

Local/Regional Education Study Report

Southwestern Ontario Community Study

July 15, 2022

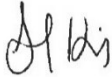
PREPARED FOR:

Nuclear Waste Management Organization and Municipality of South Bruce
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Table of Contents

1. Introduction	1
1.1 Background and Context.....	1
1.2 Land Acknowledgement.....	3
1.3 Purpose and Scope.....	3
1.3.1 Peer Review Approach.....	4
1.3.2 Spatial Boundaries	4
1.3.2.1 Education Service Boundaries	4
1.3.3 Temporal Boundaries	5
2. Methodology.....	7
2.1 General Approach	7
2.2 Data Collection / Information Sources	7
2.2.1 Knowledge Holder Interviews	8
2.2.2 Other Key Information and Data Sources	8
2.3 Assessment.....	9
2.4 Limitations	10
3. Existing Conditions	11
3.1 Overview of Local/Regional Education Services	11
3.2 Current Education Services – Bruce and Grey Counties.....	12
3.2.1 Bluewater District School Board	12
3.2.1.1 Study Area Schools	12
3.2.1.2 Capital Priorities and Initiatives	14
3.2.2 Bruce-Grey Catholic District School Board	14
3.2.2.1 Study Area Schools	15
3.2.2.2 Capital Priorities and Initiatives	16
3.2.3 Study Area Summary – Bruce and Grey Counties.....	16
3.3 Current Education Services – Huron County.....	17
3.3.1 Avon Maitland District School Board.....	17
3.3.1.1 Study Area Schools	17
3.3.1.2 Capital Priorities and Initiatives	18
3.3.2 3.3.2 Huron-Perth Catholic District School Board	19
3.3.2.1 Study Area Schools	19
3.3.2.2 Capital Priorities and Initiatives	20
3.3.3 Study Area Summary – Huron County.....	20

3.4	Current Education Services – Wellington County.....	20
3.4.1	Upper Grand School Board	21
3.4.1.1	Study Area Schools	21
3.4.1.2	Capital Priorities and Initiatives	22
3.4.2	Wellington Catholic District School Board.....	22
3.4.2.1	Study Area Schools	22
3.4.2.2	Capital priorities and Initiatives.....	22
3.4.3	Study Area Summary – Wellington County.....	23
3.5	Local and Regional Private and Mennonite Schools	23
3.5.1	Local Mennonite Schools	23
3.5.2	Overview of Local and Regional Private Schools	25
3.6	Population and Enrolment Projections	27
3.6.1	Population and Enrolment Projections – Bruce and Grey Counties	27
3.6.1.1	Population Projections.....	27
3.6.1.2	Enrolment Projections	32
3.6.1.3	Summary	33
3.6.2	Population and Enrolment Projections – Huron County	34
3.6.2.1	Population Projections.....	34
3.6.2.2	Enrolment Projections	37
3.6.2.3	Summary	38
3.6.3	Population and Enrolment Projections – Wellington County	38
3.6.3.1	Population Projections.....	38
3.6.3.2	Enrolment Projections	39
3.6.3.3	Summary	40
3.7	Overview of Study Area Capacity for K-12 Increased Enrolment.....	40
4.	Relevant Project Characteristics.....	42
4.1	Project Workforce.....	42
4.2	Population Projections.....	43
4.2.1	School Age Population Projections.....	44
4.3	Housing Considerations	47
4.4	Land Use, Infrastructure, and School Construction Considerations	50
5.	Preliminary Analysis/Effects Assessment	51
5.1	Operating Context Which May Influence Project Effects	51
5.1.1	Student Accommodation and Capacity Pressures.....	51
5.1.2	Staffing Concerns.....	52
5.1.3	Responsibility for Inclusion	52
5.2	Potential Positive Project Effects.....	52
5.3	Potential Negative Project Effects	53

6. Options Assessment 54
6.1 Overview of Options54
6.2 Specific Options55

7. Summary..... 60
7.1 Key Findings60

8. References..... 61

List of Figures

Figure 1: Study Area for the Local/Regional Education Study 6
Figure 2: Map of Mennonite Schools and Churches in Relation to the Potential Project Site.....24
Figure 3: Municipality of South Bruce Projections by Age Cohort.....28
Figure 4: Municipality of South Bruce Projections by Age Cohort Projections by Elementary and Secondary Age Groups.....28
Figure 5: Township of Huron-Kinloss Projections by Age Cohort.....29
Figure 6: Township of Huron-Kinloss Projections by Age Cohort Projections by Elementary and Secondary Age Groups.....29
Figure 7: Municipality of Brockton Projections by Age Cohort.....30
Figure 8: Municipality of Brockton Projections by Age Cohort Projections by Elementary and Secondary Age Groups.....31
Figure 9: Municipality of West Grey Projections by Age Cohort.....31
Figure 10: Town of Hanover Projections by Age Cohort32
Figure 11: Bluewater District School Board Projected Utilization Rates for Study Area Schools33
Figure 12: Howick Projections by Age Cohort34
Figure 13: Municipality of Morris-Turnberry Projections by Age Cohort.....35
Figure 14: Municipality of Morris-Turnberry by Age Cohort Projections by Elementary and Secondary Age Groups35
Figure 15: Township of North Huron Projections by Age Cohort.....36
Figure 16: Municipality of North Huron Age Cohort Projections by Elementary and Secondary Age Groups37
Figure 17: Avon Maitland District School Board Projected Utilization Rates for Study Area Schools.....37
Figure 18: Town of Minto Projections by Age Cohort38
Figure 19: Upper Grand District School Board Projected Utilization Rates for Study Area Schools.....39
Figure 20: Wellington Catholic District School Board Projected Utilization Rates for Study Area Schools.....40
Figure 21: Potential Developable Housing Unit Supply vs Base Case Housing Demand in Study Area Municipalities (2021-2046).....49
Figure 22: Average Persons per Unit for Projected Housing Growth in Study Area Municipalities (2046).....50

List of Tables

Table 1: Education Service Boundaries Relevant to the Study Area	11
Table 2: Bluewater District School Board Schools Serving the Study Area	12
Table 3: Bruce-Grey Catholic District School Board Schools Serving the Study Area.....	15
Table 4: # of Schools, Utilization Rate, Available Spaces by Lower-Tier Municipalities-Bruce & Grey Counties	16
Table 5: Avon Maitland District School Board Schools Serving the Study Area	18
Table 6: Huron-Perth Catholic District School Board Schools Serving the Study Area	19
Table 7: Number of Schools, Utilization Rate, and Available Spaces by Lower-Tier Municipalities in Huron County.....	20
Table 8: Upper Grand District School Board Schools Serving the Study Area	21
Table 9: Wellington Catholic District School Board Schools Serving the Study Area	22
Table 10: List of Local and Regional Private and Mennonite Schools	25
Table 11: Workforce by Project Phase	42
Table 12: Base and Impact Case Population Projections, 2021-2046	43
Table 13: Base and Impact Case School Age Population Projections for MSB, Huron-Kinloss, Brockton, Morris-Turnberry, and North Huron Combined	45
Table 14: Base and Impact Case School Age Population Projections for the Municipality of South Bruce.....	45
Table 15: Base and Impact Case School Age Population Projections for the Township of Huron-Kinloss	46
Table 16: Base and Impact Case School Age Population Projections for the Municipality of Brockton	46
Table 17: Base and Impact Case School Age Population Projections for the Township North Huron	47
Table 18: Base and Impact Case School Age Population Projections for the Municipality of Morris- Turnberry,	47
Table 19: Base Case and Impact Case Housing Projections, 2021-2046	48
Table 20: Option 1- Providing Timely Information to School Boards/Mennonite and Private Schools on Project-Related Information	56
Table 21: Option 2- Creating an Education-Focused NWMO CSR Program Stream	57
Table 22: Option 3 - Creating a Participatory Social Monitoring Program.....	59

List of Appendices

Appendix A.	List of Socio-Economic Community Studies
Appendix B.	Inventory of Knowledge Holders Interviewed

List of Acronyms

APM	Adaptive Phased Management
CNSC	Canadian Nuclear Safety Commission
CSR	Corporate Social Responsibility
DPRA	DPRA Canada Inc.
FI	French Immersion
IA	Impact Assessment
LTAP	Long-Term Accommodation Plan
OTG	On-the-Ground Capacity
MOU	Memorandum of Understanding
MSB	Municipality of South Bruce
NWMO	Nuclear Waste Management Organization
SHSM	Specialist High Skills Major

1. Introduction

1.1 Background and Context

Since 2012, the Municipality of South Bruce (MSB) has been involved in a process of learning about the Nuclear Waste Management Organization's (NWMO) Adaptive Phased Management (APM) Project ('the Project') for the long-term management of Canada's used nuclear fuel. The two remaining siting areas in the process are the South Bruce Area and Ignace Area. The NWMO plans to complete all preliminary assessment work and to select one community/area to host the Project by 2023. Preliminary studies suggest that the Project can be implemented safely in the South Bruce Area for a repository that will contain, and isolate, used nuclear fuel from people and the environment for the long timeframes required.

Further detailed studies are required to fully assess the potential impacts of the Project in the community and regionally. Building on previous work, engagement completed to-date, and the MSB's 36 Guiding Principles, the NWMO and the MSB are working together to prepare a suite of community studies which will be shared broadly with the community. The list of socio-economic community studies is included in **Appendix A**. These studies were undertaken by the NWMO or MSB, with some being joint efforts. The MSB has retained consultants (the GHD team) to develop a number of studies and to peer review others developed by the NWMO and their consultants (the DPRA Canada Inc. (DPRA) team). The information acquired through these studies is expected to help MSB leadership and residents make informed decisions about whether the Project is a good fit for their community, and if they are willing to consider hosting it and under what circumstances and terms.

This *Local/Regional Education Study* is one of the community studies being prepared. This study is organized as follows:

- Purpose and Scope (**Section 1.3**)
- Methodology (**Section 2**)
- Existing Conditions (**Section 3**)
- Relevant Adaptive Phased Management Project Characteristics (**Section 0**)
- Preliminary Analysis/Effects Assessment (**Section 5**)
- Options Assessment (**Section 6**)
- Summary (**Section 7**)
- References (**Section 8**)

Note to Reader:

This and other community studies are preliminary and strategic in nature, all intended to identify possible consequences (e.g., to local and regional education services [elementary through high school]) in the South Bruce Area based on our current level of understanding of the Project. Using information known at this point in time, these community studies will describe a range of possible consequences that are the subject of specific and separate studies. For each possible consequence, potential options are offered to leverage opportunities and/or mitigate possible negative consequences/effects.

It is important to note that these community studies (developed collaboratively by the NWMO and the MSB) being investigated at this time are not the formal or final baseline or effects studies that will be part of the Impact Assessment (IA). Those studies will be completed at a later date if the Project is located in the area. However, these current studies will inform the effects studies that will be initiated at a later date.

These community studies are intended to support current dialogue between the MSB and the NWMO regarding a potential hosting agreement by:

- a) Exploring in more detail the questions, aspirations and topics of interest expressed by the community through the Guiding Principles approved by the MSB following the project visioning process completed in the community;
- b) Assisting the NWMO and the MSB in developing a deeper understanding of the community aspirations/values and to work with the MSB in identifying possible programs and commitments which ensure that the Project will be implemented in a manner that fosters the well-being of the community and area;
- c) Advancing learning and understanding on topics of interest to the neighboring areas; and
- d) Providing the community with information it has requested to help them make an informed decision in 2023.

The NWMO is committed to collaboratively working with the communities to ensure questions, concerns and aspirations are captured and addressed through continuous engagement and dialogue.

The NWMO will independently engage with the Saugeen Ojibway Nation to understand how they wish to evaluate the potential negative effects and benefits that the Project may bring to their communities.

1.2 Land Acknowledgement

It is acknowledged that the lands and communities discussed in this report are situated on the Traditional Territory of the Anishinabek Nation: The People of the Three Fires known as Ojibwe, Odawa and Pottawatomie Nations. The Chippewas of Saugeen and the Chippewas of Neyaashiingmiing (Nawash), now known as the Saugeen Ojibway Nation, are the traditional keepers of this land and water. It is also recognized that the ancestors of the Historic Saugeen Métis and Georgian Bay Métis communities shared this land and these waters.

1.3 Purpose and Scope

Objectives for this study are described in the *Local/Regional Education Study Work Plan* (DPRA, October 2021). The overall objective of the *Local/Regional Education Study* is to assess the effects of the Project on the local and regional education services (elementary through high school).

The specific objectives of the *Local/Regional Education Study* are to:

1. Describe the likely increase in enrolment in local schools (K-12).
2. Describe potential options to maintain or enhance the educational infrastructure in South Bruce and the neighbouring community such that it is available in advance of the likely increase in enrolment.

It is noted that the separate *Workforce Development Study* (Keir Corp., 2022b) looks at the post-secondary setting, and amongst other things, describes how NWMO and regional agencies can develop the workforce necessary to undertake the Project.

The *Local/Regional Education Study* is relevant to the MSB Guiding Principles (2020) #10, #15 and #32¹:

- #10: “The NWMO will identify the potential for any positive and negative socio-economic impacts of the Project on South Bruce and surrounding communities and what community benefits it will contribute to mitigate any potential risks.”
- #15: “The NWMO, in partnership with the Municipality, will commit to implement programs to engage with and provide opportunities for youth in the community, including investments in education and the provision of scholarships, bursaries and other incentives for youth to remain in or return to the community.”
- #32: “The NWMO, in consultation with the Municipality and other local and regional partners, will prepare a strategy to ensure there are sufficient community services and amenities, including health, child-care, educational and recreational facilities, to accommodate the expected population growth associated with hosting the Project in South Bruce.”

The *Local/Regional Education Study* provides information directly relevant to Principles #15 and #32, and contributes more generally to Principle #10. The *Local/Regional Education Study* provides information that the NWMO and MSB can use to inform agreements and funding arrangements (e.g., as may be needed in addressing Principles #15 and #32) in the future as part of negotiations of a draft hosting agreement and/ or subsequent studies/ discussions if the South Bruce Area is ultimately selected as the Project location. For clarity, development of these types of agreements/arrangements is not part of the objectives / work plan for this study.

¹ It is noted that an initial cross-referencing of Guiding Principles prepared by MSB indicated that #20 (“The NWMO, in consultation with the Municipality, will commit to implementing a local employment and training strategy with the objective of ensuring that the majority of employees for the Project are located within South Bruce and surrounding communities.”) was applicable to the *Local/Regional Education Study*. However, it would appear that #20 is more directly relevant to the *Workforce Development Study* (Keir Corp., 2022b).

The MSB and the NWMO will be jointly responsible for the completion of the *Local/Regional Education Study*. This study was undertaken by DPRA.

1.3.1 Peer Review Approach

Earlier drafts of this *Local/Regional Education Study* Report was reviewed by MSB consultants according to their Peer Review Protocol. The Peer Review Protocol provides for a collaborative approach to conducting the peer review, with peer review activity occurring throughout the execution of the study. The *Local/Regional Education Study* is a Joint Study, which has been conducted by the NWMO; the NWMO determined the spatial Study Area, developed data and inputs used to establish baseline conditions and conducted the assessment of the forecasted effects resulting from the Project.

MSB consultants jointly participated in developing data inputs and baseline conditions. Peer review has been undertaken on the framing and scope of the study, and the effects assessment. Options developed to address potential effects are presented in this report.

For the *Local/Regional Education Study*, the peer review was led by MDB Insight (now Deloitte) as part of the GHD team.

1.3.2 Spatial Boundaries

As shown in Figure 1, the spatial boundaries for the *Local/Regional Education Study* are:

- Bruce County:
 - The MSB (including Teeswater, Mildmay and Formosa);
 - Township of Huron-Kinloss (including Ripley, Lucknow);
 - Municipality of Brockton (including Walkerton);
- Grey County:
 - Town of Hanover;
 - Municipality of West Grey;
- Huron County:
 - Township of North Huron
 - Township of Howick;
 - Municipality of Morris-Turnberry; and
- Wellington County:
 - Town of Minto.

1.3.2.1 Education Service Boundaries

There are five school boards that service these counties and other local municipalities in the area:

- Bluewater District School Board (Bruce County and Grey County);
- Bruce-Grey Catholic District School Board (Bruce County and Grey County);
- Avon Maitland District School Board (Huron County and Perth County);
- Huron-Perth Catholic District School Board (Huron County and Perth County); and
- Upper Grand District School Board (including Minto/Wellington County, City of Guelph, and County of Dufferin).
- Wellington Catholic District School Board (including Minto/Wellington County and City of Guelph).

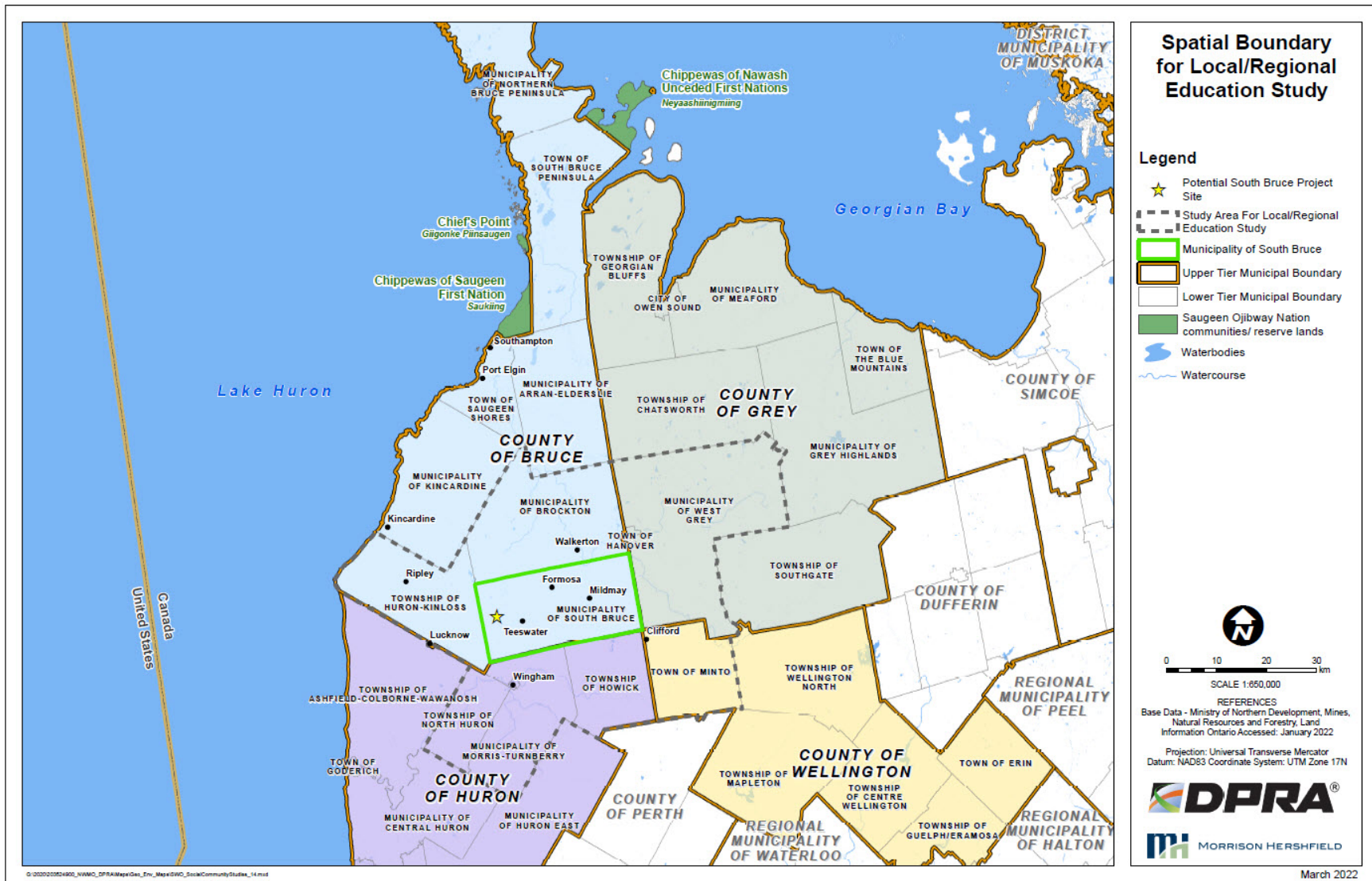
Although not considered part of the educational service boundaries, this study does identify Mennonite and private schools located within the Study Area.

