16
Enrolment Projections	18
Transportation Implications	19
Working Group Scenarios	20
<b>NEXT STEPS</b>	<b>24</b>
Transition Committee	25
Communication	25
<b>CONCLUSION</b>	<b>26</b>

A photograph of two young boys in a classroom setting, playing with wooden blocks. The boy in the foreground, wearing glasses, is focused on placing a block on a stack. The boy in the background is also engaged with the blocks. The image has a green tint. The word "INTRODUCTION" is overlaid in large white letters.

# INTRODUCTION



## BACKGROUND

Southwest Kitchener is an area of significant ongoing and future residential development within the Region. Many of the Waterloo Region District School Board (WRDSB)'s newest and proposed future schools are located in this area. In response to proposed residential developments, the WRDSB may temporarily assign these areas or portions of them to 'holding schools' if the expected new students generated would exceed local school capacity (Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas).

In a report to the Committee of the Whole on May 15, 2017, the WRDSB Planning Department sought approval for the commencement of the Fischer-Hallman/Huron Elementary Schools Boundary Study (Part I). This boundary study would establish the school attendance area for the new Janet Metcalfe Public School that would eventually open in September 2018. The report also informed the Board of the temporary Development Area assignment of portions of an approved residential subdivision containing the future Tartan Avenue school site (see Figure 1) to Southridge Public School and Laurentian Public School.

The Fischer-Hallman/Huron Elementary Schools Boundary Study (Part I) resulted in the dissolution of the temporary Development Area around the residential development containing the new Janet Metcalfe Public School. Students were transitioned from their temporary holding assignments at Queen Elizabeth Public School, Southridge Public School and Laurentian Public School to the new facility in their local neighbourhood. To address capacity concerns at Jean Steckle Public School, some portions of its existing boundary were moved to Janet Metcalfe Public School. Namely, the area south of Huron Rd. known as Huron Woods (see Figure 1), and all of Grades 7 and 8.

At the May 17, 2021 Committee of the Whole meeting of the Waterloo Region District School Board, Trustees approved the start of a boundary study involving Jean Steckle, Janet Metcalfe, Southridge and Laurentian Public Schools. The primary purpose of this Boundary Study is to establish an attendance area boundary for a new school being constructed at 80 Tartan Avenue in the City of Kitchener. The school is scheduled to open in September 2022.

The Fischer-Hallman/Huron Elementary Schools Boundary Study (Part II) also includes Southridge and Laurentian Public Schools as the 'Development Area' dissolution around the subdivision containing the 80 Tartan Avenue school site will impact student enrolment at those facilities.

# STUDY AREA

## STUDY AREA

### Description

The new Tartan Avenue school site is located within a developing residential plan of subdivision (30T-07205) in southwest Kitchener. The plan, also known as 'Wallaceton,' is located at the southeast corner of Fischer-Hallman Road and Huron Road (see Figure 1). In addition to the future Waterloo Region District School Board (WRDSB) Tartan Avenue elementary school, the plan will eventually contain 380-480 single detached, 250 townhouse, 140-340 apartment residential units, and a new 650 pupil place Waterloo Catholic District School Board (WCDSB) elementary school.

The 'Wallaceton' plan is designated as 'Development Area' per Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas. WRDSB students residing in this area are temporarily accommodated at Southridge Public School (JK-6) and Laurentian Public School (7-8). A plan of subdivision immediately to the east (30T-98201), known as 'Huron Woods', was moved to Janet Metcalfe Public School from Jean Steckle Public School as part of the Fischer-Hallman Huron Elementary Schools Boundary Study (Part I).

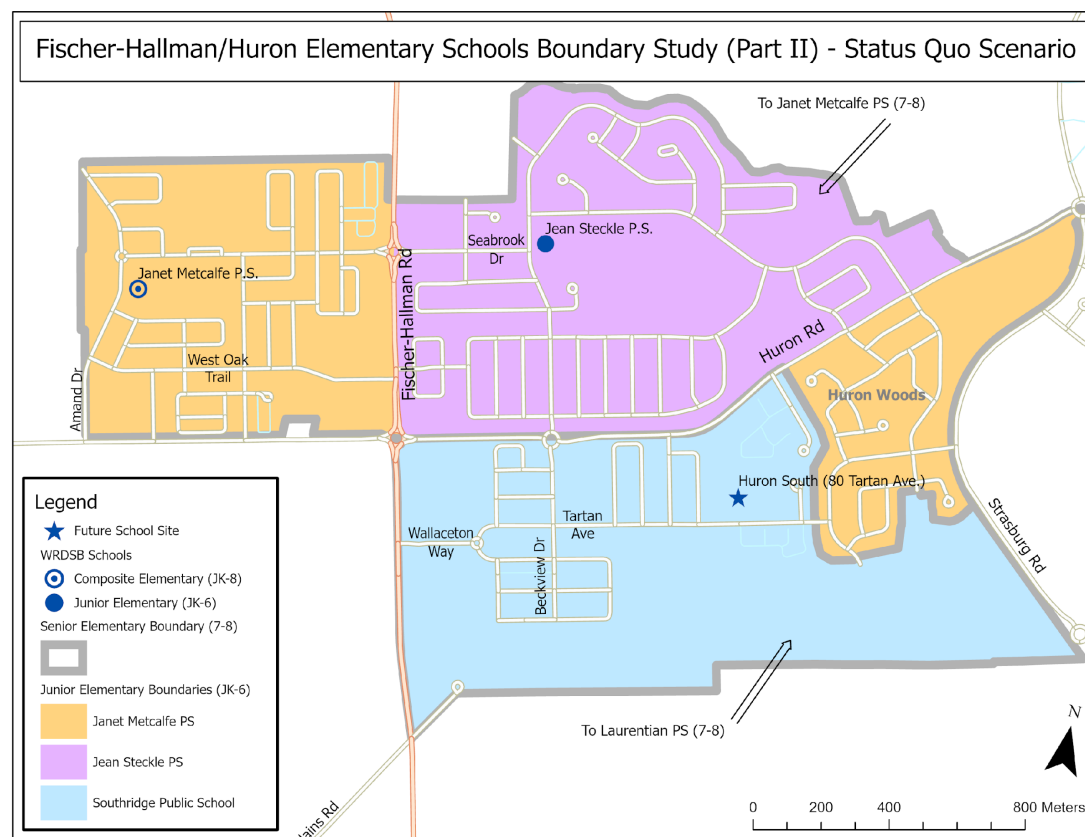


FIGURE 1: STUDY AREA MAP





# EXISTING CONDITIONS

## THE STATUS QUO

### Status Quo Implications

In the absence of the new elementary school, projections show an increasing enrolment trend at Laurentian Public School and Southridge Public School as the 'Wallaceton' development progresses (see Table 1). As well, enrolment is expected to increase at Janet Metcalfe Public School, owing to the neighbourhood's relatively young age. Enrolment Jean Steckle Public School is expected to remain stable due to the boundary modifications approved during the Fischer-Hallman Huron Elementary Schools Boundary Study (Part I).

TABLE 1: STATUS QUO (NO CHANGE) ENROLMENT PROJECTIONS

SCHOOL	ON-THE-GROUND CAPACITY	PROJECTED ENROLMENT BY YEAR					
		2022	2024	2026	2028	2030	2032
Janet Metcalfe PS	657	947	1009	1029	1075	1086	1080
Jean Steckle PS	715	770	789	806	811	807	808
Laurentian PS	421	397	438	452	452	451	470
Southridge PS	518	526	657	955	955	1031	1093
Total	2311	2639	2893	3293	3293	3375	3452



# CONSULTATION

A blue-tinted photograph of three students (two girls and one boy) leaning over a wooden table, focused on a laptop screen. The girl on the right is pointing at the screen, while the boy on the left and the girl in the middle look on intently. On the table, there is a laptop, a tablet displaying a grid-like interface, and a smartphone. The background is slightly blurred, showing other people in a classroom or library setting.