1.3.3 Temporal Boundaries

The temporal boundaries for the *Local/Regional Education Study* are as follows:

- Current Period (2016/2022)
- Near-term (2023 to 2032) – Pre-Construction
 - Aligns with end of site preparation phase in 2032 and design and construction start 2033
- Mid-term (2033 to 2042) – Construction
 - Aligns with construction phase ending in 2042 and operations start 2043
- Long-term (2043 and beyond) – Operations
 - Aligns with operations phase (approximately 40 years; does not include monitoring and decommissioning)

Figure 1: Study Area for the Local/Regional Education Study



2. Methodology

2.1 General Approach

The NWMO and the MSB drafted Statements of Work for each community study in response to the MSB's 36 Guiding Principles. As previously mentioned, the community studies are being undertaken by the NWMO or the MSB, with some being joint efforts.

The socio-economic community studies were categorized into three themes: Economics, Social Cultural, and Infrastructure and Aggregate. For the complete list of the socio-economic community studies, see **Appendix A**.

The following methodology pertains to the 13 socio-economic community studies solely or jointly led by the NWMO.

Based on the Statements of Work, work plans for each community study were developed. The work plans:

- Outlined the peer review approach with the MSB
- Identified linkages to other studies
- Identified the spatial and temporal boundaries
- Identified key assumptions that will dictate the completion of the study
- Described the tasks associated with the study and schedule for each task
- Identified key information sources and data collection methods

Draft work plans, including the *Local/Regional Education Study Work Plan* (DPRA, October 2021), were reviewed by the MSB and its peer review team. Formal peer review team comments on the draft community study work plans were received in September 2021. The peer review of the draft *Local/Regional Education Study* work plan was undertaken by MDB Insight (now Deloitte) as part of the GHD team.

DPRA provided Comment Disposition Tables and revised work plans to respond to the peer review comments in October 2021. In a memo dated November 3, 2021, the GHD team provided acknowledgement of comments that were addressed in the revised community study work plans or flagged to be addressed in future work such as the community study reports.

Several consultant consortium meetings and "check-in" meetings with the MSB and its peer review team were held during the development of each study.

In addition, meetings with neighbouring municipalities (i.e., the Township of Huron-Kinloss, Municipality of Brockton, Township of North Huron, and Municipality of Morris-Turnberry²) were held to discuss the progress and scope of the community studies. DPRA attended a meeting on February 17, 2022 to discuss the *Local/Regional Education Study*.

2.2 Data Collection / Information Sources

Data and key information for this study was collected from primary sources including knowledge holder interviews and secondary sources such as Project information from the NWMO and data/documents from local and regional organizations as well as publicly available education websites. The sections below describe how data and information was collected from these sources.

² In February 2022, the Municipality of Morris-Turnberry began to participate in these meetings.

In addition, relevant information was obtained from the findings/results of the *Labour Baseline Study*, *Workforce Development Study* and the *Housing Needs and Demand Analysis Study* (Keir Corp., 2022a, 2022b, 2022c). Data and information were collected for these studies using the methodology described in their respective study report.

2.2.1 Knowledge Holder Interviews

The selection of knowledge holders through an iterative review process between the NWMO and the MSB. A representative from NWMO reached out to the potential knowledge holders to determine their interest and availability to take part in the interview process and to schedule interviews. In instances in which knowledge holders were unfamiliar with the Project, links to the Project website were sent to increase their familiarity and understanding. A representative from the NWMO, DPRA, and representatives from the MSB peer review team (MDB Insight (now Deloitte) as part of the GHD team) were present during each of the interviews. The knowledge holders were provided with a Generic Interview Guide prior to the interview to provide background information on the Project and a general framework for the interview. At the start of each interview, the NWMO representative presented some high level information about the Project and if requested by the knowledge holder, more specific Project details. During the interviews, DPRA and MSB's peer review team representative asked questions identified in the Guide as well as more specific questions relevant to the community study. The NWMO representative took notes during the interviews and distributed the notes and any documents/links received from the knowledge holders to the consultants/peer review team members. DPRA and the peer review team had an opportunity to review and revise the notes as necessary. The interview notes were not shared with the knowledge holders for review. Information received from these interviews was used in the development of the study report.

Knowledge holder interviews were undertaken with the following organizations:

- Avon Maitland District School Board
- Ontario Youth Apprenticeship Program
- Bruce-Grey Catholic District School Board
- Four County Labour Marking Planning Board

At the time of writing this report, efforts made to follow-up and schedule interviews with the following schoolboards have not been successful:

- Huron-Perth Catholic District School Board
- Upper Grand District School Board

Bluewater District School Board declined to formally participate in an interview for the *Local/Regional Education Study*.

Further details on the knowledge holder interviews are provided in **Appendix B**.

2.2.2 Other Key Information and Data Sources

In order to identify information and data to support findings gathered from key knowledge holders, an iterative online search was conducted, starting with the websites for the individual school boards. Documents and data regarding the capacity and capacity-related initiatives for these school boards were collected. The information found in these sources also resulted in further research on:

- School board strategic plans and annual reports
- School board enrolment and utilization data and projections
- School board capital/facility and accommodation plans

Information collected through this process was then used to inform an understanding of the current state of local and regional education in the Study Area.

Other information and data sources that provided context for this study included:

- The *Labour Baseline Study*, *Workforce Development Study* and *Housing Needs and Demand Analysis Study* reports (Keir Corp., 2022a, 2022b, 2022c), *Land Use Study* (MHBC and DPRA, 2022) and *Infrastructure Baseline and Feasibility Study* (Morrison Hershfield, 2022)
- *Community Studies Planning Assumptions* (Confidential) (NWMO, October 2021)
- *South Bruce and Area Growth Expectations Memorandum* (metroeconomics, 2022a)
- *South Bruce and Area Growth Expectations with School Age Population Groupings Memorandum* (metroeconomics, 2022b)
- Growth and economic development strategies/plans for Bruce, Grey, Wellington, and Huron Counties
- 2016 Census data
- Ontario Ministry of Finance Population Projections
- Information provided by MSB and Huron Kinloss on the location of Mennonite schools
- Inventory of local schools
- Maps of elementary and secondary schools within each school board and other schools (e.g., Mennonite)

The MSB (metroeconomics, 2022a) prepared base case ('without the Project') projections for population, housing and employment for five local municipalities. A corresponding set of incremental 'anticipated Project effects' projections for each of these demographics was also prepared (metroeconomics, 2022a) utilizing MSB Project-related growth targets. metroeconomics also provided separately data on school age population groupings/projections for those five local municipalities (metroeconomics, 2022b). For this *Local/Regional Education Study*, metroeconomics' population and housing projections were incorporated in the analysis.

2.3 Assessment

Following completion of the data collection phase, the primary and secondary findings were reviewed to identify key themes. The findings were also analyzed with respect to relevant findings/Project assumptions reported in the *Labour Baseline Study*, *Workforce Development Study*, *Housing Needs and Demand Analysis Study*, *Infrastructure Baseline and Feasibility Study* and MSB's projections (see Section 4, below). When information from other community studies was included in this report to support findings and analysis, the content was sent to the relevant community study authors for validation. The findings were then triangulated to enhance the validity of the research by increasing the likelihood that the findings and the interpretations will be found credible and dependable. Three types of triangulation techniques were employed:

- Methodological – involves the use of more than one data collection technique
- Data – involves the use of multiple data sources or respondent groups
- Investigator – entails the involvement of two or more researchers/evaluators in the analysis

Data analysis involved identifying cross-cutting themes and areas of relative importance.

With respect to the effects assessment (see Section 5, below), knowledge holders and DPRA identified potential positive and negative effects they feel might occur as a result of the Project. The relative importance/priority of these effects was assessed in relation to the existing challenges facing the delivery of elementary and secondary education services and current initiatives to expand capacity, as well as the findings and assessment of the *Labour Baseline Study*, *Workforce Development Study*, *Housing Needs and Demand Analysis Study* reports and MSB's population and housing projections (metroeconomics, 2022a).

The options assessment in Section 6 builds on the effects assessment.

2.4 Limitations

There are several limitations that were encountered in conducting the research and analysis for the *Local/Regional Education Study* report.

1. Only a small number of knowledge holder interviews were completed (see Section 2.2.1 for details).
2. There is limited access to current enrolment and capacity data and projections across all school boards, private schools, and Mennonite schools.
3. Where projections are provided by school boards, they vary in timeframe and are relatively short term (i.e., longest available projection is to 2030) compared to the temporal boundaries defined for the Project.
4. Population projections for lower tier municipalities (census subdivisions) vary in availability and scope.

3. Existing Conditions

It is important to understand the existing context in which information for the study was collected and analyzed, and that may influence the potential effects of the Project (Section 5) and the potential options put forth for consideration (Section 6).

3.1 Overview of Local/Regional Education Services

There are six (6) school boards which serve the school age population within the Study Area. Table 1 illustrates how coverage of the municipalities within the Study Area are organized across the various school boards within the region:

Table 1: Education Service Boundaries Relevant to the Study Area

District School Board	Study Area
Bluewater District School Board Bruce-Grey Catholic District School Board	Bruce County: The MSB (including Teeswater, Mildmay and Formosa) Township of Huron-Kinloss (including Ripley, Lucknow) Municipality of Brockton (including Walkerton) Grey County: Town of Hanover Municipality of West Grey
Avon Maitland District School Board Huron-Perth Catholic District School Board	Huron County: Township of Howick Municipality of Morris-Turnberry Township of North Huron
Upper Grand District School Board Wellington Catholic District School Board	Wellington County: Town of Minto

Information gathered from knowledge holders specifies that the school age population has a right to attend elementary (Junior Kindergarten through Grade 8) and secondary (Grade 9 through Grade 12) schools within their neighbourhood boundaries and in turn, the school boards have a duty to accommodate all students. However, school boards only receive funding for infrastructure and operations from the province based on current enrolment data, rather than projections. Further, with this funding model, district school boards and catholic district school boards serving the same region accommodate students independently, based on their respective enrolment figures.

There are also approximately 102 private schools serving the broader region of Bruce County, Grey County, Huron County, and the Town of Minto (Wellington County), and several Mennonite schools. These schools are not required to accommodate new students. The Conseil scolaire catholique Providence (Csc Providence) also operates one (1) combined elementary and secondary school in the City of Owen Sound (which is located outside of the Study Area)³.

³ While it is foreseeable that students within the Study Area may seek to enroll in École Catholique Saint-Dominique-Savio under the Csc Providence school board, publicly available information and data on this school / school board was not identified for inclusion in this study.

3.2 Current Education Services – Bruce and Grey Counties

Bruce and Grey Counties are both served by the Bluewater District School Board and the Bruce-Grey Catholic District School Board and as such, provide coverage to the Study Area municipalities including the Municipality of South Bruce, the Township of Huron-Kinloss, Municipality of Brockton, Town of Hanover, and the Municipality of West Grey.

3.2.1 Bluewater District School Board

Bluewater District School Board profile:

- The school board operates 40 elementary schools and nine (9) secondary schools (Bluewater District School Board, 2021a).
- In 2021 the average daily enrolment for the school board was 12,261 elementary school students and 4,056 secondary school students (Ontario Ministry of Education, 2021).
- In 2019 the school board had an elementary school utilization rate⁴ of 82% and a secondary school utilization rate of 78% (Bluewater District School Board, 2019).
- The school board employs approximately 3,000 staff (Bluewater District School Board, 2021a).

3.2.1.1 Study Area Schools

As shown in Table 2, there are 13 elementary schools and three (3) secondary schools operated by the Bluewater District School Board that are attended by the school age population within the Study Area in Bruce County and Grey County. These schools have a total estimated enrolment of 4,166 students, with a total on-the-ground capacity of 5,527 and an overall utilization rate of 75%.

Elementary schools serving the Study Area have a total estimated enrolment of 3,010 with the capacity to accommodate 4,253 students. These schools have utilization rates ranging from 45% to 120% and have an overall utilization rate of 71%.

Secondary schools serving the Study Area have a total estimated enrolment of 1,156 with the capacity to accommodate 1,274 students. These schools have utilization rates ranging from 89% to 96% and have a total utilization rate of 91%.

Table 2: Bluewater District School Board Schools Serving the Study Area

School	Location	Servicing	Grade Levels	On the Ground Capacity	2018/19 Enrolment	2018/19 Utilization
Mildmay-Carrick Public School	Mildmay	MSB	JK – 8	268	167	62%
Hillcrest Central School	Teeswater	MSB	JK – 8	245	110	45%

⁴ Utilization Rate: Average daily enrolment divided by on-the-ground capacity.

School	Location	Servicing	Grade Levels	On the Ground Capacity	2018/19 Enrolment	2018/19 Utilization
Elgin Market Public School (French Immersion)	Kincardine	MSB Huron-Kinloss	JK – 6	222	266	120%
Kincardine District Senior School (elementary)	Kincardine	MSB Huron-Kinloss	7 – 8; 7 – 8 (FI)	161	0 ⁵	0%
Ripley-Huron Community School	Ripley	Huron-Kinloss	JK – 8	351	279	79%
Lucknow Central Public School	Lucknow	Huron-Kinloss	JK – 8	306	139	45%
Walkerton District Community School	Walkerton	Brockton	JK – 8	445	400	90%
Chesley District Community School	Chesley	Brockton	JK – 8	505	336	67%
Normanby Community School	Ayton	West Grey	JK – 8	317	190	60%
Spruce Ridge Community School	Durham	West Grey	JK – 8	516	389	75%
Dawnview Public School	Hanover	MSB Brockton West Grey Hanover	JK – 6; JK – 6 French Immersion (FI)	239	229	96%
John Diefenbaker Senior School (elementary)	Hanover	MSB Brockton West Grey Hanover	7 – 8; 7 – 8 (FI)	161	143	89%
Hanover Heights Community School	Hanover	West Grey Hanover	JK – 6	517	362	70%

⁵ Current data is not available but forecasted data is available. The facility planning strategy for Bluewater District School Board says that this school is operational as of 2018/19. It is technically combined with the Kincardine District Senior (Secondary) school, but they are treated differently in terms of enrolment and on-the-ground (OTG) capacity projections

School	Location	Servicing	Grade Levels	On the Ground Capacity	2018/19 Enrolment	2018/19 Utilization
Elementary Total				4253	3010	71%
Walkerton District Community Secondary School	Walkerton	Brockton MSB	9 – 12	468	425	91%
Kincardine District Senior School (secondary)	Kincardine	MSB Huron-Kinloss	9 – 12; 9 – 12 (FI)	567	502	89%
John Diefenbaker Senior School (secondary)	Hanover	MSB Brockton West Grey Hanover	9 – 12; 9 – 12 (FI)	239	229	89%
Secondary Total				1274	1156	91%
Overall Total				5527	4166	75%

(Bluewater District School Board, 2020; 2022a)

3.2.1.2 Capital Priorities and Initiatives

Bluewater District School Board received approval for a new elementary school for 236 students in the town of Markdale, as a replacement for the Beavercrest Community School. However, based on updated enrolment estimates the school board submitted a letter to the Ministry of Education requesting a scope increase to be able to accommodate 328 students (Bluewater District School Board, 2022b). The school board has also received approval for a new secondary school for 881 students to replace the Kincardine District Secondary School (Bluewater District School Board, 2021b).

The school board submitted a business case to the Ministry of Education for approval to consolidate three (3) elementary schools in Kincardine (Kincardine Township-Tiverton Public School, Elgin Market Public School, and Huron Heights Public School) into one (1) new school (Bluewater District School Board, 2022c). The school board also submitted a business case to consolidate two (2) elementary schools in the Dundalk area (Dundalk and Proton Community School and Highpoint Community School) into one (1) new school (Bluewater District School Board, 2021d).

3.2.2 Bruce-Grey Catholic District School Board

Bruce-Grey Catholic District School Board profile:

- The school board operates 11 elementary schools and two (2) secondary schools, with 25 portable classrooms in use across the school board⁶ (Lantz et al., 2021).
- In 2021 the average daily enrolment for the school board was 2,979 elementary school students and 1,509 secondary school students (Ontario Ministry of Education, 2021).

⁶ Publicly available information on the overall usage of portable classrooms was not identified for other school boards serving the Study Area.

- In 2021 the school board had an elementary school utilization rate of 108% and a secondary school utilization rate of 117% (Lantz et al., 2021).
- The school board employs approximately 598 staff (Lantz et al., 2021).

3.2.2.1 Study Area Schools

As shown in Table 3, there are eight (8) elementary schools and one (1) secondary school operated by the Bruce-Grey Catholic District School Board that are attended by the school age population within the Study Area in Bruce County and Grey County. Capacity, enrolment, and utilization statistics are not publicly available at the school level.⁷

Table 3: Bruce-Grey Catholic District School Board Schools Serving the Study Area

School	Location	Servicing	Grade Levels
École Immaculée-Conception	Formosa	MSB Huron-Kinloss	JK – 8 (FI)
Sacred Heart Catholic School	Teeswater	MSB Brockton Huron-Kinloss	JK – 8
Sacred Heart Catholic School	Mildmay	MSB Minto	JK – 8
St. Anthony's Catholic School	Kincardine	Huron-Kinloss	JK – 8 (FI)
Mary Immaculate Catholic School	Chepstow (Brockton)	Brockton West Grey	JK – 8
St. Teresa of Calcutta Catholic School	Walkerton	Brockton	JK – 8
St. Peter & St. Paul's Catholic School	Durham	West Grey	JK – 8
Holy Family Catholic School	Hanover	MSB Brockton Huron-Kinloss West Grey Hanover	JK – 8
Sacred Heart High School	Walkerton	MSB Brockton Huron-Kinloss West Grey Hanover	9 – 12

(Bruce-Grey Catholic District School Board, 2022)

⁷ A request has been made to the Bruce-Grey Catholic District School Board for data associated with capacity, enrollment, and utilization at the school-level. However, at the time of writing this report the data has not yet been received.

3.2.2.2 Capital Priorities and Initiatives

Bruce-Grey Catholic District School Board has received approval from the Ministry of Education for an eight-room classroom and a four-room childcare addition for St. Anthony’s Catholic School in Kincardine and is currently seeking to contract this work. The school board also received approval for an addition for St. Mary’s High School in the City of Owen Sound (which is located outside of the Study Area) and is working in partnership with the Ministry of Education and staff at Infrastructure Ontario to pursue this initiative. The school board has also designated capital funding to ensure both elementary and secondary school students have greater access to technology (Lantz et al., 2021).