## BOUNDARY STUDY WORKING GROUP

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

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

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

## Working Group Composition

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

TABLE 2: WORKING GROUP REPRESENTATION

ROLE	JANET METCALFE PS	JEAN STECKLE PS	LAURENTIAN PS	SOUTHRIDGE PS
Superintendent, Student Achievement and Well-Being	Evelyn Giannopoulos	Jodi Albrecht	Ron DeBoer	Bill Lemon
Principal	Janet Hale	Andrea Michelutti	Matthew Cain	Taryn Dowsling
Vice-Principal	Amanpreet Dhual	Tamara Schmelzle	Stephen Coe	Katherine Sleeman
Parent/Caregiver Representative	Kathryn deKoter	Rebecca Cunningham	Anne Nieder	Perana Joshi
Parent/Caregiver Representative	Sangita Bijukuchhay	Aniko Kasos		

## WORKING GROUP MEETINGS

The Working Group met a total of four times between October 2021 and December 2021. Additionally one public consultation meeting was held. The Working Group began by learning about the boundary study process and reviewing the option contained in the Initial Report (May 17, 2021). In later meetings, the Working Group developed an additional option for consideration as well as received and reviewed feedback from the public on those options.

Meetings took place on:

1. October 17, 2021
2. November 3, 2021
3. November 18, 2021

4. December 16, 2021

## PUBLIC CONSULTATION

Throughout the Boundary Study process, the Working Group solicited and reviewed feedback from the community. Feedback was gathered through a Google Form made available on the Boundary Study webpage.

A virtual public consultation meeting took place on December 9, 2021, using the Zoom platform. A few days in advance of the meeting, a presentation was posted to [YouTube](#). Members of the school communities were invited to watch the presentation and attend a virtual question and answer session with staff. Furthermore, feedback could be submitted using a Google Form. Those who registered to attend the virtual meeting were able to submit questions in advance.

The YouTube presentation was viewed over 88 times, and 48 people registered to attend the virtual meeting. There were two items that came up consistently in the feedback:

- Consider the option for Grade 7 & 8 students to remain at Jean Steckle Public School, and
- Seeking clarification about siblings of 'Huron Woods' legacy students.

## Feedback

The following comments were submitted by community members throughout the review:

<i>Happy to hear about new school coming to 80 Tartan Ave in 2022 September</i>
<i>Jean Steckle should go back to being a K-8 school. Janet Metcalf is crowded with all the new residents in Wildflowers the area around Janet Metcalf. Jean Steckle can support the Grade 7s and 8 from the Huron Village area.</i>
<i>I would like the boundary for my current school to remain the same based on my address</i>
<i>Jean Steckle is a very full school in my opinion. The majority of the student population lands in the younger Grades - especially the sheer amount of kindergarten students. Being able to split some of this volume and provide more space in the kindergarten classes especially would be beneficial to both teachers and students.</i>
<i>Crossing major streets like Fischer Hallman and Huron should be a consideration when establishing these boundaries as most parents would not allow their children to cross those streets by themselves. Thus if the boundaries force that, it puts the strain on working parents even more so as it prevents their children from walking home. Make inclusive decisions that don't discriminate against working parents. In our case, my child can walk to JSPS in 7 mins without crossing a major street. If relocated to Tartan, it's 14 minutes and would have to cross Huron</i>
<i>I prefer that Jean Steckle PS boundary remains same after new boundary decision.</i>



*It would be really great if there would be some consideration given for Jean Steckle to return to a JK-8 school, especially as this was always supposed to be the plan once Janet Metcalfe opened and numbers levelled out. It is a huge disruption especially to the families who have children in French Immersion and having to then find alternative schools across town.*

*I feel that for the stability of students attending Janet Metcalfe currently in Grade 7, these students should be allowed to finish out their middle school experience (finishing Grade 8) at Janet Metcalfe.*

*These students who were at Jean Steckle were moved (due to the amount of students at Jean Steckle) to Janet Metcalfe and now you want to move them again. There is no stability for these kids.*

*They are starting to form solid friendships that will follow them into high school. The kids in the Huron Village, Huron Woods area will attend Huron Heights Highschool, not Forest Heights. So why on earth would you send them to Laurentian with kids who will be attending Forest Heights or Cameron Heights not Huron Heights.*

*Let the children have some stability, let the kids in Grade 7 at Janet Metcalfe, finish out Grade 8 at Janet Metcalf to forge friendships that will follow them into high school at Huron Heights.*

*Covid has taken so much from these kids and all of the things they are supposed to be doing in Grade 7 and 8. Don't take more from them.*

*When Janet Metcalfe was built, the Kids who were in Grade 7/8 at Jean Steckle were allowed to finish the Grade 8 year at Jean Steckle, then the children entering into Grade 7 were sent to Janet Metcalfe. I feel the same situation would benefit these kids, who have already lost so many of the great school experiences over the past 2 years. And who may only have the Grade 8 year to have some of these experiences with their friends.*

*There is more to school than learning alone, and these kids have lost all of those experiences, no music class, no sports at school, no dances, no trips. The impact of this won't even be known fully for a few years. Don't take more from these kids. It's one more year, but it's an important year. This is the year they graduate from elementary school, this is an experience they should be able to have with their friends. For some children, this will be the only graduation they will ever have, it's important.*

*As an educator in WRDSB and a resident in Huron Woods, I feel it necessary to voice my concerns over the handling of the entire process of opening schools in the Huron Heights area. There have been challenges that have led to frustration, not just for myself, but for neighbours in similar situations who are not part of the system. I voice these concerns out of hopes that the next new community doesn't face similar frustrations.*

*I live in the Huron Woods subdivision and many of us feel as though we are used as pawns to allow WRDSB to meet their number requirements for new schools. The latest frustration is in the options presented last night. We have "legacy students" who have already transferred from Steckle to Metcalfe as they were bus students and easy to move to help fill Metcalfe in the first couple of years. Staying at Steckle for 3 years, then*

*moving straight to Tartan would have made much more sense, if our children weren't just a number to fill a desk for Metcalfe's opening. It is appreciated that my son has the option to remain, however, not allowing a younger sibling who is already attending Metcalfe to remain with him just causes more divide. Many of my neighbours are in the exact same situation, and though my decision about my family may be different, I feel as though this needs to be said. Families with a legacy student and a younger child, who need I remind you, HAVE NOT MOVED, are being put in a very difficult position.*

*This comes after a poor outreach to determine FI interest when opening Metcalfe when the board didn't list it as an option and my neighbours sought other schools to meet those needs or didn't declare interest in the program as it wasn't listed originally when FI enrollment opened. When it was finally added to the list, we were just a couple students short of starting Metcalfe with FI at opening.*

*When moving to Metcalfe, we were also told that Tartan would be K-6. For the last year or so, as we prepared our oldest for this eventual move, we kept coming back to the fact that he would get to rejoin friends in just a couple years as he would be going back to Metcalfe for 7-8. Now we find that is also no longer the plan.*

*The data shows that increasing major transitions harms student outcomes. At the same time, forcing families to decide to split their children into different schools through no fault of their own is just wrong. So do we choose to split our kids to avoid a transition or do we send them both to the new school, together, with yet another transition? It feels like the board is preventing siblings from staying together to intentionally force parents into going to Tartan to save on bussing costs.*

*I think you can see why my neighbours and I are sharing in such frustration. I understand that the board needs to plan for the long run, but in the short term, the options provided to Huron Woods are pretty lackluster.*

A photograph of two children, a boy and a girl, sitting at a table and baking. The boy is on the left, leaning over the table, and the girl is on the right, looking towards the camera. They are both wearing white t-shirts. On the table, there is a large round cake on a black plate, a rolling pin, and some flour. The background is slightly blurred, showing a kitchen setting with a glass of water on a table and a framed picture on the wall. The entire image has a green tint.

# SCENARIOS & RECOMMENDATIONS

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

## PREFERRED SCENARIO

The initial scenario (Scenario 1) developed and presented to the Board at the May 17, 2021 Committee of the Whole meeting was used to begin the public consultation process. The Working Group explored an additional scenario. After carefully considering both scenarios against the Boundary Study Objectives, the Working Group has identified Scenario 1 as the Preferred Scenario.

Scenario 1 delays a 'maximum portable situation' at Janet Metcalfe or Jean Steckle Public School. Scenario 1 would see a 'maximum portable situation' at Janet Metcalfe Public School in 2027, while the maximum is achieved much earlier (in 2023) at Jean Steckle Public School.

Delaying a maximum portable situation until 2027 allows the WRDSB to evaluate the enrolment impact of the opening of a new Waterloo Catholic District School Board elementary school in the 'Wallacetown' subdivision in September 2023.

Opening a Waterloo Catholic District School Board facility close to the New School at 80 Tartan Avenue, Janet Metcalfe, and Jean Steckle Public Schools may draw some enrollment away from these schools.

It remains the long-term goal of the WRDSB to eventually return Grades 7 & 8 to Jean Steckle Public School. It may be that WRDSB enrolment is reduced in the area enough that Grades 7 & 8 can be moved back, as in Scenario 2. If not, the Board has more time to plan for additional accommodation options such as renovations and/or additions in the area to reduce the need for portables.

After reviewing Scenario 1 and developing Scenario 2, the Working Group evaluated the Scenarios against the Boundary Study objectives. The objectives are used as the scenario assessment criteria.

## Scenario Assessment Criteria

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

- ✓ Establish an attendance area (boundary) for the New School at 80 Tartan Avenue.
- ✓ Maximize the number of students within walking distance to their home school.
- ✓ Maximize the number of students accommodated in permanent capacity.
- ✓ Minimize the impact on students where changes are proposed.

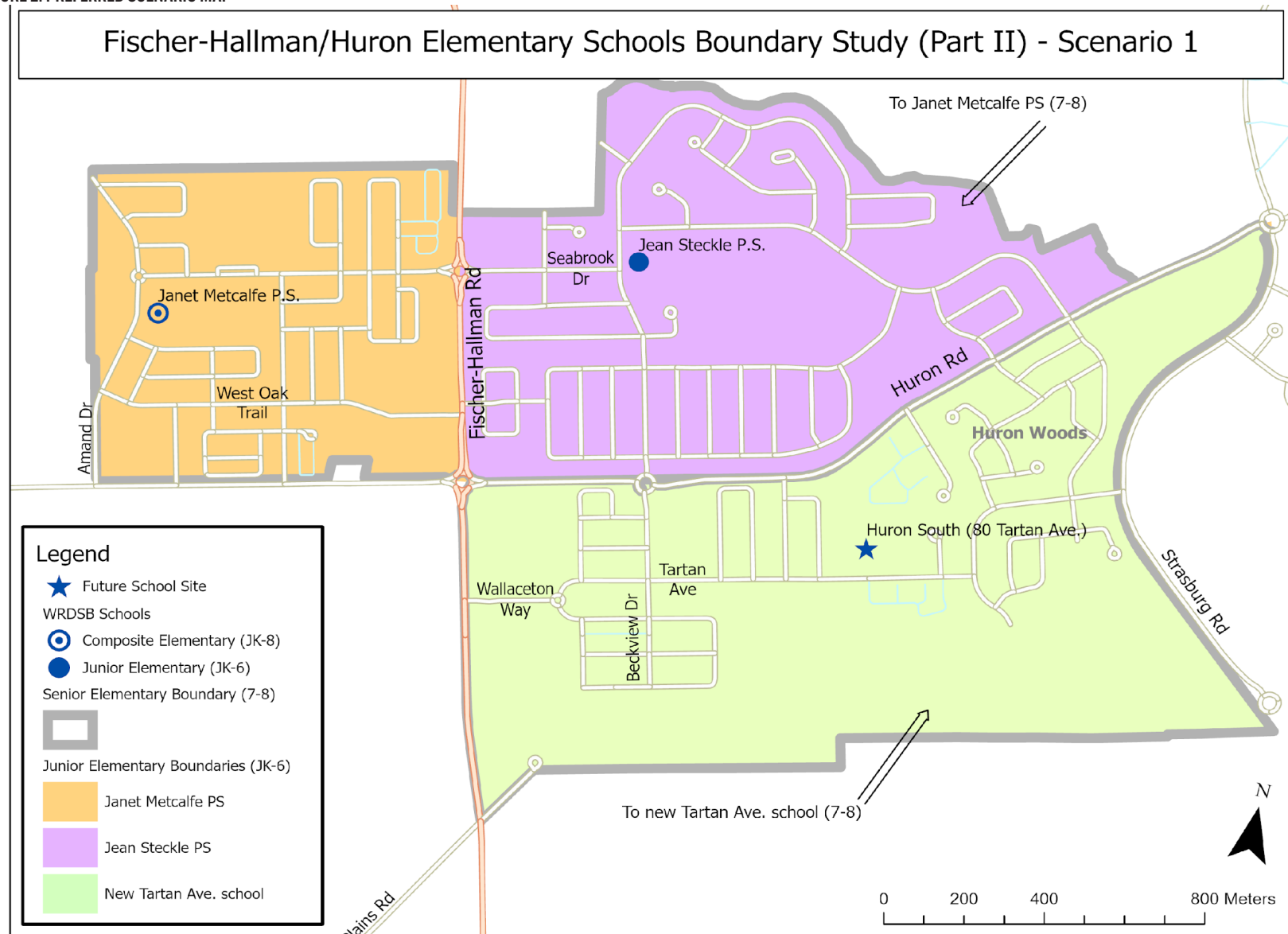
## PREFERRED SCENARIO RECOMMENDATIONS

The Preferred Scenario proposes the following to be implemented in September 2022 and is shown visually in Figure 3:

1. Dissolve the “Wallaceton” Development Area for Junior Kindergarten to Grade 8 in September 2022;
  - a. Assign ‘Wallaceton’ community Junior Kindergarten to Grade 7 students to the new elementary school, located at 80 Tartan Avenue in September 2022;
  - b. Assign ‘Wallaceton’ community Grade 8 students to Laurentian Public School in September 2022;
  - c. Assign ‘Wallaceton’ community Grade 8 students to the new elementary school, located at 80 Tartan Avenue in September 2023;
2. Re-assign the ‘Huron Woods’ community Junior Kindergarten to Grade 7 students from Janet Metcalfe Public School to the new elementary school, located at 80 Tartan Avenue in September 2022;
  - a. Providing the option for students in Huron Woods attending Jean Steckle Public School as of June 28, 2018, to remain at Janet Metcalfe Public School until completing Grade 8 with transportation (based on the students’ address as of June 28, 2018).
3. Re-assign the ‘Huron Woods’ community Grade 8 students from Janet Metcalfe Public School to the new elementary school, located at 80 Tartan Avenue in September 2023.



FIGURE 2: PREFERRED SCENARIO MAP



## ENROLMENT PROJECTIONS

SCENARIO 1 ENROLMENT PROJECTIONS SHOW THAT THE PROPOSED BOUNDARY CHANGES WOULD ADDRESS THE INCREASING ENROLMENT TRENDS AT SOUTHRIDGE, LAURENTIAN, AND JANET METCALFE PUBLIC SCHOOLS, WHILE ALSO ENSURING THE NEW ELEMENTARY SCHOOL BECOMES FULLY UTILIZED AS THE 'WALLACETON' SUBDIVISION BUILDS OUT (SEE Table 3).

TABLE 3: PREFERRED SCENARIO ENROLMENT PROJECTIONS

SCHOOL	ON-THE-GROUND CAPACITY	GRADES	PROJECTED ENROLMENT BY YEAR						
			2022	2023	2024	2026	2028	2030	2032
Janet Metcalfe PS	657	JK-8	792	800	828	850	889	908	901
Jean Steckle PS	715	JK-6	772	792	791	806	808	804	805
Laurentian PS	421	7-8	361	387	386	365	359	349	353
Southridge PS	518	JK-6	380	387	393	452	504	534	563
80 Tartan Ave	591	JK-8	353*	463	513	605	746	789	838
<b>Total</b>	<b>2902</b>		<b>2659</b>	<b>2829</b>	<b>2911</b>	<b>3078</b>	<b>3306</b>	<b>3384</b>	<b>3460</b>

*\*Junior Kindergarten to Grade 7 only*

## Portables

Portable needs were also estimated for each school using the enrolment projections for the Preferred Scenario (see Table 4).

Standard WRDSB site plan design for newer schools includes space for 12 portables on site. Portables beyond 12 may be possible but are likely to require significant infrastructure investment to meet building codes. During the boundary study process, the Working Group discussed the concept of a 'maximum portable situation.'

The maximum number of portables at Janet Metcalfe and Jean Steckle Public Schools before cost-prohibitive infrastructure upgrades is twelve (12). Adding more than 12 portables at the New Tartan Avenue school may also be problematic since the site is used by three other partners (the EarlyON Child and Family Centre, a child care centre and the City of Kitchener Community Centre). The hallway widths at Jean Steckle Public School were also highlighted as a facility challenge when enrolment exceeds the on-the-ground capacity.