3.2.3 Study Area Summary – Bruce and Grey Counties

Overall, the current capacity at the schools that service the Study Area within Bruce and Grey counties appears to be adequate. When looking at the current enrolment statistics at the Bluewater District School Board, there seems to be 1,243 available elementary student spaces and 118 available secondary school spaces. Though capacity and utilization rates at the Bruce-Grey Catholic District School Board are not publicly available, information gathered through a knowledge holder interview indicates that the school board does not have high utilization rates in all schools despite having a total utilization rate that is over 100%. Table 4 provides a summary of the schools and utilization statistics by lower-tier municipality where available⁸:

Table 4: # of Schools, Utilization Rate, Available Spaces by Lower-Tier Municipalities-Bruce & Grey Counties

Lower-Tier Municipality	Number of Schools	Utilization Rate	Available Spaces
Municipality of South Bruce	6 Public Elementary Schools	71%	381
	3 Public Secondary Schools	91%	118
	3 Catholic Elementary Schools	-	-
	1 Catholic Secondary School	-	-
Brockton	4 Public Elementary Schools	82%	242
	2 Public Secondary Schools	93%	53
	4 Catholic Elementary Schools	-	-
	1 Catholic Secondary School	-	-
Huron-Kinloss	4 Public Elementary Schools	66%	356
	1 Public Secondary Schools	89%	65
	4 Catholic Elementary Schools	-	-
	1 Catholic Secondary School	-	-
West Grey	3 Public Elementary Schools	70%	409
	1 Public Secondary School	95%	10
	3 Catholic Elementary Schools	-	-
	1 Catholic Secondary School	-	-
Hanover	3 Public Elementary Schools	80%	183
	1 Public Secondary School	95%	10
	1 Catholic Elementary School	-	-
	1 Catholic Secondary School	-	-

⁸ It is important to note that school boundaries do not always align with municipal boundaries and many schools service multiple municipalities at once. For this reason, the statistics by lower-tier municipality may count the same school multiple times. Therefore, the total number of schools, and the relative statistics may not align with the statistics presented in Tables 3 and 4.

3.3 Current Education Services – Huron County

Huron County is served by the Avon Maitland District School Board and the Huron-Perth Catholic District School Board which provide coverage to several Study Area municipalities including the Township of North Huron, Municipality of Morris-Turnberry, and Township of Howick.

3.3.1 Avon Maitland District School Board

Avon Maitland District School Board profile:

- The school board operates 32 elementary schools and nine (9) secondary schools (Avon Maitland District School Board, 2021a).
- In 2021 the average daily enrolment for the school board was 10,183 elementary school students and 4,570 secondary school students (Ontario Ministry of Education, 2021).
- In 2021 the school board had an elementary school utilization rate of 79% and a secondary school utilization rate of 69% (Avon Maitland District School Board, 2021b).
- The school board employs approximately 2,700 staff (Avon Maitland District School Board, 2021a).

3.3.1.1 Study Area Schools

As seen in Table 5, there are four (4) elementary schools and two (2) secondary schools operated by the Avon Maitland District School Board that are attended by the school age population within the Study Area in Huron County. These schools have a total estimated enrolment of 2,339 students, with a total on-the-ground capacity of 3,438 and an overall utilization rate of 68%.

Elementary schools serving the Study Area have a total estimated enrolment of 1,286 with the capacity to accommodate 1,518 students. These school have utilization rates ranging from 81% to 98% and have a total utilization rate of 85%.

Secondary schools serving the Study Area have a total estimated enrolment of 1,053 with the capacity to accommodate 1,920 students. These school have utilization rates ranging from 56% to 86% and an overall utilization rate of 55%, which appears to be the result of the relatively low utilization rate of F.E. Madill Secondary School in North Huron.

Table 5: Avon Maitland District School Board Schools Serving the Study Area

School	Location	Servicing	Grade Levels	On the Ground Capacity	2020/21 Enrolment	2020/21 Utilization
Brookside Public School	Lucknow	North Huron	JK – 8	305	248	81%
Howick Central Public School	Gorrie	Howick	JK – 8	420	322	77%
Hullett Central Public School	Londesborough	North Huron	JK – 8	259	255	98%
Maitland River	Wingham	North Huron Morris-Turnberry	JK – 6	534	461	86%
Elementary Total				1518	1286	85%
F. E. Madill Secondary School	Wingham	North Huron Morris-Turnberry Howick	7 – 12	1041	582	56%
Central Huron Secondary School	Clinton	North Huron	9 – 12	879	471	86%
Secondary Total				1920	1053	55%
Overall Total				3438	2339	68%

(Avon Maitland District School Board, 2021; 2022)

3.3.1.2 Capital Priorities and Initiatives

As of 2021, the Avon Maitland District School Board had submitted proposals for an addition to the Avon Public School in Stratford to increase on-the-ground capacity by 95 spaces, as well as an addition to increase the Listowel Eastdale Public School capacity by 98 spaces and 49 childcare spaces (Avon Maitland District School Board, 2021b). Both schools are located outside of the Study Area.

The school board is implementing a Long-Term Accommodation Plan (LTAP) over three years. This involves the use of a software tool for sharing relevant data and information with schools and communities that support student accommodation decisions. The school board has also put in place a new Boundary Review Administrative Procedure and is currently the process of conducting a boundary review of North Perth (Avon Maitland District School Board, 2021a), which concerns boundaries located outside of the Study Area.

3.3.2 Huron-Perth Catholic District School Board

Huron-Perth District School Board profile:

- The school board operates 16 elementary schools and two (2) secondary schools (Roehrig & Van Loon, 2021).
- In 2021 the average daily enrolment for the school board was 3,310 elementary school students and 1,356 secondary school students (Ontario Ministry of Education, 2021).
- In 2019 the school board had an elementary school utilization rate of 82% and a secondary school utilization rate of 78% (Roehrig & Van Loon, 2021).
- The school board employs approximately 568 staff (Roehrig & Van Loon, 2021).

3.3.2.1 Study Area Schools

As shown in Table 6, there are three (3) elementary schools and one (1) secondary school operated by the Huron-Perth Catholic District School Board that are attended by the school age population within the Study Area in Huron County. These schools have a total estimated enrolment of 1,310 students, with a total on-the-ground capacity of 1,393 and an overall utilization rate of 94%.

Elementary schools serving the Study Area in Huron County have a total estimated enrolment of 721 with the capacity to accommodate 805 students. These schools have utilization rates ranging from 77% to 99% and have an overall utilization rate of 71%.

The only secondary school serving the Study Area in Huron County has a total estimated enrolment of 588 with the capacity to accommodate 589 students; this school has a 100% utilization rate.

Table 6: Huron-Perth Catholic District School Board Schools Serving the Study Area

School	Location	Servicing	Grade Levels	On the Ground Capacity	2020/21 Enrolment	2020/21 Utilization
St. Joseph's, Clinton	Clinton	North Huron	JK – 8	225	223	99%
St. Mary's, Goderich (French Immersion)	Goderich	North Huron (FI) Morris-Turnberry (FI) Howick (FI)	JK – 8	343	316	92%
Sacred Heart, Wingham	Wingham	North Huron Morris-Turnberry Howick	JK – 8	237	182	77%
Elementary Total				805	721	90%
St. Anne's Catholic Secondary Clinton	Clinton	North Huron Morris-Turnberry Howick	9 – 12	588	589	100%
Secondary Total				588	589	100%
Overall Total				1393	1310	94%

(Roehrig & Van Loon, 2021; Huron-Perth Catholic District School Board 2022)

3.3.2.2 Capital Priorities and Initiatives

As of 2021, anticipated capital work for the Huron-Perth District School Board includes a variety of school condition improvements and school renewal projects (Roehrig & Van Loon, 2021).

3.3.3 Study Area Summary – Huron County

Overall, the current capacity of the schools that service the Study Area within Huron County appears to be adequate for the public school board, but close to capacity at the catholic school board. When looking at the current enrolment statistics for the Avon Maitland District School Board, there appear to be 232 available elementary student spaces and 867 available secondary school spaces for students living within the Study Area.

At the Huron-Perth Catholic District School Board, there are 84 available spaces at the elementary level, and the only high school servicing the lower-tier municipalities of the Study Area is over capacity by one (1) student. Table 7 provides a summary of the schools and utilization statistics by lower-tier municipality⁹.

Table 7: Number of Schools, Utilization Rate, and Available Spaces by Lower-Tier Municipalities in Huron County

Lower-Tier Municipality	Number of Schools	Utilization Rate	Available Spaces
North Huron	3 Public Elementary Schools	88%	228
	2 Public Secondary Schools	85%	867
	3 Catholic Elementary Schools	90%	84
	1 Catholic Secondary School	100%	-1
Morris-Turnberry	1 Public Elementary School	86%	73
	1 Public Secondary School	56%	459
	2 Catholic Elementary Schools	86%	82
	1 Catholic Secondary Schools	100%	-1
Howick	1 Public Elementary School	77%	98
	1 Public Secondary School	56%	459
	2 Catholic Elementary School	86%	82
	1 Catholic Secondary School	100%	-1

3.4 Current Education Services – Wellington County

Wellington County is served by the Upper Grand District School Board and the Wellington Catholic District School Board that provide coverage to the Town of Minto, which is the only lower-tier municipality of Wellington County within the Study Area.

⁹ It is important to note that school boundaries do not always align with municipal boundaries and many schools service multiple municipalities at once. For this reason, the statistics by lower-tier municipality may count the same school multiple times. Therefore, the total number of schools, and the relative statistics may not align with the statistics presented in Tables 6 and 7.

3.4.1 Upper Grand School Board

Upper Grand School Board profile:

- The school board operates 65 elementary schools and 11 secondary schools (Upper Grand District School Board, 2021).
- In 2021 the average daily enrolment for the school board was 23,654 elementary school students and 10,671 secondary school students (Ontario Ministry of Education, 2021).
- In 2019 the school board had an elementary school utilization rate of 91% and a secondary school utilization rate of 99% (Upper Grand District School Board, 2022).
- The school board employs approximately 4,721 staff (Upper Grand District School Board, 2021).

3.4.1.1 Study Area Schools

As shown in Table 8, there are two (2) elementary schools and one (1) secondary school operated by the Upper Grand District School Board that are attended by the school age population within the Study Area in Wellington County. These schools have a total estimated enrolment of 1,577 students, with a total on-the-ground capacity of 1,901 and an overall utilization rate of 83%.

Elementary schools serving the Study Area have a total estimated enrolment of 926 with the capacity to accommodate 936 students. These schools have utilization rates ranging from 91% to 113% and an overall utilization rate of 101%.

The sole secondary school serving the Study Area has a total estimated enrolment of 641 with the capacity to accommodate 975 students. This school has a 66% utilization rate.

Table 8: Upper Grand District School Board Schools Serving the Study Area

School	Location	Servicing	Grade Levels	On the Ground Capacity	2021 Enrolment	2021 Utilization
Minto Clifford Central Public School	Harriston	Minto	JK – 8	500	453	91%
Palmerston Public School	Palmerston	Minto	JK – 8	426	483	113%
Elementary Total				926	936	101%
Norwell District Secondary School	Mapleton	Minto	9 – 12	975	641	66%
Secondary Total				975	641	66%
Overall Total				1901	1577	83%

(Upper Grand District School Board, 2021; 2022)

3.4.1.2 Capital Priorities and Initiatives

As of 2021 there were no planned capital initiatives or priorities identified for the schools serving the Town of Minto (Upper Grand District School Board, 2021; 2018).

3.4.2 Wellington Catholic District School Board

Wellington Catholic District School Board profile:¹⁰

- The school board operates 18 elementary schools and four (4) secondary schools (Wellington Catholic District School Board, 2021).
- In 2019 the average daily enrolment for the school board was 5,810 elementary school students and 2,239 secondary school students (Wellington Catholic District School Board, 2021).
- The school board employs approximately 855 staff (Wellington Catholic District School Board, 2021).

3.4.2.1 Study Area Schools

As shown in Table 9, there are two (2) elementary schools and one (1) secondary school operated by the Wellington Catholic District School Board that are attended by the school age population within the Study Area in Wellington County. These schools have a total estimated enrolment of 1,234 students, with a total on-the-ground capacity of 1,505 and an overall utilization rate of 82%.

Elementary schools serving the Study Area have a total estimated enrolment of 379 with the capacity to accommodate 510 students. These school have utilization rates ranging from 69% to 79% and an overall utilization rate of 74%.

The sole secondary school serving the Study Area has a total estimated enrolment of 855 with the capacity to accommodate 995 students. This school has an 86% utilization rate.

Table 9: Wellington Catholic District School Board Schools Serving the Study Area

School	Location	Servicing	Grade Levels	On the Ground Capacity	2019 Enrolment	2019 Utilization
St. John Catholic School	Arthur	Minto	JK – 8	243	168	69%
St. Mary's Catholic School	Mount Forest	Minto	JK – 8	267	211	79%
Elementary Total				510	379	74%
St. James Catholic High School	Guelph	Minto	9 – 12	995	855	86%
Secondary Total				995	855	86%
Overall Total				1505	1234	82%

(Wellington Catholic District School Board 2019; 2022)

3.4.2.2 Capital priorities and Initiatives

As 2021, the Wellington Catholic District School Board had not identified capital initiatives or priorities planned for schools serving the Town of Minto (Wellington Catholic District School Board, 2021).

¹⁰ At the time of writing this report, publicly available information on overall elementary and secondary school utilization rates across the Wellington Catholic District School Board could not be identified.

3.4.3 Study Area Summary – Wellington County

Overall, the current capacity at the schools that service the Town of Minto in Wellington County appears to be adequate with the exception of elementary schools in the public school board. The schools that service the Town of Minto in the Upper Grand District School Board, are over capacity by 10 students at the elementary level (101% capacity), and under capacity by 334 at the secondary school level (66% capacity). In the Wellington Catholic District School Board, there appear to be 131 available spaces at the elementary school level (74% capacity), and 140 spaces available at the secondary level (82% capacity).

3.5 Local and Regional Private and Mennonite Schools

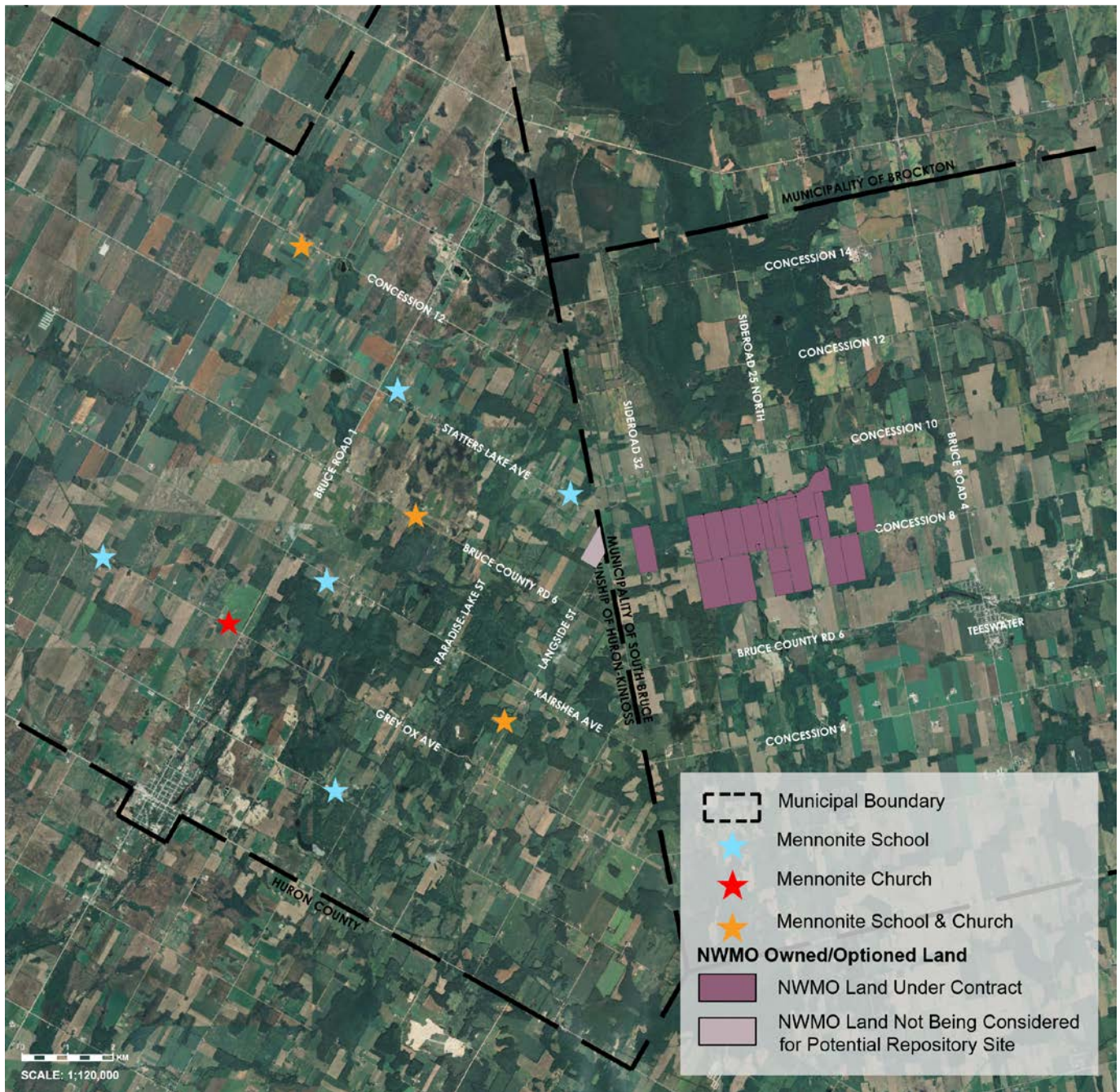
3.5.1 Local Mennonite Schools

Based on information shared with the NWMO (MSB 2021; Township of Huron-Kinloss 2021), it is understood that there are eight (8) Mennonite schools in the Municipality of South Bruce and the Township of Huron-Kinloss, with seven (7) being in the Township of Huron-Kinloss to the west of the potential Project site, and one (1) in the MSB.¹¹

Figure 2 shows the location of Mennonite schools and churches in relation to the potential Project site.

¹¹ The Mennonite school located in MSB is in the Mildmay vicinity. Information on the location of other Mennonite schools that may be located within the Study Area could not be confirmed at the time of writing.

Figure 2: Map of Mennonite Schools and Churches in Relation to the Potential Project Site



Source: MHBC and DPRA 2022

3.5.2 Overview of Local and Regional Private Schools

Table 10 below provides a list of the private schools located in Bruce County, Grey County, Huron County, and the Town of Minto in Wellington County, and identifies enrolment estimates for each school. This table includes the Mennonite schools located within the Municipality of South Bruce (Shekinah Christian School in Mildmay) and the Township of Huron-Kinloss (7 parochial schools in Holyrood), which are discussed in Section 3.5.1, as well as Amish schools within the study area. Enrolment projections are not available for Mennonite and other private schools.