TABLE 4: PREFERRED SCENARIO PORTABLE PROJECTIONS

SCHOOL	ON-THE-GROUND CAPACITY	PROJECTED PORTABLES BY YEAR					
		2022	2024	2026	2028	2030	2032
Janet Metcalfe PS	657	8	10	11	13	13	13
Jean Steckle PS	715	3	4	5	5	4	5
Laurentian PS	421	0	0	0	0	0	0
Southridge PS	518	0	0	1	3	5	6
80 Tartan Ave	591	0	0	0	6	8	10
<b>Total</b>	<b>2902</b>	<b>11</b>	<b>14</b>	<b>17</b>	<b>27</b>	<b>30</b>	<b>34</b>

## TRANSITION AND OTHER IMPLICATIONS

During the Fischer-Hallman/Huron Elementary Schools Boundary Study (Part I), the ‘Huron Woods’ community expressed concern with the number of boundary changes the area would experience if they were moved from Jean Steckle Public School to Janet Metcalfe Public School, then to the new elementary school on Tartan Avenue. To address these concerns the Board approved the following motion;

*Providing the option for students in Huron Woods attending Jean Steckle Public School as of June 28, 2018, to remain at Janet Metcalfe Public School until completing Grade 8 with transportation (based on the students’ address as of June 28, 2018).*

At this time, the impact of this motion is not reflected in the Scenario 1 enrolment projections (Table 2). All of ‘Huron Woods’ is assumed to attend the new school in September 2022 (JK-7).

The proposed boundary changes will also impact several existing French Immersion students. Within the ‘Wallaceton’ and ‘Huron Woods’ communities, there are 18 (9 in each community) French Immersion students whose new home school would be the New School at 80 Tartan Avenue. While these students may continue in the French Immersion program at their current home schools (Southridge and Janet Metcalfe Public Schools) they will lose access to transportation to those schools with the proposed boundaries ([Administrative Procedure 4260 – Student Transportation](#)).

In December 2021, letters were sent home to French Immersion students within ‘Wallaceton’ and ‘Huron Woods’ describing the proposed boundary changes and implications. Similarly, letters also went out to students in the ‘Huron Woods’ community who are eligible to remain at Janet Metcalfe Public School per previous Board motion.

## WORKING GROUP SCENARIOS

### Scenario 2

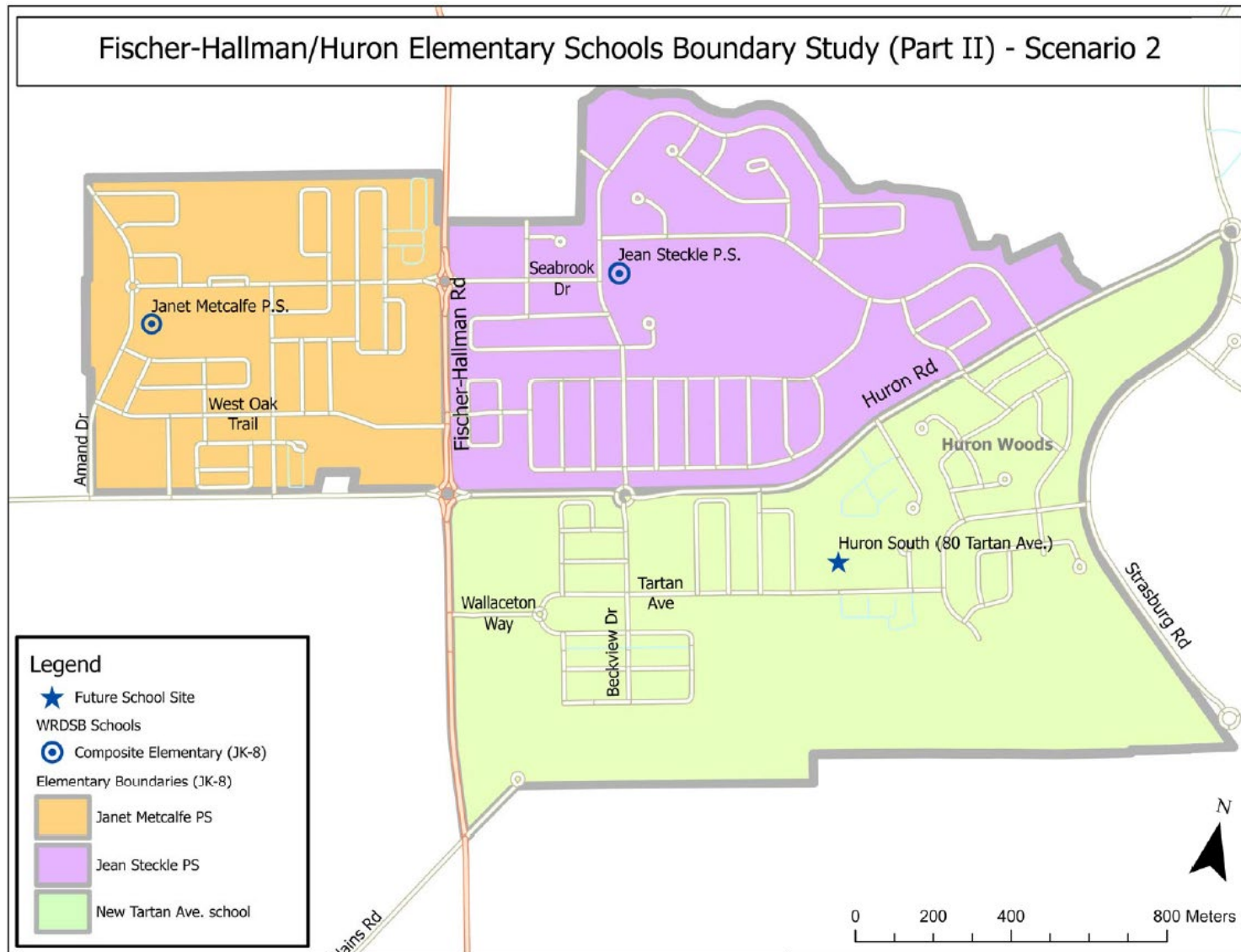
In response to community feedback, particularly around Jean Steckle Public School student transitions and Grade 7 & 8's, the Working Group looked at an additional scenario (Scenario 2). Scenario 2 is very similar to Scenario 1 in that both contemplate the same elementary school boundary for the New School at 80 Tartan Avenue. However, Scenario 2 would also see Jean Steckle Public School transition back to a JK-8 school instead of congregating Grade 7 & 8's at Janet Metcalfe Public School.

#### Description

Scenario 2 proposes the following changes (see Figure 3):

- September 2022
  - New School at 80 Tartan Avenue opens as JK-7.
  - “Wallaceton” Development Area dissolved and re-assigned from Southridge (JK-6) and Laurentian (7-8) Public Schools to the New School at 80 Tartan Avenue (JK-7).
  - ‘Huron Woods’ community re-assigned from Janet Metcalfe Public School (JK-8) to the new school at 80 Tartan Avenue (JK-7).
  - Grade 7 added to Jean Steckle Public School.
  - ‘Wallaceton’ and ‘Huron Woods’ Grade 8 students remain at Laurentian and Janet Metcalfe Public Schools, respectively, to minimize transitions.
- September 2023
  - New School at 80 Tartan Avenue adds Grade 8.
  - Jean Steckle Public School adds Grade 8.
  - ‘Wallaceton’ and ‘Huron Woods’ Grade 8s attend New School at 80 Tartan Avenue

FIGURE 3: PREFERRED SCENARIO MAP



## Projections

Like Scenario 1, Scenario 2 enrolment projections show that the proposed boundary changes would address the increasing enrolment trends at Southridge and Laurentian Public Schools while ensuring the new elementary school becomes fully utilized as the ‘Wallaceton’ subdivision proceeds. However, with the return of Grades 7 and 8 to Jean Steckle Public School enrolment there increases significantly (see Table 5).

TABLE 5: SCENARIO 2 ENROLMENT PROJECTIONS

SCHOOL	ON-THE-GROUND CAPACITY	GRADES	PROJECTED ENROLMENT BY YEAR						
			2022	2023	2024	2026	2028	2030	2032
Janet Metcalfe PS	657	JK-8	682	592	618	660	679	698	697
Jean Steckle PS	715	JK-8	869*	984	986	982	1006	1001	999
Laurentian PS	421	7-8	361	387	386	365	359	349	353
Southridge PS	518	JK-6	380	387	393	452	504	534	563
80 Tartan Ave	591	JK-8	353*	463	513	605	746	789	838
<b>Total</b>	<b>2902</b>		<b>2646</b>	<b>2813</b>	<b>2895</b>	<b>3065</b>	<b>3338</b>	<b>3372</b>	<b>3449</b>

\*Junior Kindergarten to Grade 7 only

## Portables

The school site impact of bringing Grades 7 and 8 back to Jean Steckle Public School can be seen in the portable projections shown in Table 6. In Scenario 2, a ‘maximum portable situation’ is reached much sooner (2023 at Jean Steckle Public School) than Scenario 1 (2027 at Janet Metcalfe Public School).