Table 10: List of Local and Regional Private and Mennonite Schools

School Name	Type of School	Location	Municipality	Enrolment Estimate (2019-20)
Bruce County				
Shekinah Christian School	Elementary/Secondary	Mildmay N0G2J0	MSB	10
At Last Forest School Kincardine	Elementary	Ripley N0G2R0	Huron-Kinloss	10
Oak Creek Parochial School	Elementary	Ripley N0G2R0	Huron-Kinloss	10
Black Creek Parochial	Elementary	Holyrood N0G2B0	Huron-Kinloss	10
Centre Kinloss Parochial School	Elementary	Holyrood N0G2B0	Huron-Kinloss	25
Holyrood East Parochial School	Elementary	Holyrood N0G2B0	Huron-Kinloss	<10
Huron Hills Parochial School	Elementary	Holyrood N0G2B0	Huron-Kinloss	10
Meadow Crest Parochial School	Elementary	Holyrood N0G2B0	Huron-Kinloss	unknown
Silver Lake Parochial School	Elementary	Holyrood N0G2B0	Huron-Kinloss	15
Creek Bank Parochial	Elementary	Lucknow N0G2H0	Huron-Kinloss	10
Fairview Amish Private School	Elementary	Lucknow N0G2H0	Huron-Kinloss	10
Langside Parochial	Elementary	Lucknow N0G2H0	Huron-Kinloss	<10
Maple Grove Parochial School	Elementary	Lucknow N0G2H0	Huron-Kinloss	<10
Pine Mountain	Elementary	Lucknow N0G2H0	Huron-Kinloss	<10
Prairie View School	Elementary	Lucknow N0G2H0	Huron-Kinloss	10
St. Helen's Parochial School	Elementary	Lucknow N0G2H0	Huron-Kinloss	20
Todd Parochial	Elementary	Lucknow N0G2H0	Huron-Kinloss	25
Whitechurch Christian Day School	Elementary	Lucknow N0G2H0	Huron-Kinloss	<10
West Bentinck Amish Parochial School	Elementary	Elmwood N0G1S0	Brockton	15
Thornhill Amish Private School	Elementary	Chepstow N0G1K0	Brockton	unknown
Grey County				
Neustadt Horizon Parochial School	Elementary	Ayton N0G1C0	West Grey	30
Edge Hill Country School	Elementary	Durham N0G1R0	West Grey	60

School Name	Type of School	Location	Municipality	Enrolment Estimate (2019-20)
Ethnos Academy	Elementary/ Secondary	Durham N0G1R0	West Grey	<10
Riverstone Eco Retreat School	Elementary	Durham N0G1R0	West Grey	unknown
At Last Forest School – Saugeen Valley	Elementary	Hanover N4N3B8	Hanover	<10
Huron County				
Fordyce Parochial School	Elementary	Wingham N0G2W0	North Huron	<10
Hidden Valley Amish Private School	Elementary	Lucknow N0G2W0	North Huron	30
Protestant Reformed School in Wingham	Elem/Sec	Wingham N0G2W0	North Huron	10
Salem Valley Parochial School	Elementary	Wingham N0G2W0	North Huron	30
South Belmore Parochial School	Elementary	Wingham N0G2W0	North Huron	40
Triple Hills	Elementary	Wingham N0G2W0	North Huron	<10
Turnberry Parochial School	Elementary	Wingham N0G2W0	North Huron	15
Wingham Baptist Church School	Elementary/ Secondary	Wingham N0G2W0	North Huron	<10
Howick Maples Parochial School	Elementary	Gorrie N0G1X0	Howick	45
Cedar Springs Parochial School	Elementary	Wroxeter N0G2X0	Howick	35
Poplar Grove Parochial School	Elementary	Wroxeter N0G2X0	Howick	10
Whispering Spruce	Elementary	Wroxeter N0G2X0	Howick	<10
Wellington County				
Maple Lane	Elementary	Clifford N0G1M0	Town of Minto	<10
McIntosh Valley	Elementary	Clifford N0G1M0	Town of Minto	10
Cedarvale Christian School	Elem/Sec	Harriston N0G1Z0	Town of Minto	<10
Clifford Amish Parochial #2	Elementary	Harriston N0G1Z0	Town of Minto	<10
Glenlee Parochial School	Elementary	Harriston N0G1Z0	Town of Minto	45
Minto Meadow Parochial School	Elementary	Harriston N0G1Z0	Town of Minto	35
The Owl's Nest Holistic Alternative School	Elementary	Harriston N0G1Z0	Town of Minto	unknown
Woodland Corners Parochial School	Elementary	Harriston N0G1Z0	Town of Minto	30

(Ontario Ministry of Education, 2021; 2022)

3.6 Population and Enrolment Projections

The following sections summarize the projected school age population growth by cohort for the municipalities that fall within the Study Area. Additionally, enrolment and utilization projections for school boards serving the Study Area are summarized wherever these statistics have been made publicly available.¹²

Municipal population projections (referencing lower-tier municipalities) with age cohorts are integral to the *Local/Regional Education Study* as they inform an understanding of school age population growth over the temporal boundaries associated with the Project. Given that cohort data for lower-tier municipalities was not identified through publicly available information, municipal age cohorts for population projections were estimated by mapping the total population projections from County Official Plans and Growth Management Strategies (Bruce County, 2021; Watson & Associates Economists Ltd., 2021; County of Huron, 2021; and Hemson Consulting Ltd., 2021) onto projected cohort ratios at the county level published by the Ontario Ministry of Finance in 2021. Further to this, data projections reflecting the overall school age population (age 4 to 19), as well as the elementary school (age 4 to 13) and secondary school (age 14 to 19) age populations for five of the municipalities within the study area were provided by metroeconomics (2022b). These projections are included where information was made available (for the Municipality of South Bruce, Township of Huron-Kinloss, Municipality of Brockton, Township of North Huron, and Municipality of Morris-Turnberry).

3.6.1 Population and Enrolment Projections – Bruce and Grey Counties

Given that Bruce and Grey Counties have overlapping school boards (Bluewater District School Board and Bruce-Grey Catholic District School Board) information on population and enrolment projections for both Counties are presented together. Huron County data is presented in Section 3.3; Wellington County is presented in Section 3.4.

3.6.1.1 Population Projections

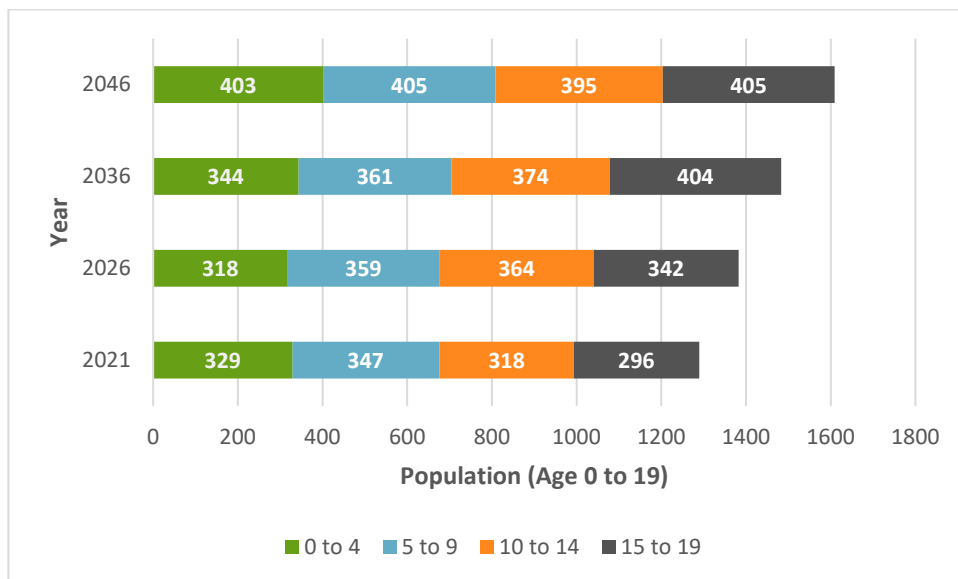
Overall, the 0-19 population in the MSB, the Township of Huron-Kinloss, Municipality of Brockton, and the Municipality of West Grey is expected to grow by 1,934 from 2021 to 2046, which represents an overall growth of 25%. The breakdown by age cohort is as follows:

- 0 to 4 population is expected to grow by 24%
- 5 to 9 population is expected to grow by 19%
- 10 to 14 population is expected to grow by 24%
- 15 to 19 population is expected to grow by 34%

Figure 3 shows that the school age population in the MSB is forecasted to increase by 320 between 2021 and 2046. This represents a growth of 25%.

¹² Across the Study Area school boards, various school boards have published enrolment projections for certain years but not others, or have not made any enrolment projections publicly available in some instances.

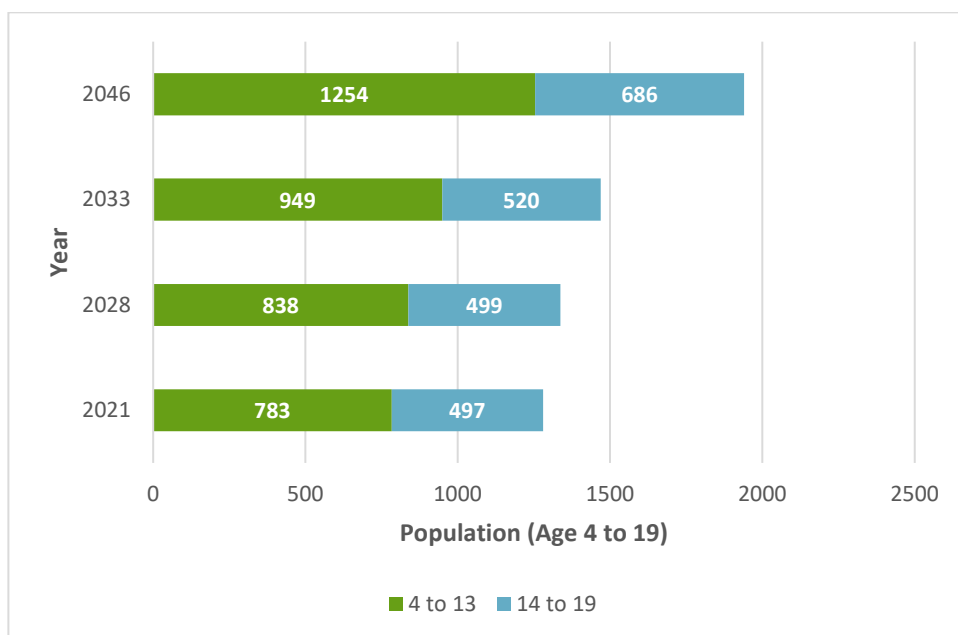
Figure 3: Municipality of South Bruce Projections by Age Cohort



Source: DPRA (2022) using data from Bruce County (2021) and Ontario Ministry of Finance (2021)

Figure 4 shows that the elementary school age population (age 4 to 13 years) in the MSB is forecasted to increase by 471 between 2021 and 2046, while the secondary school age population (age 14 to 19 years) is forecasted to increase by 189. This represents a growth of 60% and 38% respectively (metroeconomics, 2022b).

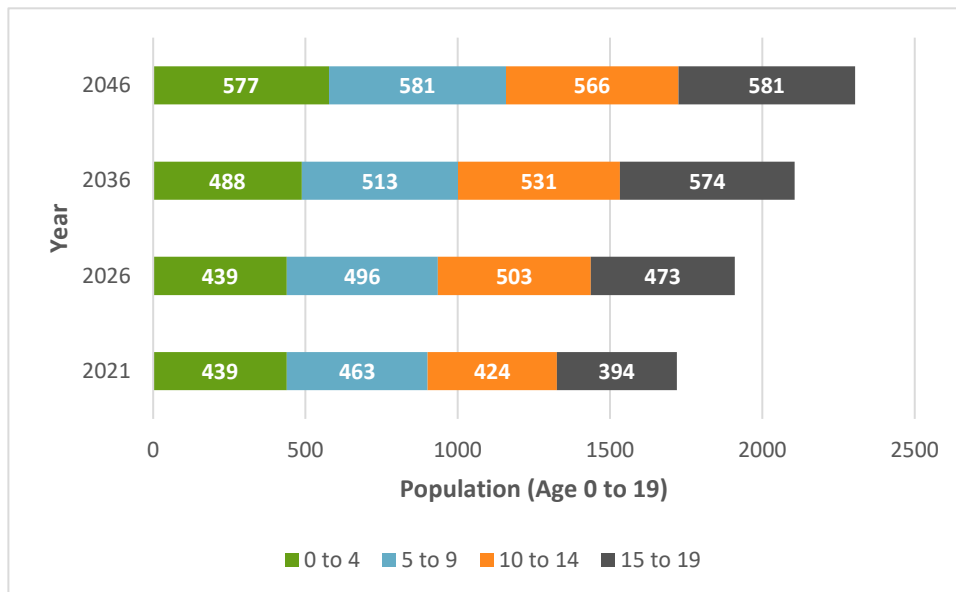
Figure 4: Municipality of South Bruce Projections by Age Cohort Projections by Elementary and Secondary Age Groups



Source: metroeconomics (2022b)

Figure 5 shows that the school age population in the Township of Huron-Kinloss is forecasted to increase by 586 between 2021 and 2046. This represents a growth of 34%.

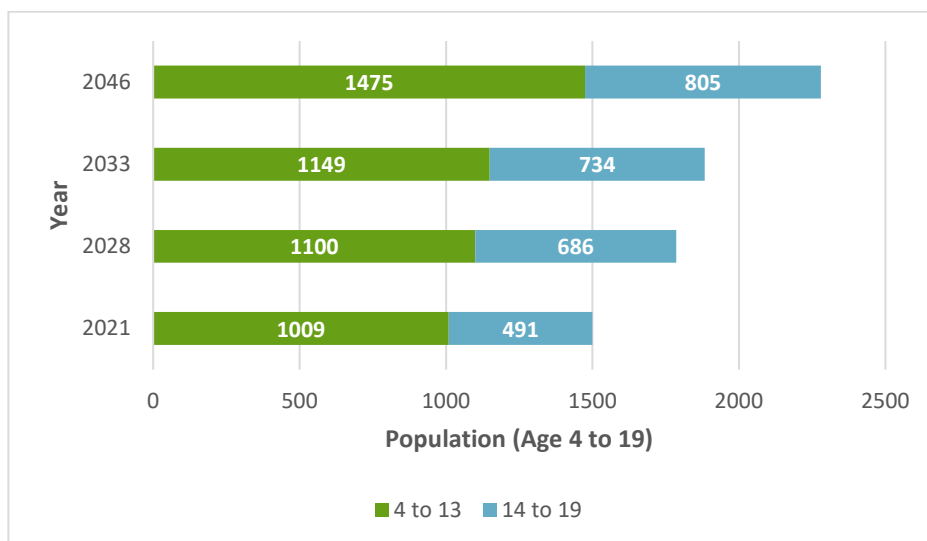
Figure 5: Township of Huron-Kinloss Projections by Age Cohort



Source: DPRA (2022) using data from Bruce County (2021) and Ontario Ministry of Finance (2021)

Figure 6 shows that the elementary school age population (age 4 to 13) in Huron-Kinloss is forecasted to increase by 466 between 2021 and 2046, while the secondary school age population (age 14 to 19) is forecasted to increase by 314. This represents a growth of 46% and 64% respectively (metroeconomics, 2022b).

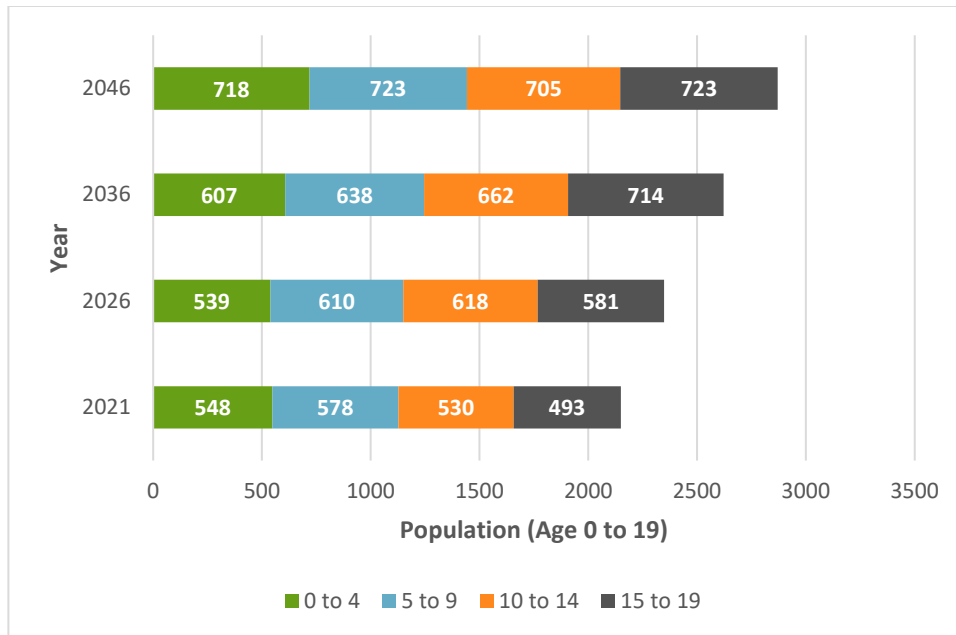
Figure 6: Township of Huron-Kinloss Projections by Age Cohort Projections by Elementary and Secondary Age Groups



Source: metroeconomics (2022b)

Figure 7 shows that the school age population in the Municipality of Brockton is forecasted to increase by 721 between 2021 and 2046. This represents a growth of 34%.

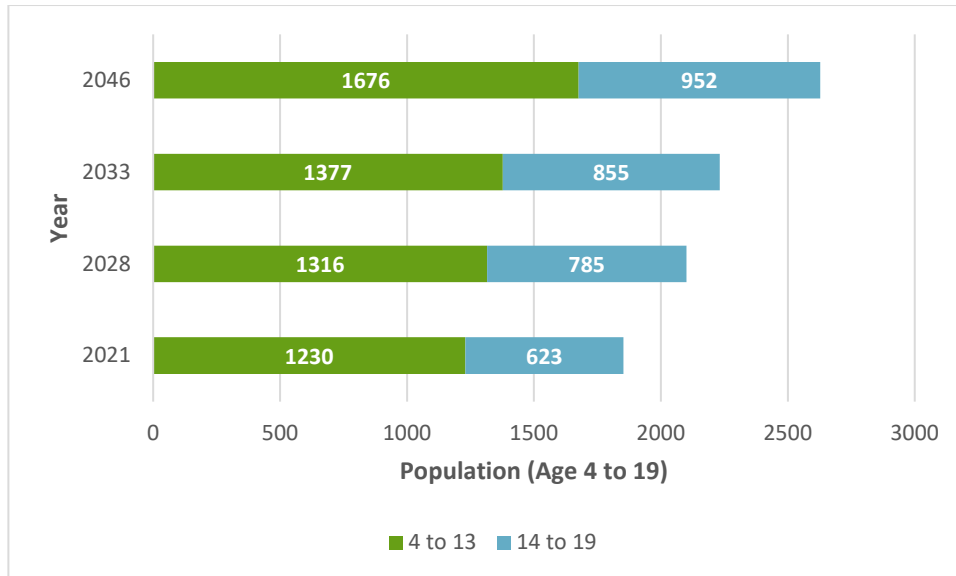
Figure 7: Municipality of Brockton Projections by Age Cohort



Source: DPRA (2022) using data from Bruce County (2021) and Ontario Ministry of Finance (2021)

Figure 8 shows that the elementary school age population (age 4 to 13) in Brockton is forecasted to increase by 446 between 2021 and 2046, while the secondary school age population (age 14 to 19) is forecasted to increase by 329. This represents a growth of 36% and 53% respectively (metroeconomics, 2022b).

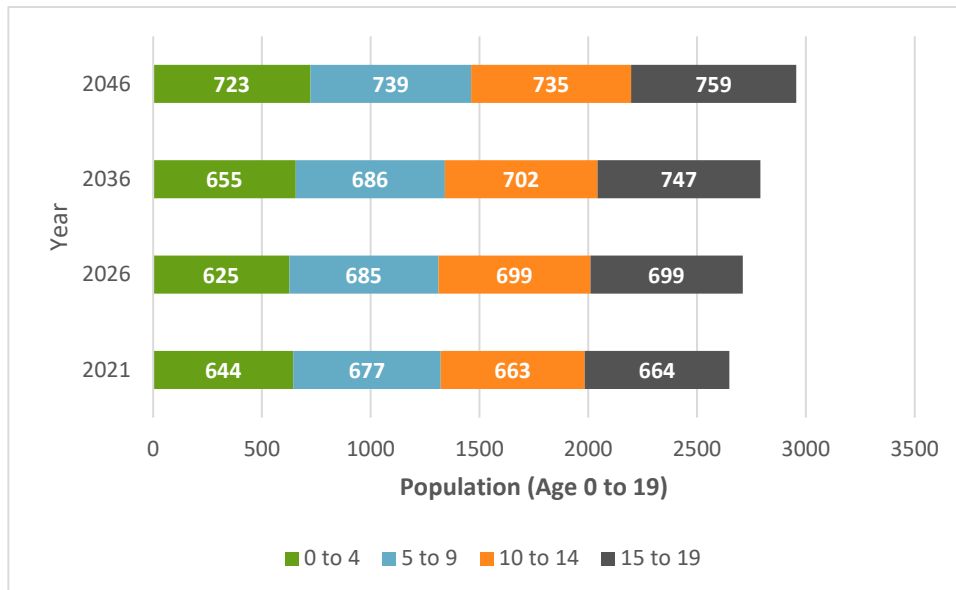
Figure 8: Municipality of Brockton Projections by Age Cohort Projections by Elementary and Secondary Age Groups



Source: metroeconomics (2022b)

Figure 9 shows that the school age population in the Municipality of West Grey is forecasted to increase by 307 between 2021 and 2046. This represents a growth of 12%.

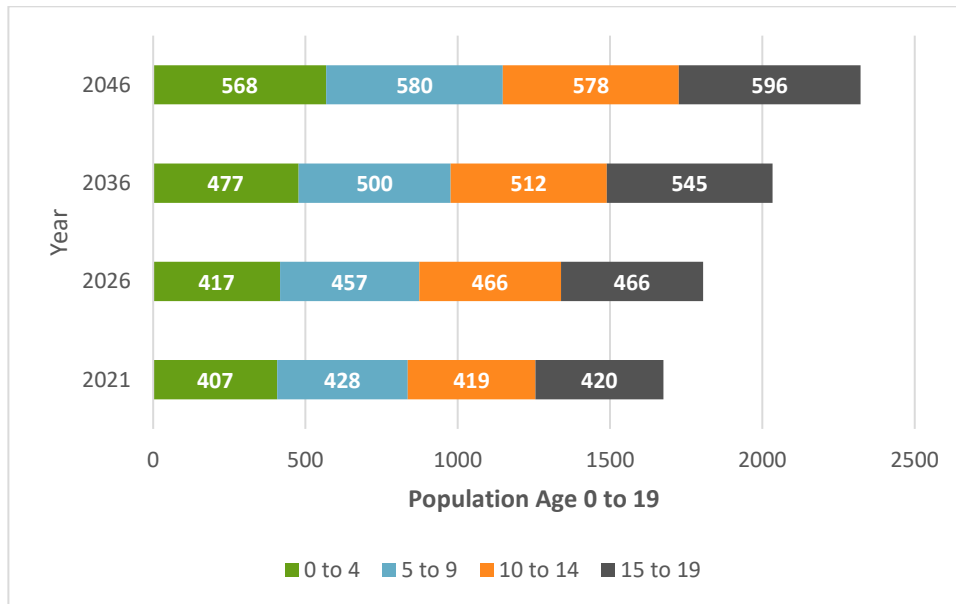
Figure 9: Municipality of West Grey Projections by Age Cohort



Source: DPRA (2022) using data from Hemson Consulting Ltd. (2021) and Ontario Ministry of Finance (2021)

Figure 10 shows that the school age population in the Town of Hanover is forecasted to increase by 647 between 2021 and 2046. This represents a growth of 39%.

Figure 10: Town of Hanover Projections by Age Cohort

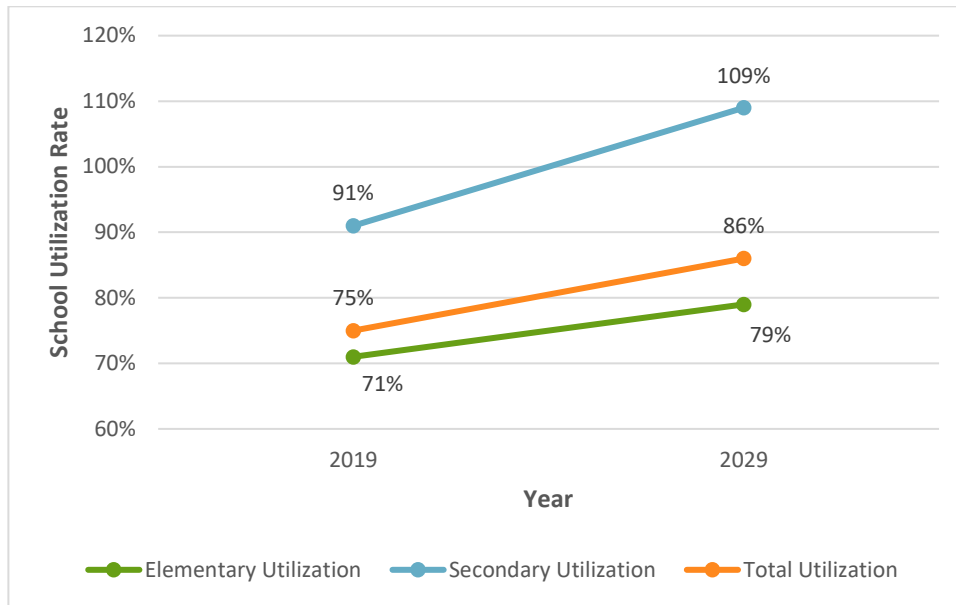


Source: DPRA (2022) using data from Hemson Consulting Ltd. (2021) and Ontario Ministry of Finance (2021)

3.6.1.2 Enrolment Projections

As shown in Figure 11, Bluewater District School Board (2019) has forecasted that the overall utilization rate of the schools servicing the Study Area will increase from 75% to 86% between 2019 and 2029. This utilization rate would represent 788 overall available spaces in the relevant schools. However, there is a considerable difference between the elementary and secondary levels of utilization. Elementary levels are expected to increase to 79% utilization, representing 906 available spaces in 2029. Whereas the secondary level utilization rate is expected to increase to 109%, meaning that secondary schools are expected to be over capacity by 118 student spaces.

Figure 11: Bluewater District School Board Projected Utilization Rates for Study Area Schools



Source: Bluewater District School Board (2020)

Enrolment and utilization forecasts are not publicly available for the Bruce-Grey Catholic District School Board. This information has been requested from a knowledge holder affiliated with the school board, but had not yet been obtained at the time of writing this report. Any additional information received prior to this report being finalized will be incorporated into the analysis.

3.6.1.3 Summary

The 0-19 population in the MSB, Township of Huron-Kinloss, Municipality of Brockton, Municipality of West Grey, and Town of Hanover is expected to increase by 27% over the next 25 years. According to the enrolment projections from Bluewater District School Board, there will be a need for additional infrastructure to support secondary school capacity over the next 10 years.

3.6.2 Population and Enrolment Projections – Huron County

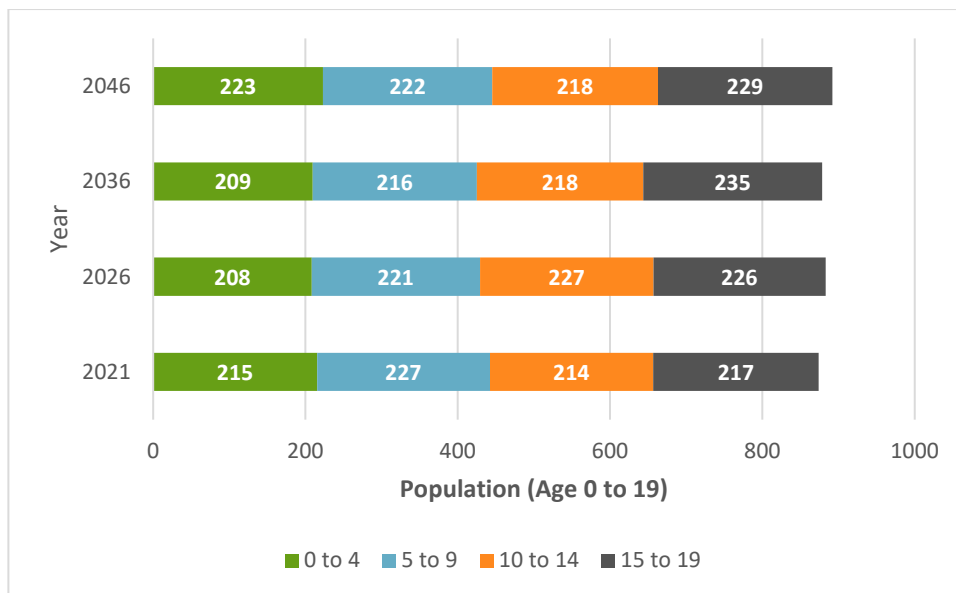
3.6.2.1 Population Projections

In Huron County, the 0-19 population within the Township of North Huron, the Municipality of Morris-Turnberry, and the Township of Howick is expected to stay relatively stable from 2021 to 2046. The total forecasted growth of 59 individuals represents a 2% increase to the school age population. The breakdown by age cohort is as follows:

- 0 to 4 population is expected to grow by 4%
- 5 to 9 population is expected to decrease by 2%
- 10 to 14 population is expected to grow by 2%
- 15 to 19 population is expected to grow by 6%

Figure 12 shows that the school age population in Howick is forecasted to increase by 18 between 2021 and 2046. This represents a growth of 2%.

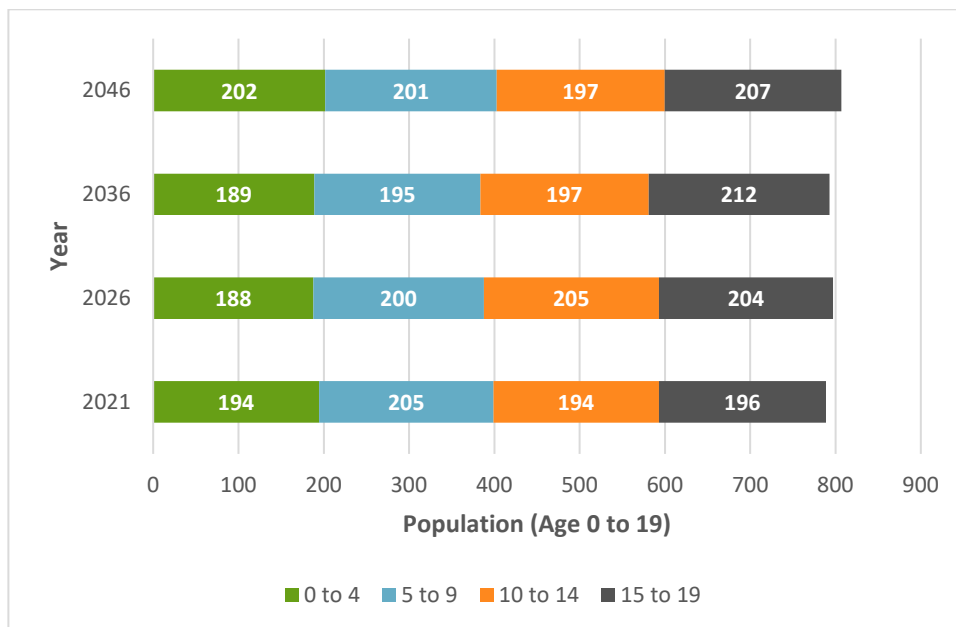
Figure 12: Howick Projections by Age Cohort



Source: DPRA (2022) using data from County of Huron (2021) and Ontario Ministry of Finance (2021)

Figure 13 shows that the school age population in the Municipality of Morris-Turnberry is forecasted to increase by 18 between 2021 and 2046. This represents a growth of 2%.

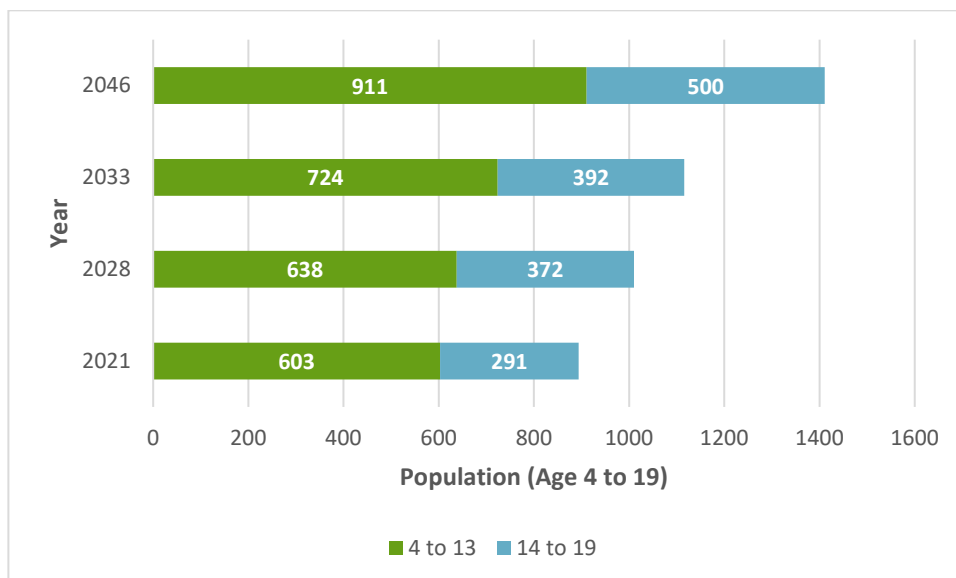
Figure 13: Municipality of Morris-Turnberry Projections by Age Cohort



Source: DPRA (2022) using data from County of Huron (2021) and Ontario Ministry of Finance (2021)

Figure 14 shows that the elementary school age population (age 4 to 13) in Morris-Turnberry is forecasted to increase by 308 between 2021 and 2046, while the secondary school age population (age 14 to 19) is forecasted to increase by 209. This which represents a growth of 51% and 72% respectively (metroeconomics, 2022b).

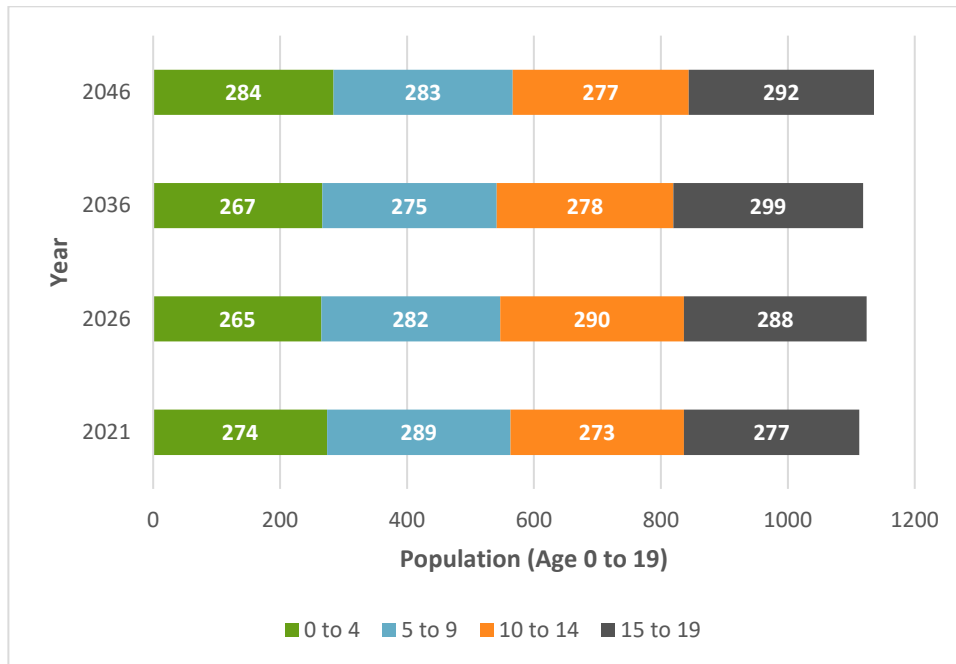
Figure 14: Municipality of Morris-Turnberry by Age Cohort Projections by Elementary and Secondary Age Groups



Source: metroeconomics (2022b)

Figure 15 shows that the school age population in the Township of North Huron is forecasted to increase by 23 between 2021 and 2046. This represents a growth of 2%.

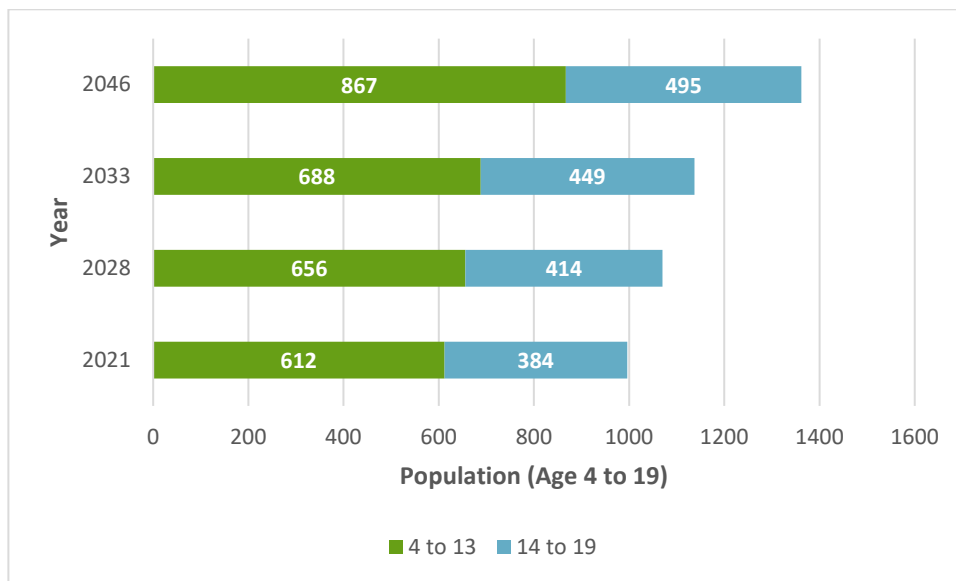
Figure 15: Township of North Huron Projections by Age Cohort



Source: DPRA (2022) using data from County of Huron (2021) and Ontario Ministry of Finance (2021)

Figure 16 shows that the elementary school age population (age 4 to 13) in North Huron is forecasted to increase by 255 between 2021 and 2046, while the secondary school age population (age 14 to 19) is forecasted to increase by 111. This represents a growth of 42% and 39% respectively (metroeconomics, 2022b).

Figure 16: Municipality of North Huron Age Cohort Projections by Elementary and Secondary Age Groups

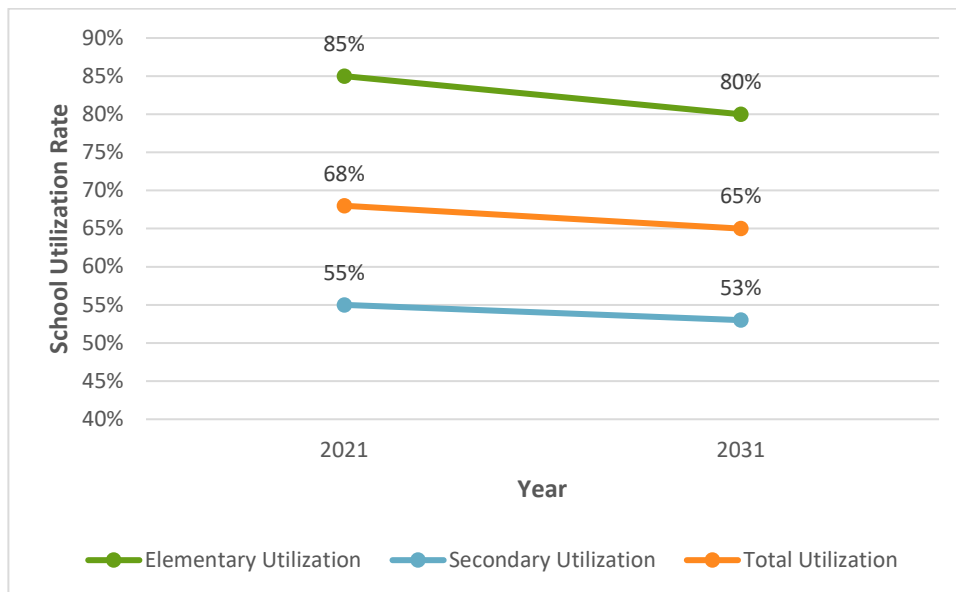


Source: metroeconomics (2022b)

3.6.2.2 Enrolment Projections

As shown in Figure 17, Avon Maitland School Board (2021) has forecasted that the overall utilization rate of the schools servicing the Study Area will drop from 68% to 65% between 2021 and 2031. This drop would represent 1209 available spaces in the relevant schools. Specifically, 307 spaces will be available at the elementary level, and 902 spaces will be available at the secondary level.