TABLE 6: SCENARIO 2 PORTABLE PROJECTIONS

SCHOOL	ON-THE-GROUND CAPACITY	PROJECTED PORTABLES BY YEAR							
		2022	2023	2024	2026	2027	2028	2030	2032
Janet Metcalfe PS	657	4	0	1	3	3	3	4	4
Jean Steckle PS	715	7	12	12	12	13	13	13	13
Laurentian PS	421	0	0	0	0	0	0	0	0
Southridge PS	518	0	0	0	1	3	3	5	6
80 Tartan Ave	591	0	0	0	0	3	6	8	10
<b>Total</b>	<b>2902</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>16</b>	<b>22</b>	<b>25</b>	<b>30</b>	<b>33</b>

## Transitions and other considerations

Scenario 2 has the same implications as Scenario 1 for the ‘Huron Woods’ and ‘Wallaceton’ French Immersion students currently at Southridge and Janet Metcalfe Public Schools.

The impacts are also the same for those students in the 'Huron Woods' community who are eligible to remain at Janet Metcalfe Public School per previous Board motion.



# NEXT STEPS

A man wearing a white cap, a dark t-shirt with a graphic, jeans, and white sneakers is sitting on a wide staircase. He is looking down and to his left, with his hands clasped in his lap. The staircase has a metal railing on the left. The background shows the continuation of the stairs leading up. The entire image has a blue tint.



When changes are approved, staff will begin a thorough communication plan to notify affected families.

## TRANSITION COMMITTEE

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

The Transition Committee may consult with staff, students, parents and caregivers as needed. Updates will be shared through the boundary study webpage and posts to school sites as appropriate.

## COMMUNICATION

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

- boundaryfeedback@wrdsb.ca email address;
- Online feedback form (Google Form)
- Providing feedback through Working Group members; and
- Public consultation meeting.

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

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

# CONCLUSION



After consultation and careful deliberation, final recommendations were developed that meet the majority of the study's objectives. Overall, there is still some concern over high enrolments and utilization at schools within the Study Area as well as ongoing questions about the potential for Jean Steckle Public School to offer Grades 7 and 8.

There is a strong desire within the community for all students to attend their neighbourhood school from Junior Kindergarten to Grade 8. It is hoped that the Preferred Scenario will be viable until such time as Jean Steckle Public School can accommodate Grades 7 and 8. It is acknowledged that portable classrooms will continue to be part of the solution at all schools.



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# Report to Committee of the Whole

January 24, 2022

## **Subject: Development Areas Annual Report 2021-2022**

### **Recommendation**

***That the Waterloo Region District School Board approves the Development Areas Annual Report, 2021-2022, attached as Appendix A to the Development Areas Annual Report 2021-2022 presented to the Board of Trustees at the January 24, 2022 Committee of the Whole meeting.***

### **Status**

*Administrative Procedure 4992 - Temporary Student Accommodation for Development Areas* (AP 4992) allows the Waterloo Region District School Board (WRDSB) staff to assign students from new growth areas with capacity shortfalls to schools with available space and/or room for temporary capacity. Revisions to AP 4992 made recently improve its readability and bolster communication practices to ensure affected future residents are made aware of the Development Area (DA) status.

An annual status report was identified as a best practice within the revised procedure to ensure DA changes are implemented and communicated consistently year over year. In addition to seeking Board approval, this annual Development Area Report provides Trustees and other stakeholders with up-to-date information about the status of each DA within the Region of Waterloo.

Appendix A provides maps of the DAs grouped by their respective municipality, and it includes the following updates:

- All DAs now have a school assignment (subject to change in a future annual report);
- New DAs created in Woolwich (Elmira and Breslau) and Cambridge;
- Existing DAs may have had their geography updated to reflect current plans; and
- Dissolution of DAs in Woolwich (Breslau) and Cambridge due to a lack of anticipated student yield.

Apart from the three newly created DAs, the rest of the DAs shown in Appendix A were all established by Board motion. Appendix A does not include changes to any DA assignments that would result in an existing student changing schools. When existing students are reassigned, a public consultation process is required.

The annual DA Report will be brought to the Board for approval before staffing processes for the following school year. In order to support the 2023/24 school year, staff will bring a report in November 2022 along with staff recommendations about student movements effective September 2023 and contingent on the results of a public consultation process.

## Background

The Planning Department regularly reviews residential development plans in order to analyze the projected enrolment growth impacts and assess the capacity of nearby schools to accommodate the anticipated growth.

The following Board Policy and recently revised Administrative Procedure specifically outline the DA process and the life cycle of a DA:

- *Board Policy 4012 – School Attendance Areas*, and
- *Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas*.

Feedback provided from the community has indicated that some buyers are not aware that the home they are purchasing is within a DA. Planning staff considered this information in the revised procedure and remain committed to identifying opportunities to make buyers aware of the status of their neighbourhood as a Development Area.

As always and with greater consistency, developers are notified that their lands may be identified as Development Areas. Schedule C of the Administrative Procedure provides the sample conditions for Draft Approval that the municipalities may impose on a new development at the WRDSB's request. A recently added condition has been to direct buyers to the Planning Department to verify school assignment information. These changes will hopefully reduce misinformation about attendance boundaries of nearby schools.

Home pre-sales have become increasingly popular and have resulted in challenges to the notification process (e.g., there might not be a development sign or formal agreement of purchase and sale available when the buyer is making their decision). Planning staff liaises with developers, realtors, and municipal planning staff to identify additional opportunities to communicate directly with new home buyers.

Development Area assignments are a staff-driven process undertaken in consultation with school administrators and Student Transportation Services of Waterloo Region. Schedule B of the revised procedure outlines considerations in identifying holding schools:

- Available capacity considerations; classroom and portable classroom capacity (current and projected);
- Adequately sized ancillary spaces (library, gymnasium, etc.);
- Site servicing and capacity considerations like electrical, sanitary services, the situational placement of the school site and number of access points for students and families;
- Appropriately sized school bus loading zone if applicable;
- Compliance with time-on-the-bus criteria; and
- The capital expenditure required to temporarily accommodate increased enrolment at the facility is minimal.

## Financial Implications

No financial implications.

## Communications

Information about DA assignments is available on the [Planning Department](#) website.

Further, the “School Finder” application on the WRDSB’s website is updated regularly to display the school assignments and transportation eligibility based on up-to-date municipal addressing.

Letters are to the local real estate boards and new home sales centres, where possible, to advise them of Development Area holding school assignments. An interactive map is accessible from the WRDSB’s website for the public to view and search addresses within.

The WRDSB requests conditions of approval imposed on new developments that meet the DA criteria. These conditions require the developer to post signage and include clauses in Agreements of Purchase and Sale indicating that students from the development may need to be accommodated at schools outside the area.

Before assigning development areas to Holding Schools, school administrators, Superintendents of Student Achievement & Well-Being, Facilities Services and Student Transportation Services of Waterloo Region are consulted.