Figure 17: Avon Maitland District School Board Projected Utilization Rates for Study Area Schools



Source: Avon Maitland District School Board (2021b)

Enrolment and utilization forecasts are not publicly available for the Huron-Perth Catholic District School Board.

3.6.2.3 Summary

The 0-19 population in the Township of North Huron, the Municipality of Morris-Turnberry, and the Township of Howick is expected to stay stable, increasing by only 2% over the next 25 years. The enrolment projections from the Avon Maitland District School Board are consistent with the population projections. In fact, enrolment and utilization are expected to decrease over the next 10 years, indicating that there will not be a need for additional infrastructure to support the public-school board in the Study Area.

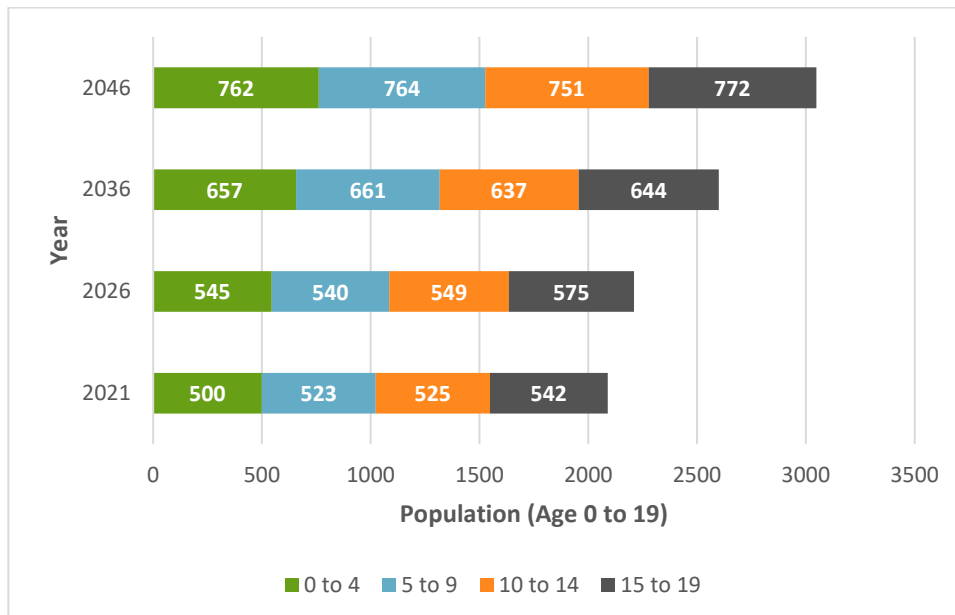
3.6.3 Population and Enrolment Projections – Wellington County

3.6.3.1 Population Projections

As shown in Figure 18, the population between the ages of 0 to 19 in Town of Minto is forecasted to increase by 959 between 2021 and 2046. This represents a growth of 46%. The breakdown by age cohort is as follows:

- 0 to 4 population is expected to grow by 52%
- 5 to 9 population is expected to decrease by 46%
- 10 to 14 population is expected to grow by 43%
- 15 to 19 population is expected to grow by 42%

Figure 18: Town of Minto Projections by Age Cohort

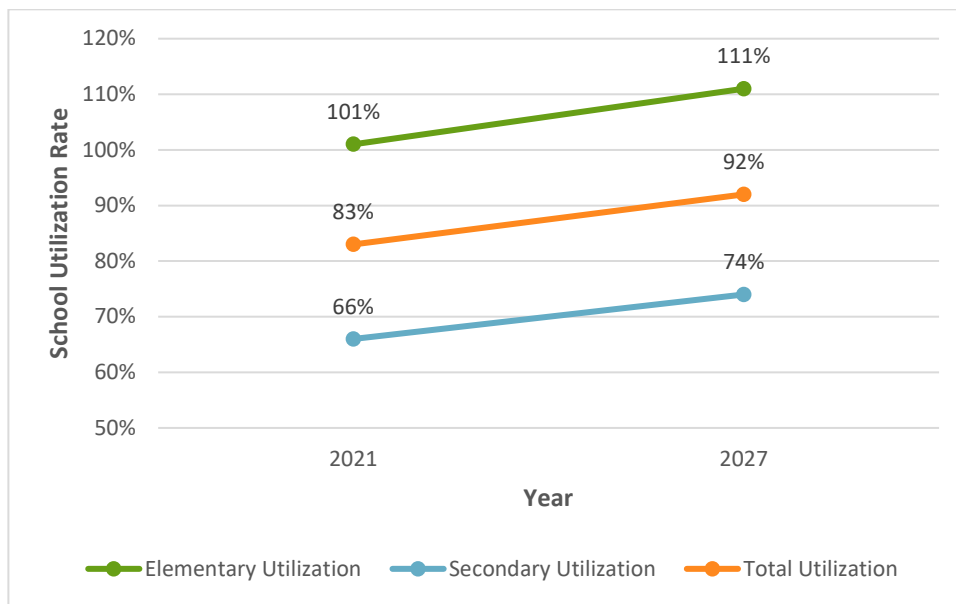


Source: DPRA (2022) using data from Watson & Associates Economists Ltd. (2021) and Ontario Ministry of Finance (2021)

3.6.3.2 Enrolment Projections

As evident in Figure 19, Upper Grand School Board (2021) has forecasted that the overall utilization rate of the schools servicing the Study Area will increase from 83% to 92% between 2021 and 2027. This utilization rate represents 156 overall available spaces in the relevant schools. However, there is a difference between the elementary and secondary levels of utilization. Elementary levels are expected to increase to 111% utilization, meaning that the schools will collectively be over capacity by approximately 98 student spaces. The secondary school level utilization rate is expected to increase to 74%, meaning that there will still be available space for 254 students.

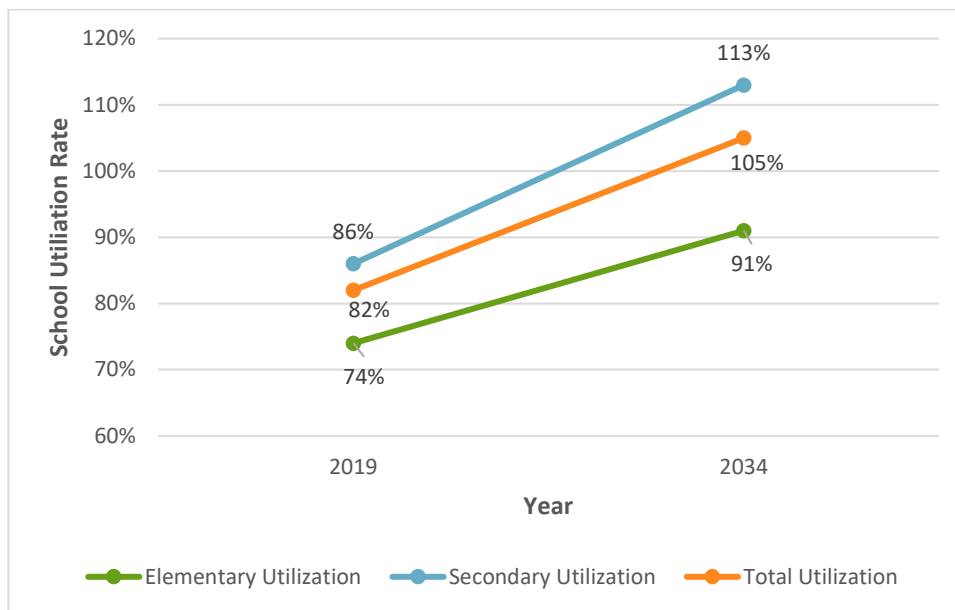
Figure 19: Upper Grand District School Board Projected Utilization Rates for Study Area Schools



Source: Upper Grand District School Board (2018)

As shown in Figure 20, the Wellington Catholic District School Board (2019) has forecasted that the overall utilization rate of the schools servicing the Study Area will increase from 82% to 105% between 2019 and 2034. This utilization rate represents a shortage of 79 student spaces in the relevant schools. Elementary school utilization rates appear to be less impacted than secondary school levels. Elementary school utilization is expected to increase to 91%, meaning that the schools will collectively have space to accommodate 46 additional students. On the other hand, secondary school utilization is expected to increase to 113%, meaning that the catholic secondary schools servicing the Town Minto will be over capacity by approximately 125 student spaces.

Figure 20: Wellington Catholic District School Board Projected Utilization Rates for Study Area Schools



Source: Wellington Catholic District School Board (2019)

3.6.3.3 Summary

The 0-19 population in the Town of Minto is expected to experience significant growth, increasing by 46% over the next 25 years. Moreover, the trend of enrolment projections from the Upper Grand District School Board are consistent with the population projections. Elementary utilization is expected to increase to 111% over the next six (6) years, indicating that additional infrastructure may be needed. The secondary schools in the area have more capacity to deal with the population growth, with utilization increasing to only 74% by 2027.

The enrolment projections from the Wellington Catholic District School Board suggest different capacity considerations. For this school board, the elementary schools appear to have the capacity to handle growth with a forecasted utilization rate 91% by 2034. However, over the same timeframe it is anticipated that secondary schools will be over capacity at 113% and will require additional infrastructure to support the growing population.

3.7 Overview of Study Area Capacity for K-12 Increased Enrolment

Given that significant growth in the school age population of the Study Area municipalities is anticipated between 2021 and 2046, the school boards serving these municipalities may not have the ability to accommodate this growth in potential elementary and secondary students based on the existing capacity of their schools serving the Study Area. Currently the school boards serving the Study Area have utilization rates specific to their schools within the Study Area that range between 68% and 94%. However, projections for population and school utilization growth are not sufficient to proceed with infrastructure planning and development, as school boards may only submit business cases to the Ministry of Education for the construction or expansion of schools, that are based on current enrolment data. Yet, several of the school boards project that they will exceed 100% utilization for elementary or secondary schools serving the Study Area within the next 5 to 15 years. It may be that capital initiatives for new or expanded schools would be approved and commenced in that timeframe and completed before 2046. In the interim period, an increase in portable classrooms would be used to support ongoing capacity pressures,

For example, secondary schools in the Bluewater District School Board serving Study Area municipalities in Bruce and Grey Counties are expected to reach 109% utilization by 2029. Further, Wellington Catholic District School Board secondary schools serving the Town of Minto are expected to reach 113% utilization by 2034, while Upper Grand District School Board elementary schools serving Minto are expected to reach 111% utilization by 2027. It may be expected that these school boards will seek to undertake capital initiatives prior to 2046, if the use of portables becomes insufficient to accommodate overages. On the other hand, utilization for elementary and secondary schools of the Avon Maitland District School Board serving the Township of North Huron, the Municipality of Morris-Turnberry, and the Township of Howick are expected to slightly decrease by 2031. Currently the school board is at 85% utilization for elementary schools, while only at 55% utilization for secondary schools serving the Study Area. As such, Avon Maitland may not have the need or justification to take on capital initiatives which would increase Study Area capacity by 2046, unless the situation on the ground were to deviate significantly from expectations.

4. Relevant Project Characteristics

In the context of the *Local/Regional Education Study*, the relevant Project characteristics relate to the workforce numbers/characteristics for each phase, where the workforce may originate/reside, and the significance of those numbers or degree of change relative to existing conditions. The estimated number and location of school-aged children associated with the Project workforce is directly relevant to local and regional educational services in the Study Area. Key Project characteristics are summarized below in terms of workforce and housing.

4.1 Project Workforce

The *Community Studies Planning Assumptions* (Confidential) (NWMO, October 2021) describes the labour workforce projected for the Project by three phases and location (on- or off-site). Table 11 (NWMO, October 2021) describes the workforce associated with the Project phases.). The *Labour Baseline Study and Workforce Development Study* (Keir Corp., 2022a, 2022b) conclude that the direct labour force requirements of the Project are relatively modest in relation to Bruce Power’s Major Component Replacement (MCR) Project/the Bruce Power Generating Station, and occur in stages, synchronized with the key phases of the Project.

Table 11: Workforce by Project Phase

		NWMO Staff	Surface Trades	Underground Trades	Total
On-site	Pre-construction (2028)	20	-	-	20
	Construction (2033)	40	300	130	470
	Operations (2043)	510	10	60	580
Off-site	Pre-construction (2028)	180	-	-	180
	Construction (2033)	170	-	-	170
	Operations (2043)	120	-	-	120
Total	Pre-construction (2028)	200	-	-	200
	Construction (2033)	210	300	130	640
	Operations (2043)	630	10	60	700

Source: NWMO (October 2021)

Pre-construction (2028) – Centre of Expertise

Pre-construction is characterized by the in-moving of NWMO staff to the community from their current office location in Toronto. This phase of the Project will be closely associated with permitting and licensing activities and it also will involve both on-site and off-site initiatives. In the latter case an office and Centre of Expertise will be made operational. The NWMO workforce strategy will entail a combination of new employee hires and relocation of existing employees. These 200 workers would have medium to high incomes.

Construction (2033) and Operations (2043+)

In subsequent phases of the Project, replacement and new additional NWMO staff can be potentially sourced from the Regional¹³, Local¹⁴ or Core¹⁵ Study Areas as defined in the *Housing Needs and Demand Analysis* and *Workforce Development* studies (Keir Corp., 2022c, 2022b).

4.2 Population Projections

The MSB (metroeconomics, 2022a) prepared base case ('without the Project') population projections for five local municipalities. A corresponding set of incremental 'anticipated Project effects' projections was also prepared (metroeconomics, 2022a) utilizing MSB Project-related growth targets. As shown in Table 12, these projections indicate that, in the base case (without the Project), the total population of the combined area¹⁶ of the MSB, the Township of Huron-Kinloss, the Municipality of Brockton, the Township of North Huron, and the Municipality of Morris-Turnberry will be 46,390 by the year 2046 (a growth of 13,060 people). When growth associated with the Project is incorporated (refer to Table 12), it is projected that the population of these five municipalities could be 48,190 by the year 2046 (a growth of 14,860 people, with an incremental additional growth of 1,800 people from the Project) (metroeconomics, 2022a).

Table 12: Base and Impact Case Population Projections, 2021-2046

	2021		2031		2041		2046	
	Base Case	Impact Case	Base Case	Impact Case	Base Case	Impact Case	Base Case	Impact Case
South Bruce	6,250	-	7,420	7,620	8,400	9,040	8,760	9,540
Other Core Area Municipalities	27,080	-	32,030	32,230	36,120	36,760	37,630	38,650
Sum of Other Core Area								
Total Core Area	33,330	-	39,450	39,850	44,520	45,800	46,390	48,190

Source: metroeconomics (2022a)

While the *Local/Regional Education Study* acknowledges the metroeconomics projections, because age cohort data for school-age children is required, the study analysis has relied on publicly available population data and projections published by the upper-tier municipalities within the Study Area and the Ontario Ministry of Finance (see Section 3.6 'Population and Enrolment Projections', above). School age population projections (including elementary and secondary school age population) were provided by metroeconomics (2022b) for five of the Study Area municipalities. This data was also included in Section 3.6 'Population and Enrolment Projections'.

The *Labour Baseline Study* and *Workforce Development Study* (Keir Corp., 2022a, 2022b) note that:

- The proposed Project is located in the midst of a large capable labour pool. At a regional level this is one of the largest most advanced labour pools in the country. It is also home to a number of companies that form part of the supply chain for the nuclear industry across Ontario and further afield.

¹³ The Regional Study Area for the *Workforce Development Study* includes the Counties of Bruce, Grey, Huron, Perth, Wellington, Oxford and Middlesex and the Region of Waterloo. This area lies within a one and half to two-hour drive time of the potential Project site and is home to a large portion of the supply chain companies for the Bruce Nuclear Plant and its associated Major Component Replacement (MCR) Project. Additionally, it is home to many of the workers associated with the Bruce Nuclear Station during refurbishment and almost all the workers associated with plant operations.

¹⁴ The Local Study Area for the *Workforce Development Study* and the *Housing Needs and Demand Analysis Study* steps down from the Regional Study Area and focusses on the municipalities surrounding the MSB (i.e., Huron-Kinloss, Brockton, Kincardine, Saugeen Shores, Arran-Elderslie, West Grey, Hanover, Minto, Howick, Morris-Turnberry, North Huron, Ashfield-Colborne-Wawanosh) as well as South Bruce itself. All parts of the Local Study Area are within a one-hour drive of the potential Project Site.

¹⁵ The Core Study Area for the *Workforce Development Study* and the *Housing Needs and Demand Analysis Study* steps down from the Local Study Area and focuses on the municipalities of South Bruce, Huron-Kinloss, Brockton, North Huron and Morris-Turnberry. These five communities are closely intertwined through social/cultural, economic and political relationships.

¹⁶ The metroeconomics projections include five of the municipalities that are part of the Study Area for the *Local/Regional Education Study*, but do not include the Town of Hanover, Municipality of West Grey, Township of Howick, or Town of Minto.

- Therefore, at a broad level the size and qualifications of the labour pool within the *Labour Baseline and Workforce Development Study Areas* are sufficient to meet the needs of the Project. The Study Areas collectively can meet almost all the needs for labour and goods and services required by the Project. The one exception is for mining expertise and underground trades which may potentially have to be sourced from other areas in Ontario.
- Bruce Power is the biggest economic engine in the area and is currently in the midst of its Major Component Replacement (MCR) Project, which will secure operation of the Generating Station until 2064. The MCR Project value is \$13 billion and having started in 2016 it is scheduled for completion in mid-2033 when work wraps up on reactor 8. Bruce Power estimates that the MCR Project will support an estimated 5,000 direct and indirect jobs annually with approximately 1,600 on-site. Moreover, they further estimate in the Bruce, Grey, and Huron Counties combined, the MCR Project could support 400 direct jobs from suppliers and 3,000 jobs overall.
- Bruce Power estimates that 25% of the trades people employed on the MCR Project reside within commuting distance of the Generating Station. These tradespeople would therefore likely be available to work on the construction of the Project.

In summary, there is a large and capable skilled workforce available regionally for the construction and operations phases of the Project. A number of NWMO workers will move to the area during pre-construction, though NWMO has a number of staff living in the local/regional area already. While there may be in-migration of workers during the construction and operations phases, the overall change in population resulting from the Project relative to the regional baseline population is relatively small. However, the distribution of the workforce in the MSB and neighbouring communities has important social and economic implications.

4.2.1 School Age Population Projections

Relevant to capacity pressures facing elementary and secondary schools as result of workers associated with the Project and their families moving into the Study Area, metroeconomix (2022b) has developed projections for growth of the school age population under base conditions (base case) and with the Project (impact case). Table 13 presents base case and impact case projected growth data for the school age population (age 4 to 19 years), elementary school age population (age 4 to 13 years), secondary school age population (age 14 to 19 years) of the MSB, Huron-Kinloss, Brockton, Morris-Turnberry, and North Huron combined. The table shows a 15% increase in projected change of the school age population between 2021 and 2046 for the impact case compared to the base case. Tables 14 through 18 present base case and impact case projected growth data for each of these municipalities individually. The impact case projected growth for school age populations of the municipalities range between 8% and 33% greater than the base case.

Table 13: Base and Impact Case School Age Population Projections for MSB, Huron-Kinloss, Brockton, Morris-Turnberry, and North Huron Combined

	2021	2028	2033	2046	% Change (2021-2046)
4 to 19					
Base	6523	7305	7837	9619	47%
Impact	-	7376	8071	10092	55%
Difference	-	71	234	471	+15%
4 to 13					
Base	4237	4548	4887	6182	46%
Impact	-	4595	5048	6514	54%
Difference	-	47	160	332	+17%
14 to 19					
Base	2286	2757	2950	3437	50%
Impact	-	2781	3023	3578	56%
Difference	-	24	74	141	+12%

(metroeconomics, 2022b)

Table 14 presents base case and impact case projected growth data for the school age population, as well as the elementary and secondary school age populations for the Municipality of South Bruce. The table shows a 33% increase in projected change of the school age population between 2021 and 2046 for the impact case compared to the base case.

Table 14: Base and Impact Case School Age Population Projections for the Municipality of South Bruce

	2021	2028	2033	2046	% Change (2021-2046)
4 to 19					
Base	1280	1337	1469	1940	52%
Impact	-	1373	1587	2160	69%
Difference	-	36	118	220	+33%
4 to 13					
Base	783	838	949	1254	60%
Impact	-	862	1030	1410	80%
Difference	-	24	81	156	+33%
14 to 19					
Base	497	499	520	686	38%
Impact	-	511	557	750	51%
Difference	-	12	37	64	+34%

(metroeconomics, 2022b)

Table 15 presents base case and impact case projected growth data for the school age population, as well as the elementary and secondary school age populations for the Township of Huron-Kinloss. The table shows a 9% increase in projected change of the school age population between 2021 and 2046 for the impact case compared to the base case.

Table 15: Base and Impact Case School Age Population Projections for the Township of Huron-Kinloss

	2021	2028	2033	2046	% Change (2021-2046)
4 to 19					
Base	1500	1786	1883	2280	52%
Impact	-	1798	1917	2354	57%
Difference	-	12	34	74	+9%
4 to 13					
Base	1009	1100	1149	1475	46%
Impact	-	1108	1173	1527	51%
Difference	-	8	24	52	+11%
14 to 19					
Base	491	686	734	805	64%
Impact	-	690	744	827	68%
Difference	-	4	10	22	+7%

(metroeconomics, 2022b)

Table 16 presents base case and impact case projected growth data for the school age population, as well as the elementary and secondary school age populations for the Municipality of Brock. The table shows a 12% increase in projected change of the school age population between 2021 and 2046 for the impact case compared to the base case.

Table 16: Base and Impact Case School Age Population Projections for the Municipality of Brockton

	2021	2028	2033	2046	% Change (2021-2046)
4 to 19					
Base	1853	2101	2232	2628	42%
Impact	-	2114	2276	2718	47%
Difference	-	13	44	90	+12%
4 to 13					
Base	1230	1316	1377	1676	36%
Impact	-	1325	1407	1738	41%
Difference	-	9	30	62	+14%
14 to 19					
Base	623	785	855	952	53%
Impact	-	789	869	980	57%
Difference	-	4	14	28	+9%

(metroeconomics, 2022b)

Table 17 presents base case and impact case projected growth data for the school age population, as well as the elementary and secondary school age populations for the Township of North Huron. The table shows a 12% increase in projected change of the school age population between 2021 and 2046 for the impact case compared to the base case.

Table 17: Base and Impact Case School Age Population Projections for the Township North Huron

	2021	2028	2033	2046	% Change (2021-2046)
4 to 19					
Base	996	1070	1137	1362	37%
Impact	-	1077	1159	1407	41%
Difference	-	7	22	45	+12%
4 to 13					
Base	612	656	688	867	42%
Impact	-	660	703	898	47%
Difference	-	4	15	31	+12%
14 to 19					
Base	384	414	449	495	29%
Impact	-	417	456	509	33%
Difference	-	3	7	14	+13%

(metroeconomics, 2022b)

Table 18 presents base case and impact case projected growth data for the school age population, as well as the elementary and secondary school age populations for the Municipality of Morris-Turnberry. The table shows a 9% increase in projected change of the school age population between 2021 and 2046 for the impact case compared to the base case.

Table 18: Base and Impact Case School Age Population Projections for the Municipality of Morris-Turnberry,

	2021	2028	2033	2046	% Change (2021-2046)
4 to 19					
Base	894	1010	1116	1411	58%
Impact	-	1015	1132	1452	62%
Difference	-	5	16	41	+8%
4 to 13					
Base	603	638	724	911	51%
Impact	-	641	735	941	56%
Difference	-	3	11	30	+10%
14 to 19					
Base	291	372	392	500	72%
Impact	-	374	397	511	76%
Difference	-	2	5	11	+5%

(metroeconomics, 2022b)

4.3 Housing Considerations

The Municipality of South Bruce (metroeconomics, 2022a) prepared base case ('without the Project') projections for housing for five municipalities. A corresponding set of incremental 'anticipated Project effects' projections was also prepared (metroeconomics, 2022a). As shown in Table 19, these projections indicate that, in the base case (without the Project), the total number of dwellings in the combined area¹⁷ of the MSB, the Township of Huron-Kinloss, the Municipality of Brockton, the Township of North Huron, and the Municipality of Morris-Turnberry will be

¹⁷ The metroeconomics projections include five of the municipalities that are part of the Study Area for the *Local/Regional Education Study*, but do not include the Town of Hanover, Municipality of West Grey, Township of Howick, or Town of Minto.

17,640 by the year 2046 (a growth of 4,610 dwellings). When growth associated with the Project is incorporated (refer to Table 13), it is projected that the number of dwellings in these five municipalities would be 18,240 by the year 2046 (an incremental additional growth of 600 dwellings from the Project) (metroeconomics, 2022a).

Table 19: Base Case and Impact Case Housing Projections, 2021-2046

	2021		2031		2041		2046	
	Base Case	Impact Case	Base Case	Impact Case	Base Case	Impact Case	Base Case	Impact Case
South Bruce	2,360	-	2,850	2,920	3,200	3,400	3,300	3,550
Other Core Area Municipalities Sum of Other Core Area	10,670	-	12,450	12,520	13,840	14,060	14,340	14,690
Total Core Area Σ	13,030	-	15,300	15,440	17,040	17,460	17,640	18,240

Source: metroeconomics (2022a)

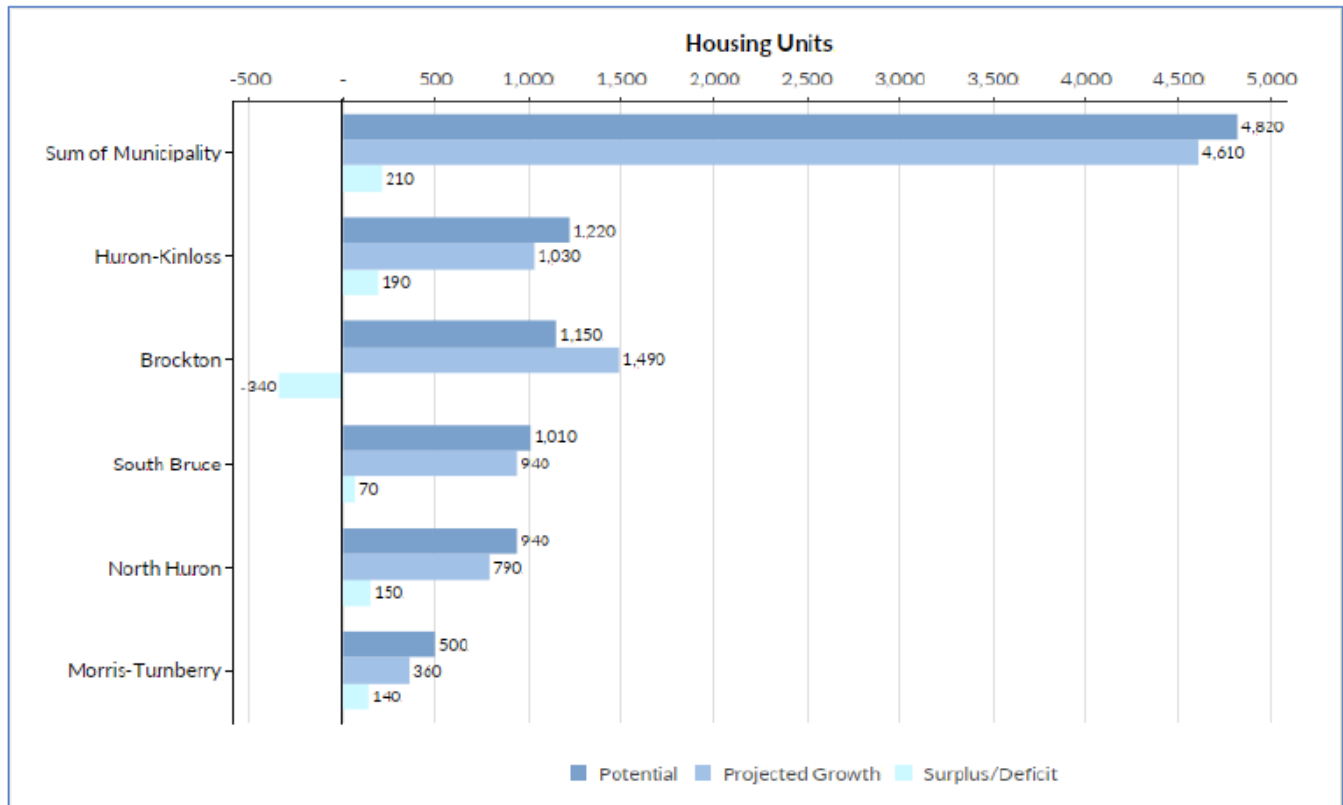
The following observations from the *Housing Needs and Demand Analysis Study* (Keir Corp., 2022c) are also relevant for the *Local/Regional Education Study*:

- The MSB wishes to grow its compliment of occupied housing by attracting workers and their families associated with the Project to take up residence in the Municipality. MSB and NWMO are currently exploring options to that end.
- Other nearby municipalities are also interested in attracting a portion of the Project workforce to reside in their communities.
- Current and potential housing availability across the Local Study Area¹⁸ as a whole is substantial. Many of the municipalities in the area are planning for growth, and as such home buyers with a few exceptions have an extensive landscape to shop in.

Figure 21 shows the housing potential, projected growth, and potential housing surplus or deficit of several of the study area municipalities. Based on the figure, it appears that the greatest potential surplus in housing may be in Huron-Kinloss (surplus of 190 housing units), North Huron (surplus of 150 housing units), and Morris-Turnberry (surplus of 140 housing units) (Keir Corp., 2022c). As such, it is possible that workers associated with the Project and their families may seek housing in these municipalities. In this case, it may be expected that more acute pressures would be placed on the capacities of the schools serving these municipalities.

¹⁸ The Local Study Area for the *Housing Needs and Demand Study* focusses on the municipalities surrounding the MSB (i.e., Huron-Kinloss, Brockton, Kincardine, Saugeen Shores, Arran-Elderslie, West Grey, Hanover, Minto, Howick, Morris-Turnberry, North Huron, Ashfield-Colborne-Wawanosh) as well as MSB itself.

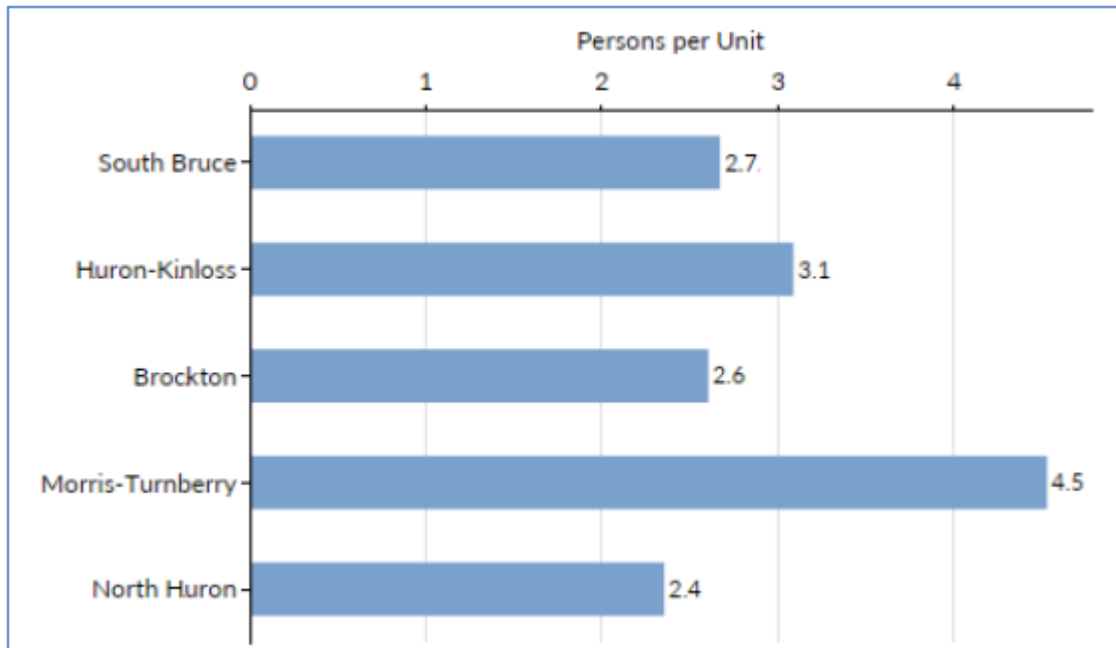
Figure 21: Potential Developable Housing Unit Supply vs Base Case Housing Demand in Study Area Municipalities (2021-2046)



Source: Keir Corp (2022c) using data from Bruce County Good Growth Discussion Paper (2021), Huron County Planning Department (2022) and metroeconomics (2022a)

Figure 22 shows the average persons per housing unit for several of the study area municipalities, projected for 2046. While Morris-Turnberry and Huron-Kinloss have the highest projected average persons per unit, it is possible that this figure is influenced by the significant presence of Mennonite populations in these municipalities (Keir Corp., 2022c). In general, it is expected that higher average persons per unit would indicate a greater presence of households with school age children, which could in turn place greater capacity pressures on local schools.

Figure 22: Average Persons per Unit for Projected Housing Growth in Study Area Municipalities (2046)



Source: Keir Corp. (2022c) using projections from metroeconomics (2022a)

4.4 Land Use, Infrastructure, and School Construction Considerations

As per the Municipality of South Bruce Zoning By-law and similar zoning by-laws for other municipalities within the Study Area, schools are not permitted on agricultural zoned lands. However, they are permitted within zoning categories that are within settlement areas. The *Land Use Study* (MHBC and DPRA, 2022) has identified that the population growth resulting from the project will primarily locate within settlement areas and therefore any necessary school expansions/new schools would occur in the same locations. As per the *Infrastructure Baseline and Feasibility Study*, if a new school were to be located within a settlement area in the Municipality of South Bruce¹⁹ with existing water/wastewater and other services, then servicing infrastructure could be provided with adequate time for planning and construction of minor upgrades (Morrison Hershfield, 2022).

¹⁹ The Study Area for the *Infrastructure Baseline and Feasibility Study* is the Municipality of South Bruce (does not include neighbouring municipalities).

5. Preliminary Analysis/Effects Assessment

Knowledge holders and DPRA identified potential positive and negative effects they feel might occur as a result of the Project. Many of the identified effects focus on workforce and housing, which in turn result in effects to local/regional education service capacity. As noted in Section 4, the *Labour Baseline Study* and *Workforce Development Study* findings report there already exists a large and capable skilled workforce available regionally for the construction and operations phases of the Project as a result of Bruce Power's MCR Project. While there may be in-migration of workers during construction and operations phases of the Project, the overall change in population relative to the regional baseline population is relatively small. However, given the current pressures being experienced in the Study Area as a consequence of factors such as the Bruce Power's MCR Project (refer to Section 4) and the pandemic and resulting migration of people to the area from the Greater Toronto Hamilton Area and other parts of southern Ontario, it is likely that any additional population growth may add further pressure to existing /future elementary and secondary education service capacity.

5.1 Operating Context Which May Influence Project Effects

Knowledge holders were asked to identify existing operational considerations, challenges, and opportunities for local and regional school boards which effect service to the school age population within the Study Area and may influence the effects of the Project. In summary:

5.1.1 Student Accommodation and Capacity Pressures

1. School boards have a duty to accommodate students within their boundaries irrespective of school capacity.
2. Projections and associated accommodation planning are dictated by data and information provided by the municipalities.
3. Across the various school boards, some schools are over capacity, while others are underutilized. School boards analyze and plan for accommodation and resource efficiency on an ongoing basis.
 - o Continued population and enrolment growth is expected in some communities but not others.
4. Funding for capital projects from the provincial Ministry of Education is allocated based on current enrolment levels, rather than projections of future growth.
5. The Ministry of Education also ultimately dictates the specifications of new builds and additions.
6. School boards use portables to address accommodation pressures. Ministry of Education permission is required to purchase portables.
7. Funding for capital projects to increase capacity is typically received once schools are over capacity and using portables to a significant degree.
8. If required to absorb new students due to the Project or other circumstances, school boards would follow current planning processes. School boards can only reactively respond to actual changes in circumstance.
9. In most cases, school boards do have spare capacity in some regions and have emerging plans to address projected enrolment growth (for example, see Section 3.3.1.2). Overall, having sufficient classroom space to accommodate students is not seen as a major challenge.
 - o Having 100% capacity for some schools due to recent growth is within planning parameters.
 - o Accommodation planning occurs at the school board level. There is no direct coordination between the public school boards and Catholic school boards serving the same region.
 - o Some students have the "right to attend" school boards outside of their municipal boundaries if they live closer to schools in an adjacent municipality.

5.1.2 Staffing Concerns

1. The COVID-19 pandemic and wave of baby boomer retirement has contributed to staff shortages across the school boards within the Study Area.
 - Pressures are most acutely in the areas of support staff and managerial staff.
 - Teachers can be trained quickly, but there is competition for talent across the province.
2. Major employers in the region, such as Bruce Power, generally have higher salaries compared to what is possible under regulated public sector compensation.
 - Bruce Power provides competition mostly for non-teaching staff and contributes to hiring challenges for school boards.
3. Typically, it is not a challenge to hire teaching staff, though short-term supply teachers can be difficult to find.

5.1.3 Responsibility for Inclusion

1. School boards provide tailored support to vulnerable students, such as:
 - Students (including special education students) who are at risk of not graduating.
 - Students who are experiencing mental health issues or are struggling to return to class due to the COVID-19 pandemic.
2. School boards provide alternate education options for students that are not able to learn in typical classroom settings.
3. School boards in regions that have been identified as being below average income receive extra funding for their schools.
4. School boards pursuing equity, diversity, and inclusion (EDI) strategies and initiatives, engage and work with parents/families and community partners on EDI issues and needs as local communities increasingly diversify.
5. School boards generally do not have direct points of contact with the Mennonite community, which typically utilizes its own schooling.
6. While the schools in the MSB and neighbouring municipalities may experience increased enrolment due to the Project, it is relatively small compared to the projected growth in population without the Project.