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



# DEVELOPMENT AREAS ANNUAL REPORT



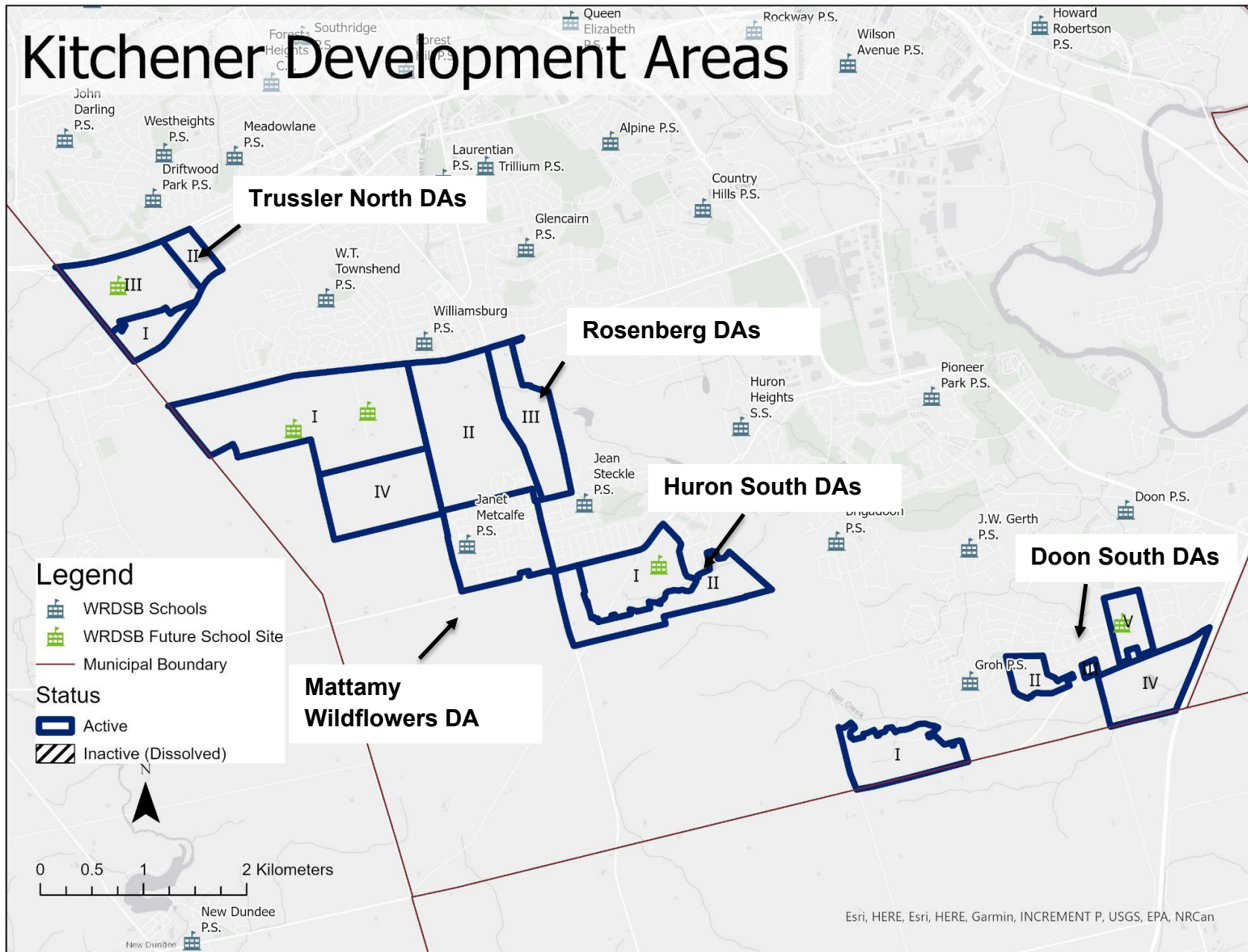
2021-2022





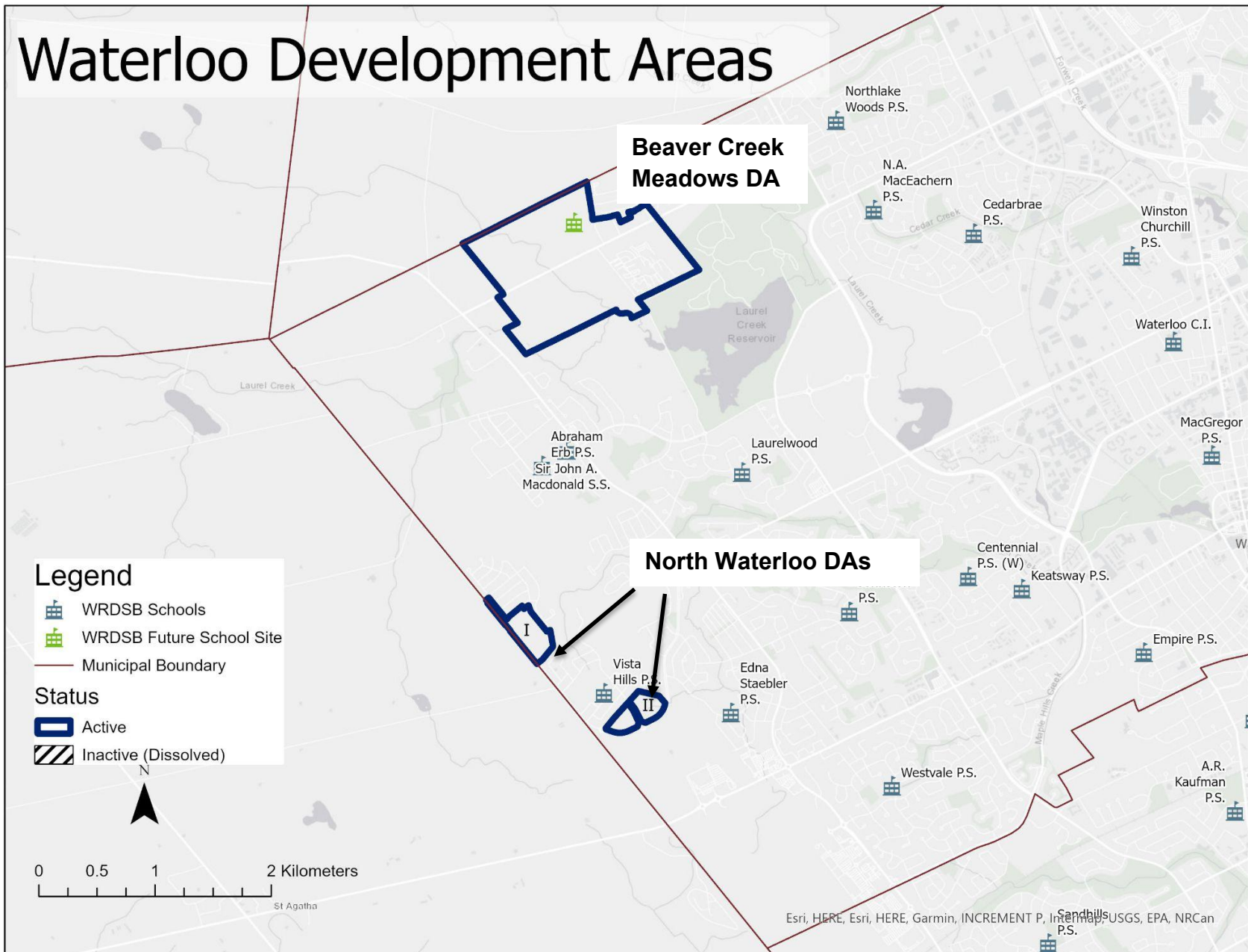
### KITCHENER DEVELOPMENT AREAS

DEVELOPMENT AREA	JK-6 ASSIGNMENT	GRADE 7-8 ASSIGNMENT	GRADE 9-12 ASSIGNMENT	NOTES
Trussler North I	Southridge PS	Queensmount PS	Forest Heights CI	
Trussler North II	Southridge PS	Queensmount PS	Forest Heights CI	
Trussler North III	John Darling PS	Westheights PS	Forest Heights CI	Elementary School Site
Rosenberg I	WT Townshend PS	Queensmount PS	Southwood SS	New assignment
Rosenberg II	WT Townshend PS	Queensmount PS	Southwood SS	New assignment
Rosenberg III	WT Townshend PS	Queensmount PS	Southwood SS	New assignment
Rosenberg IV	WT Townshend PS	Queensmount PS	Southwood SS	New assignment
Mattamy Wildflowers	N/A	N/A	Forest Heights CI	
Huron South (Tartan) I	New School	New School	Forest Heights CI	Elementary School Site New assignment
Huron South II	New School	New School	Forest Heights CI	New assignment
Doon South I	Pioneer Park PS	Doon PS	Southwood SS	
Doon South II	Pioneer Park PS	Doon PS	Forest Heights CI	
Doon South III	Pioneer Park PS	Doon PS	Forest Heights CI	
Doon South IV	Pioneer Park PS	Doon PS	Southwood SS	
Doon South V	Pioneer Park PS	Doon PS	Forest Heights CI	Elementary School Site