5.2 Potential Positive Project Effects

Knowledge holders were asked to identify any potential positive effects of the Project on the ability of local and regional school boards to serve the school age population within the Study Area. In summary:

1. Enrolment growth can allow school boards to increase the depth of their programming, make more efficient use of resources, and avoid potential school closures. School boards typically aim to ensure that all schools are utilized, and overutilization is minimized, as schools that are underutilized over time may need to be closed.
 - The Bruce Power MCR Project has brought some similar growth and migration to the area.
 - Some school boards are not necessarily concerned about the possible need to accommodate future growth in enrolment from the Project given current capacity levels.
2. There is the potential that growth will enhance the diversity of the student body.
3. Increased enrolment can also enable opportunities to make additions to, upgrade, or modernize schools.
4. Workers for the Project may bring in partners/household members who can work in the school system.
5. Potential positive effects of the Project on private and Mennonite schools within the study area are unknown at this time.

5.3 Potential Negative Project Effects

Knowledge holders were also asked to identify any potential negative effects on the ability of local and regional school boards to serve the school age population within the Study Area as a result of the Project. In summary:

1. School boards may feel pressure in responding to community expectations for accommodation.
 - Schools can only react to current enrolment, and the construction of new buildings takes several years.
 - Despite having funding secured for capital projects, bureaucratic processes can be challenging to navigate.
 - Portables are a solution for addressing growth in the short term. However, once approved, it may take roughly six months to obtain portables.
 - It can be challenging to spend capital budgets as local contractors are struggling with staffing shortages.
2. The Project is a controversial issue for some in the community, and school boards must maintain neutrality while providing support to students and families.
3. Some knowledge holders did refer to Bruce Power's MCR Project and the effects it has had on staffing pressures, noting they might expect to see similar effects occur if the Project is similar in scope and were to be located in the MSB.
4. Potential negative effects of the Project on private and Mennonite schools within the study area are unknown at this time.

6. Options Assessment

Note to Reader

This section provides an overview of possible options to mitigate negative consequences or to enhance positive outcomes. They are presented by the authors to foster discussion only. They do not represent commitments or actions for the NWMO, the Municipality of South Bruce, or other parties. The final decisions on actions and commitments will be made at a future date.

6.1 Overview of Options

The operating context of local and regional education services and potential positive and negative effects on education services with the Study Area associated with the Project were identified in Section 5. The possible benefits resulting from the Project include such things as opportunities to increase the depth of programming in local schools and more efficient utilization of school capacity across school boards stemming from increased enrolment. The overarching concern relates to the reactive manner in which school boards must engage in accommodation planning, which affords little leeway to proactively pursue initiatives to expand capacity prior to actual increases in enrolment.

As described in Sections 4 and 5, it is assumed that in general, the families of the Project workforce would not increase the school age population and school enrolment significantly beyond current growth projections. Thus, it is not anticipated that schools will have significant challenges in accommodating school age children that come to the area as a result of the Project, beyond the baseline demands of ensuring sufficient capacity to match population growth. Moreover, school boards have a duty to accommodate all students enrolled in their schools regardless of capacity.

Of note, schools within in the Study Area vary in terms of their utilization rates, with some approaching or exceeding their on-the-ground capacity, while others maintain surplus capacity. As such, the projected baseline demands are expected to pose challenges for some individual schools to accommodate students, despite school boards having surplus capacity in aggregate. Communities with a higher potential housing surplus and greater projected average persons per housing unit may also see increased capacity pressures placed on local schools.

There are opportunities for NWMO to improve and enhance the existing conditions for students in the region by working with the school boards, private schools, and Mennonite schools to provide timely Project information that may affect education and by continuing to implement and enhance their Corporate Social Responsibility (CSR) programs in the areas of education-focused donations, sponsorships, and scholarships. It is important to note that the options will require partnerships between the NWMO, the MSB, local and regional education service providers and recipients. Opportunities for the NWMO to take part, when appropriate, in existing education tables/committees/working groups, may help support the development and sustainability of these community partnerships.

The options presented in Section 6.2 are based on:

- Discussions with knowledge holders;
- A review of NWMO's recent annual reports, brochures, and engagement documents (referenced below); and

- A review of recent Bruce Power annual and sustainability reports that outline the various initiatives it has implemented to contribute to community well-being or to address community concerns identified through its materiality assessment (Bruce Power,2021a; Bruce Power 2021b; Bruce Power, 2019; Bruce Power, n.d.).

6.2 Specific Options

Details on each of the specific options are highlighted below, including the assessed need for each option, along with tables that highlight the factors for consideration and the responses to those factors, as appropriate and when possible. If the Project is located in the MSB, NWMO can refine these options based on a further materiality assessment in the context of potential effects/needs and the priorities of NWMO, MSB and other stakeholders. The options are summarized in Tables 20, 21 and 22.

While Mennonite schools are included in the options below, their interests will likely differ from school boards and private schools (e.g., they may have less interest in population changes/distributions), and more interest in how their schools (e.g., those located in Huron-Kinloss to the west of the potential project site) and community may be affected by the Project more generally (e.g., traffic on roads in the vicinity of schools).

Option 1: The NWMO ensures that local and regional school boards (as well as Mennonite and private schools) operating within the Study Area receive timely Project-related data and information including:

- Up to date growth projections/Project workforce information.
- The jurisdictions where workers and their families will reside/are residing.
- The location of any new housing initiatives or incentives that may be associated with the Project.
- For Mennonite schools in particular, engaging with the community in terms of Project information (e.g., traffic and local roads)

To support the dissemination of timely Project-related data and information,

- NWMO could participate in education forums (e.g., Working Groups, Advisory Committees), when appropriate, to share education-specific Project information with local/regional school boards and Mennonite and private schools. Having NWMO take part in some of these forums, also provides an opportunity for educators to ask NWMO questions and raise concerns; and
- Representatives from relevant school boards and Mennonite and private schools could participate in a Participatory Social Monitoring Program along with NWMO staff, academic partners, and other local service providers (see Option 3 for further information; this option was first discussed in relation to the draft *Vulnerable Populations/Social Programs Study* (DPRA January 2022)). The members of this program will help to guide the collection and analysis of social monitoring data and support the development of strategic plans to identify and mitigate Project-related effects and to strengthen Project benefits related to local/regional education.

It is anticipated that Option 1 would begin in the near-term (2023-2032) and continue through the mid-term (2033-2042) and long-term (2043 and beyond).

Option 1 aligns with the MSB Guiding Principle #10:

- #10: “The NWMO will identify the potential for any positive and negative socio-economic impacts of the Project on South Bruce and surrounding communities and what community benefits it will contribute to mitigate any potential risks.”

For example, to fulfill this Principle with respect to local and regional education:

- NWMO could provide school boards that operate in South Bruce and the surrounding communities, as well as Mennonite and private schools, with Project-related data and information as soon as possible to help them plan for any future potential impacts. This could be accomplished by NWMO’s participation in local/regional education forums and school boards/schools participation in the Participatory Social Monitoring Program.

Table 20: Option 1- Providing Timely Information to School Boards/Mennonite and Private Schools on Project-Related Information

Factors	Response
Ease of implementation (demonstrated success on other projects, if applicable)/degree of complexity	<ul style="list-style-type: none"> • Implementation dependent on availability of data and information • Need for strong channels of communication between NWMO and local/regional school boards, as well as Mennonite and private schools • Low degree of complexity, leverages existing mechanism(s) the NWMO, MSB, and other local municipalities may already have in place
Degree of effectiveness or conditions for effectiveness as per understanding of community needs and aspiration(s)	<ul style="list-style-type: none"> • Can provide a mechanism for school boards, as well as Mennonite and private schools within the Study Area to understand/monitor and plan in response to any expected or emerging population effects related specifically to the Project • Provides an opportunity for NWMO and MSB to create and strengthen partnerships with local and regional school boards (as well as Mennonite and private schools)
Cost (if known)	<ul style="list-style-type: none"> • To be determined

Option 2: The NWMO creates a strategic and responsive Corporate Social Responsibility Program with an educational stream focused on: (1) NWMO participating in existing/future education focused forums (e.g., working groups, Advisory Committees) when appropriate; (2) educational donations, funding programs and scholarships for primary and secondary students/schools; (3) providing guidance on career pathways to school age populations related to the Project; and (4) expanding the availability apprenticeship occupations for Grade 11 and Grade 12 students. The NWMO also explores the interests of the local Mennonite population and their schools in terms of potential supports for education, and the management of other Project effects that may affect schools (e.g., Project-related traffic). The CSR Program could support:

- Participation in local/regional education forums, as appropriate, to increase the NWMO’s understanding of issues affecting the School Boards, schools, school staff, and students and to potentially identify ways in which the NWMO can provide supports. NWMO’s participation may also help to increase educators’ understanding of the Project and timeframes.
- Working with local/regional school boards (as well as Mennonite and private schools) and existing/future working groups to identify areas for donations, funding programs and scholarships that NWMO can provide.
- Encouraging development of student skills at the primary and secondary levels in areas such as STEM, robotics, environment etc.
- Working with local/regional school boards (as well as Mennonite and private schools) and organizations serving the community by supporting training and employment (e.g., Four County Labour Market Planning Board, Georgian College, Fanshawe College).

- Working in partnership with Ontario Youth Apprenticeship Program (OYAP)²⁰.
- Considering the linkages with the organizations and options outlined in the Workforce Development Study (Keir Corp. 2022b).
- Establishing relations with local and regional school boards (as well as Mennonite and private schools), trade unions, and local businesses.
- Working with school boards to support Specialist High Skills Major (SHSM) programs for Grade 11 and Grade 12 students by establishing cooperative education placements.²¹

It is anticipated that Option 2 would begin in the near-term (2023-2032) and continue through the mid-term (2033-2042) and long-term (2043 and beyond).

Option 2 aligns with the following MSB Guiding Principles:

- #15: “The NWMO, in partnership with the Municipality, will commit to implement programs to engage with and provide opportunities for youth in the community, including investments in education and the provision of scholarships, bursaries and other incentives for youth to remain in or return to the community.”#32: “The NWMO, in consultation with the Municipality and other local and regional partners, will prepare a strategy to ensure there are sufficient community services and amenities, including health, child-care, educational and recreational facilities, to accommodate the expected population growth associated with hosting the Project in South Bruce.”

For example, to fulfill these Principles with respect to local and regional education:

- NWMO could work with school boards as well as Mennonite and private schools, as a component of the CSR program, to identify areas for donations, funding programs and scholarships.
- NWMO could participate in education forums, as appropriate, which would allow NWMO to identify areas in which they could provide strategic supports.

Table 21: Option 2- Creating an Education-Focused NWMO CSR Program Stream

Factors	Response
Ease of implementation (demonstrated success on other projects, if applicable)/degree of complexity	<ul style="list-style-type: none"> • Implementation dependent on the interest of school boards, training organizations, unions, and local businesses to work with the NWMO on the various initiatives • Low – medium degree of complexity, leverages existing mechanism(s) the NWMO and/or municipalities already have in place
Degree of effectiveness or conditions for effectiveness as per understanding of community needs and aspiration(s)	<ul style="list-style-type: none"> • Can provide students with a mechanism to be able to take advantage of job and training opportunities with the NWMO or other local businesses • Provides secondary students with a clear mechanism to be able to take advantage of jobs and training opportunities with the NWMO or other local businesses • Provides an opportunity for NWMO to create and strengthen partnerships with school boards (as well as Mennonite and private schools), community organizations, and training organizations

²⁰ The OYAP is described in more detail in Section 5.1 of the Workforce Development Study (Keir Corp. 2022b). OYAP helps students in Grades 11 and 12 explore and work in apprenticeship trades through a cooperative education program offered by a District School Board. Students have an opportunity to become registered apprentices and work towards becoming certified journeypersons in a skilled trade while completing the requirements to obtain their Ontario Secondary School Diploma

²¹ “The SHSM is a specialized, ministry-approved program that allows students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma (OSSD)” (Ontario Ministry of Education, 2020).

Factors	Response
Cost (if known)	<ul style="list-style-type: none"> To be determined
Ability for NWMO and/or the Municipality of South Bruce to implement vs. need to involve other responsible authorities	<ul style="list-style-type: none"> NWMO would need to work with local and regional school boards (as well as private schools), municipalities, and post-secondary institutions to establish a range of opportunities for education pathways at the primary and secondary student/school level (including SHSM opportunities) NWMO would need to work with Mennonite schools in Huron-Kinloss to identify potential educational supports and manage Project effects that may affect schools NWMO would need to work with local and regional school boards (as well as private schools), trade unions, local businesses, and post-secondary institutions to establish a range of educational supports and opportunities for apprenticeship occupations

Option 3: The NWMO creates a Participatory Social Monitoring Program with MSB, academic partners and local/regional service providers, including educators. The program will support research on the identification of best practices in the area of participatory social monitoring with the goal of finding new ways to involve stakeholders in the process of gathering and analyzing social monitoring data. More specifically, the program will provide an opportunity for stakeholders (as listed above) to identify relevant indicators that are already being tracked by schools/boards, and to work together to identify additional social indicators that could be monitored to understand potential effects of the Project. The program will contribute to understanding potential future education stream of the NWMO CSR Program.

It is anticipated that Option 3 could begin in the near-term (2023-2032) and continue through the mid-term (2033-2042) and long-term (2043 and beyond).

Option 3 aligns with the following MSB Guiding Principles #10 and #32:

- #10: “The NWMO will identify the potential for any positive and negative socio-economic impacts of the Project on South Bruce and surrounding communities and what community benefits it will contribute to mitigate any potential risks.”
- #32: “The NWMO, in consultation with the Municipality and other local and regional partners, will prepare a strategy to ensure there are sufficient community services and amenities, including health, child-care, educational and recreational facilities, to accommodate the expected population growth associated with hosting the Project in South Bruce.”
- For example, to fulfill these Principles with respect to local and regional education: NWMO could ask representatives from the school boards that operate in South Bruce and the surrounding communities, as well as from the Mennonite and private schools, to participate in the Participatory Social Monitoring Program along with NWMO, academic institutions and local/regional service providers. Participants would guide the collection and analysis of social monitoring data and support the development of strategic plans to identify and mitigate Project-related education effects and to strengthen Project benefits related to local/regional education.

Table 22: Option 3 - Creating a Participatory Social Monitoring Program

Factors	Response
Ease of implementation (demonstrated success on other projects, if applicable)/degree of complexity	<ul style="list-style-type: none"> • Implementation dependent on the interest of school boards/schools, academic institutions, and local/regional service providers to take part in the Program. • Low degree of complexity, leverages existing relationships(s) the NWMO and/or municipalities already have in place
Degree of effectiveness or conditions for effectiveness as per understanding of community needs and aspiration(s)	<ul style="list-style-type: none"> • Provides a forum for identifying existing and new social indicators to be monitored. • Engages stakeholders and partners (including community members) in monitoring the socio-economic effects of the Project. • Provides a forum for discussing effects and identifying mitigation efforts. • Helps to build trust between NWMO and the school boards and Mennonite and private schools through transparent processes, timely information, and open communications and, it increases potential for direct benefits to school boards and schools. • Provides an opportunity for NWMO to create and strengthen partnerships with school boards (as well as Mennonite and private schools), academic institutions, and local/regional service providers.
Cost (if known)	<ul style="list-style-type: none"> • To be determined
Ability for NWMO and/or the Municipality of South Bruce to implement vs. need to involve other responsible authorities	<ul style="list-style-type: none"> • NWMO would need to work with MSB, local and regional school boards, Mennonite and private schools, municipalities, academic institutions, and local/regional service providers, to establish membership for the Participatory Social Monitoring Program.

7. Summary

7.1 Key Findings

The key findings are as follows:

- There is already a large and capable skilled workforce available regionally for the construction and operations phases of the Project (Keir, 2022b). While there may be in-migration of workers during the construction and operations phases of the Project, the overall change in population relative to the regional baseline population is expected to be relatively small.
- The Study Area is currently experiencing pressure in the areas of housing as a result of Bruce Power's MCR Project, the pandemic, and the recent influx of new residents from southern Ontario.
- The school boards within the Study Area have a duty to accommodate all students within their catchment area.
 - Based on current utilization rates, some elementary and secondary schools have the capacity to absorb additional students, while others do not.
- School boards cannot proactively request funds from the Ministry to Education to support capital priorities initiatives to address projected growth in the student population.
- NWMO can provide support to school boards (as well as Mennonite and private schools) and by extension students, within the Study Area by:
 - (1) providing timely information to school boards (as well as Mennonite and private schools) on projected population and housing numbers that can be used to assist in planning. In the case of Mennonite schools in Huron-Kinloss, key information would relate to Project-related traffic on local roads;
 - (2) creating a CSR Program with a stream focused specifically on education, that through partnerships with school boards (as well as Mennonite and private schools), training institutions, local businesses can support activities such as donations, funding programs, scholarships, career pathway development and apprenticeship opportunities for schools and students; and
 - (3) creating a Participatory Social Monitoring Program with MSB, academic partners and local/regional service providers, including educators, to support: (a) research on best practices in the area of participatory social monitoring with the goal of finding new ways to involve stakeholders in the process of gathering and analyzing social monitoring data and (b) the identification of new and existing social indicators that could be monitored to understand potential effects of the Project .

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Appendix A.

List of Socio-Economic Community Studies

List of Socio-Economic Community Studies

Study Name	Study Proponent	Lead Consultant
<i>Local Economic Development Study and Strategy</i>	MSB	MDB Insight (now Deloitte LLP)
<i>Economic Development Study on Youth</i>	MSB	MDB Insight (now Deloitte LLP)
<i>Local Hiring Effects Study & Strategy</i>	MSB	MDB Insight (now Deloitte LLP)
<i>Agriculture Business Impact Study</i>	MSB	MDB Insight (now Deloitte LLP)
<i>Fiscal Impact and Public Finance Study</i>	MSB	Watson & Associates Economists
<i>Tourism Industry Effects Study and Strategy</i>	MSB	MDB Insight (now Deloitte LLP)
<i>Housing Needs and Demand Analysis Study</i>	NWMO, MSB	Keir Corp.
<i>Labour Baseline Study</i>	NWMO	Keir Corp.
<i>Workforce Development Study</i>	NWMO	Keir Corp.
<i>Regional Economic Development Study</i>	NWMO	Keir Corp.
<i>Effects on Recreational Resources</i>	MSB	Tract Consulting
<i>Local/Regional Education Study</i>	NWMO, MSB	DPRA
<i>Land Use Study</i>	NWMO, MSB	DPRA
<i>Social Programs Study</i>	NWMO, MSB	DPRA
<i>Emergency Services Study</i>	NWMO	DPRA
<i>Vulnerable Populations Study</i>	NWMO	DPRA
<i>Community Health Programs and Infrastructure Study</i>	NWMO	DPRA
<i>Aggregate Resources Study</i>	NWMO, MSB	Keir Corp.
<i>Infrastructure Baseline and Feasibility Study</i>	NWMO	Morrison Hershfield
<i>Local Traffic Study</i>	NWMO	Morrison Hershfield
<i>Road Conditions Study</i>	NWMO	Morrison Hershfield

Appendix B.

Inventory of Knowledge Holders

Interviewed

Knowledge Holder Interviews

The table below includes an inventory of Knowledge Holders interviewed in 2021 and 2022 applicable to the *Local/Regional Education Study*. Names and titles have been excluded to respect the privacy of individuals.

Date	Knowledge Holder – Organization	Applicable Studies
October 13, 2021	Ontario Youth Apprenticeship Program (OYAP)	<i>Local/Regional Education Study</i>
November 18, 2021	Avon Maitland District School Board	<i>Local/Regional Education Study</i>
November 18, 2021	Avon Maitland District School Board	<i>Local/Regional Education Study</i>
November 18, 2021	Avon Maitland District School Board	<i>Local/Regional Education Study</i>
November 18, 2021	Avon Maitland District School Board	<i>Local/Regional Education Study</i>
February 18, 2022	Bruce-Grey Catholic District School Board	<i>Local/Regional Education Study</i>
February 22, 2022	Four County Labour Market Planning Board	<i>Local/Regional Education Study</i>