### WATERLOO DEVELOPMENT AREAS

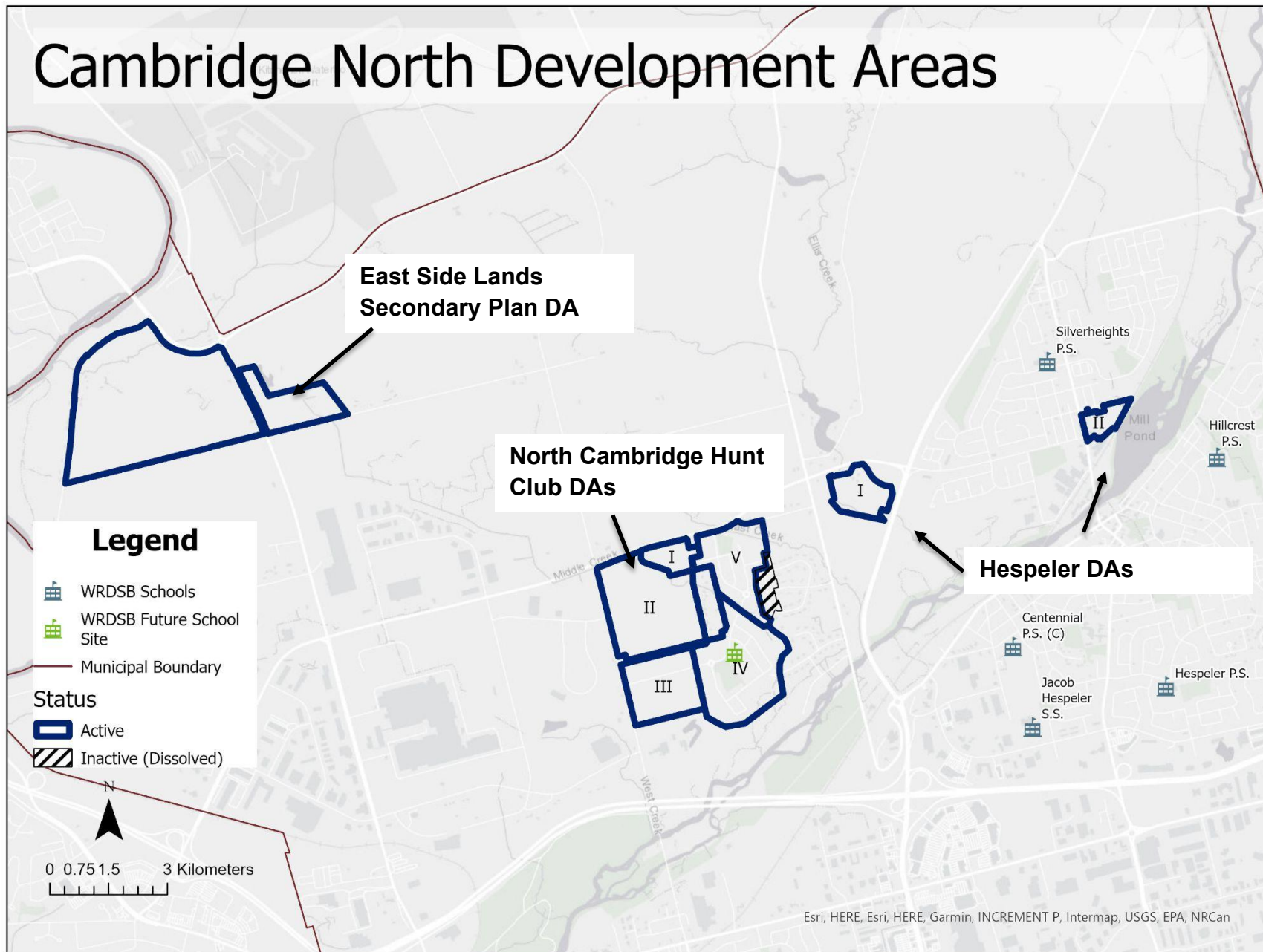
DEVELOPMENT AREA	JK-6 ASSIGNMENT	GRADE 7-8 ASSIGNMENT	GRADE 9-12 ASSIGNMENT	NOTES
<b>Beaver Creek Meadows</b>	Northlake Woods PS	Northlake Woods PS	Waterloo CI	Elementary School Site New assignment
<b>North Waterloo I</b>	Edna Staebler PS	Edna Staebler PS	N/A (650 Laurelwood Dr)	New assignment
<b>North Waterloo II</b>	Edna Staebler PS	Edna Staebler PS	N/A (650 Laurelwood Dr)	

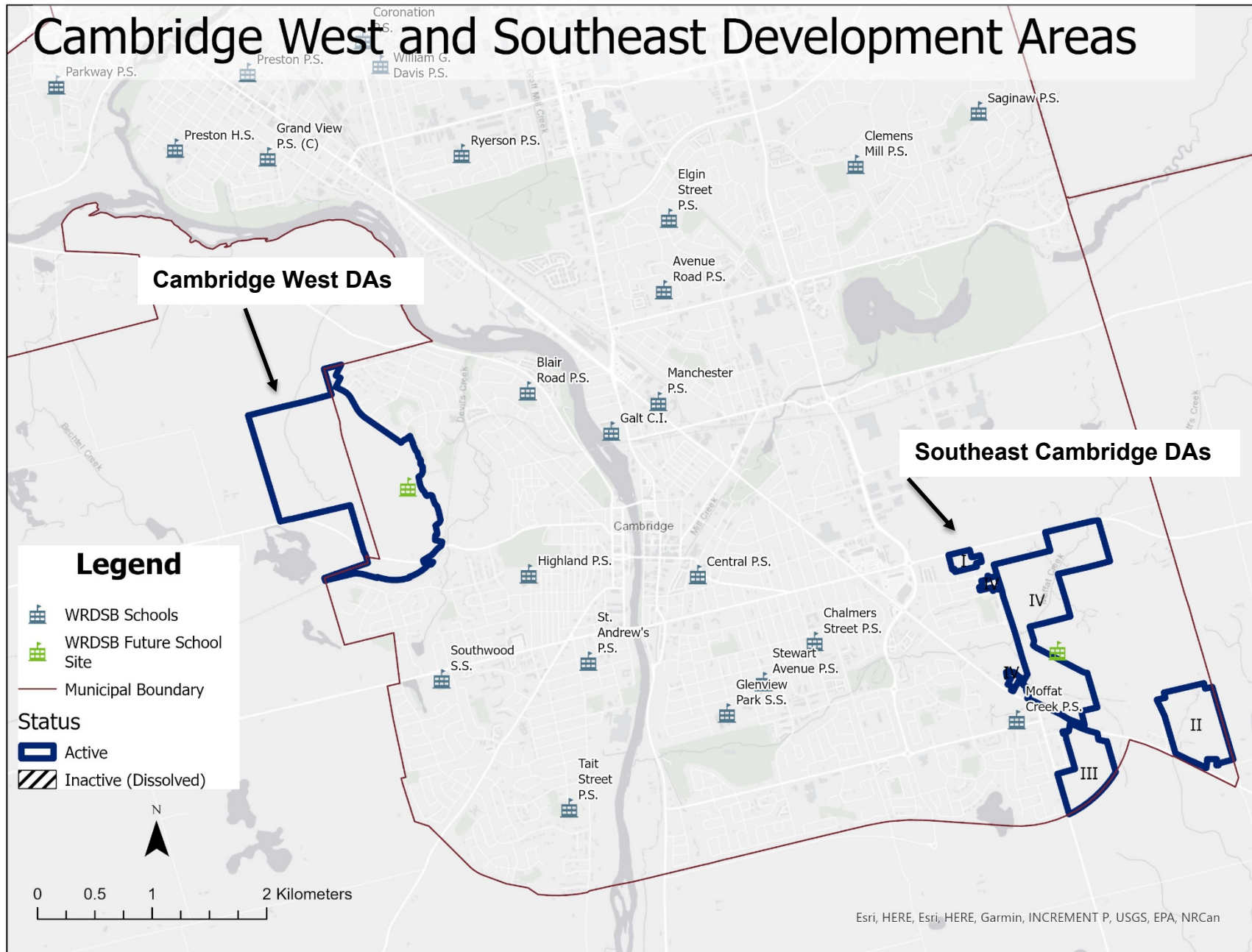


## CAMBRIDGE DEVELOPMENT AREAS

	DEVELOPMENT AREA	JK-6 ASSIGNMENT	GRADE 7-8 ASSIGNMENT	GRADE 9-12 ASSIGNMENT	NOTES
NORTH CAMBRIDGE MAP	East Side Lands Secondary Plan	Breslau PS	Breslau PS	Preston HS	Newly Created Potential future school site(s)
	Hespeler I	Silverheights PS	Silverheights PS	N/A (Jacob Hespeler SS)	
	Hespeler II	Silverheights PS	Silverheights PS	N/A (Jacob Hespeler SS)	
	Hunt Club River Mill Estates	N/A	N/A	N/A	Dissolved
	North Cambridge (Hunt Club) I	Hillcrest PS	Woodland Park PS	Jacob Hespeler SS	Revised Geography, new assignment
	North Cambridge (Hunt Club) II	Hillcrest PS	Woodland Park PS	Jacob Hespeler SS	Revised Geography, new assignment
	North Cambridge (Arriscraft)	Preston PS	William G. Davis PS	Preston HS	New assignment
	North Cambridge (Hunt Club) River Mill South IV	Preston PS	William G. Davis PS	Preston HS	
	North Cambridge (Hunt Club) River Mill North V	Hillcrest PS	Woodland Park PS	Jacob Hespeler SS	
WEST & SOUTHEAST CAMBRIDGE MAP	Cambridge West	Blair Road PS	St. Andrew's PS	Galt CI	New Assignment
	Southeast Cambridge I	Chalmers Street PS	Moffat Creek PS	Glenview Park SS	
	Southeast Cambridge II	Moffat Creek PS	Moffat Creek PS	Glenview Park SS	New Assignment
	Southeast Cambridge III	Moffat Creek PS	Moffat Creek PS	Glenview Park SS	New Assignment
	Southeast Cambridge IV	Chalmers Street PS	Moffat Creek PS	Glenview Park SS	New Assignment



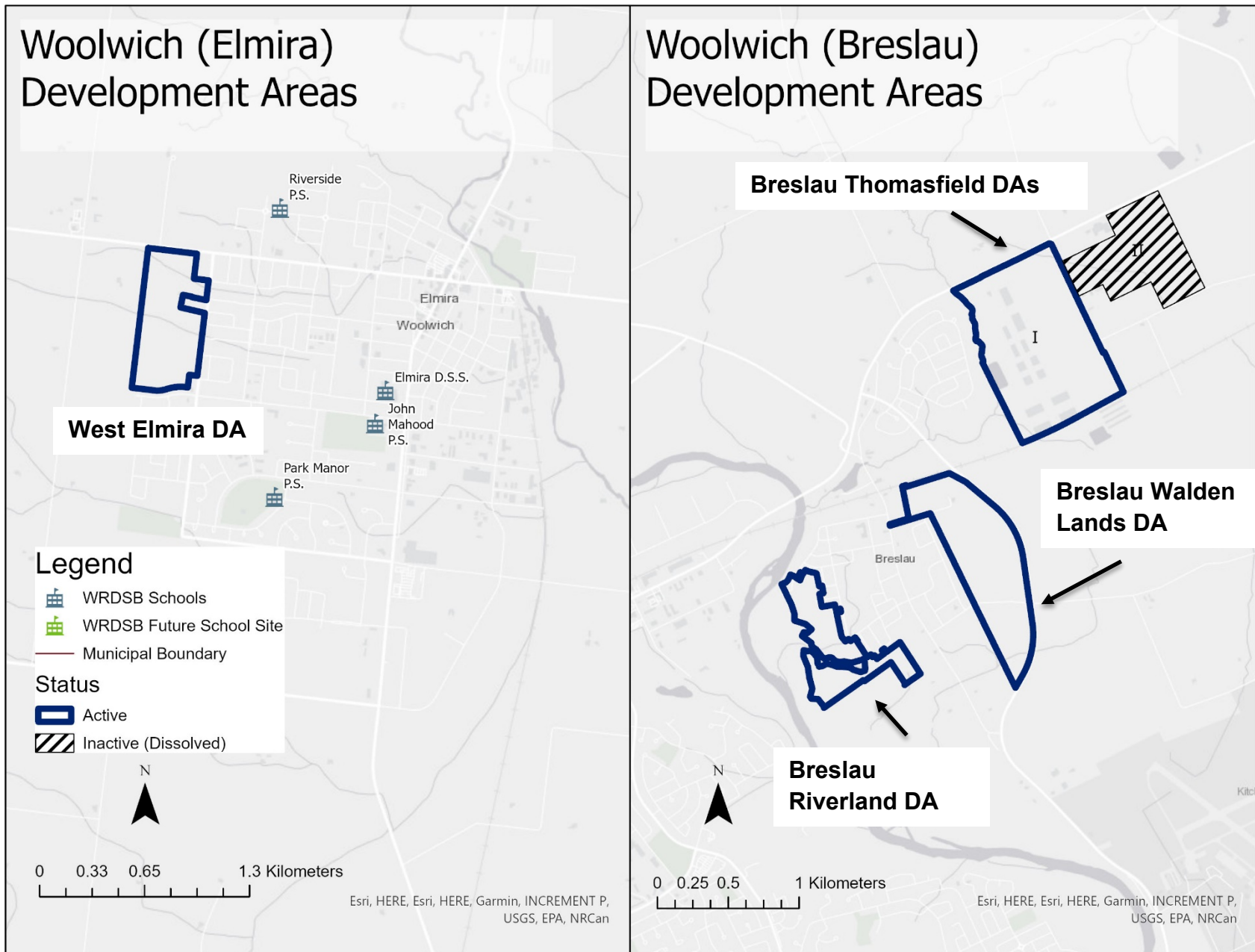






### TOWNSHIP DEVELOPMENT AREAS

DEVELOPMENT AREA	JK-6 ASSIGNMENT	GRADE 7-8 ASSIGNMENT	GRADE 9-12 ASSIGNMENT	NOTES
<b>Breslau Riverland</b>	Crestview PS	Stanley Park PS	Grand River CI	
<b>Breslau Thomasfield I</b>	Mackenzie King PS	Stanley Park PS	Grand River CI	
<b>Breslau Thomasfield II</b>	N/A	N/A	N/A	Dissolved
<b>Breslau Walden Lands</b>	Crestview PS	Stanley Park PS	Grand River CI	Newly Created
<b>West Elmira</b>	Riverside PS	Park Manor PS	Elmira District SS	Newly Created





# Report to Committee of the Whole

January 24, 2022

**Subject: Linda Fabi Bursary Name**

## **Recommendation**

*That the Waterloo Region District School Board rename the Linda Fabi Bursary as the Past-Directors' Bursary, while keeping the amount available to be awarded and the criteria for the award the same; and*

*That the selection committee be comprised of the Director, Chairperson, Vice-Chairperson and Past-Chairperson; and*

*That communications surrounding the bursary's history, include mention of its original name.*

## **Status**

Chairperson Piatkowski has been in contact with former Director Linda Fabi regarding the possibility of changing the name of the bursary, which originally was a retirement gift for Ms. Fabi. Referring to a conversation with Past-Chairperson Weston regarding a possible name change, Ms. Fabi indicated to Chairperson Piatkowski that she is comfortable changing the name as in the recommendation above. She appreciates that this gift for deserving students will continue to benefit students who would not qualify for a secondary school award or bursary.

Chairperson Piatkowski also spoke with former Director John Bryant who supports this change as well citing the fact that the existing award goes to students who would not normally be chosen for an academic award and expressed hopes that the WRDSB maintain the current criteria. As well, Mr. Bryant indicated that having the selection committee composed of trustees (Chairperson, Vice-Chairperson, Past-Chairperson) along with whomever trustees would like to include would be an efficient practice.

## **Background**

The Linda Fabi Bursary was established by the Board of Trustees in celebration and recognition of the many contributions and achievements of Linda Fabi during her

tenure as Director of Education of the Waterloo Region District School Board from December 2006 to August 2013.

The Linda Fabi Bursary provides funding for students who are pursuing a trade, through college or apprenticeship, and who have not already been selected to receive an award at the graduation ceremony. The total amount of the Bursary is \$2,000, which is to be presented to students of the Waterloo Region District School Board. Depending on the number of applicants, this award can be divided so that a number of eligible applicants can be recognized.

### **Financial implication**

This recommendation maintains the current annual spending, taken from the Trustee budget.

### **Communications**

If approved, future communications surrounding the bursary will use the new name and include its history and mention of its original name.

Prepared by: Stephanie Reidel, Manager of Corporate Services  
with Chairperson S. Piatkowski, Vice-Chair K. Woodcock and Past Chair J. Weston in consultation with Coordinating Council.