Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Agenda

Committee of the Whole Meeting

Date: Monday, May 12, 2025.

Time: **6:00 p.m.**
** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

Location: 1st floor Board Room, Catholic Education Centre, 35 Weber Street West, Kitchener

Attendees:

Board of Trustees:
Linda Cuff, Kathy Doherty-Masters, Winston Francis, David Guerin, Renée Kraft (Chair), Marisa Phillips, Robert Sikora, Conrad Stanley, Tracey Weiler (Vice-Chair)

Student Representatives:
Allison-Hannah Berwick, Matteo Leone

Senior Administration:
Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resource:

Recording Secretary:
Stephanie Medeiros

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Board Chair		
1.1 Opening Prayer & Memorials	Board of Trustees	--	--
		--	--
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Board Chair	--	--
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: NA			
2. Consent Agenda: Director of Education			

ITEM	Who	Agenda Section	Method & Outcome
(e.g.: operational matters from the Ministry of Education that the Board is required to do; update on the system)			
3. Consent Agenda: Board **(Minutes of meetings)**			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Committee of the Whole Minutes – Apr 14, 2025	Board of Trustees	pp. 4-7	Approval
4. Delegations			
5. Advice from the CEO			
5.1 Southeast Galt Boundary Review – Final Report 5.2 Long Term Accommodation Plan	S. Maharaj S. Maharaj	pp. 8-65 pp. 66-149	Information Information
6. Ownership Linkage **(Communication with the External Environment related to Board's Annual Agenda; ownership communication)**			
6.1 Linkages Activity 6.2 Pastoral Care Activity	Trustees Trustees	-- --	Discussion Discussion
7. Reports from Board Committees/Task Forces			
8. Board Education **(at the request of the Board)**			
8.1 OCSTA/CCSTA Communications OCSTA/CCSTA Communications Link 8.1.1 Mandatory Training Modules & Webinars 8.2 MYSP Consultant 8.3 Trustee Self Evaluation & Student Trustee Feedback 8.4 Trustee Work Plan – May-August	Board of Trustees Vice-Chair T. Dowling Chair Chair	Link -- -- -- --	Information Information Information Discussion Information
9. Policy Discussion **(Based on Annual Plan of Board Work)**			
10. Assurance of Successful Board Performance (monitoring)			
11. Assurance of Successful Director of Education Performance (monitoring)			
12. Potential Agenda Items/Shared Concerns/Report on Trustee Inquiries			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): • May 14 – SEAC Meeting • May 19 – Victoria Day • May 20 – Governance Committee Meeting • May 22-25 – OSTA/AECO AGM (Toronto) • May 26 – Board of Trustees • May 28 - CPIC Meeting • May 28 – Interfaith Community Breakfast • May 30 – PD day	Chair	--	Information

ITEM	Who	Agenda Section	Method & Outcome
14. Items for the Next Meeting Agenda	Trustees		
14.1 Board of Trustees Meeting: (May 26, 2025) • Long Term Accommodation Plan Approval • Energy Conservation Plan • Innovation • IT Board Report • Update on Budget Preparation • Well-Being Update – Safe Schools • Southeast Galt Boundary Review – Final Boundary Review Report (for approval) • Monitoring Report IV-009 Asset Protection • Monitoring Report IV-004 Treatment of Staff • Student Trustee Report • Chair of the Board Report • Director's Report	Chair	--	Information
15. Adjournment/ Confirm decisions made tonight	Director of Education		
15.1 Confirm Decisions 15.2 Trustees move into a Double In Camera meeting	Recording Secretary Board of Trustees	-- --	Information Approval
16. Closing Prayer			
16.1 Closing Prayer	All		
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

As disciples of Christ, may we educate and nurture hope in all learners to realize their full potential to transform God's world.

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities. We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010

Committee of the Whole Meeting

A public meeting of the Committee of the Whole was held Monday, April 14, 2025, 1st floor Board Room, Catholic Education Centre, 35 Weber Street, Kitchener.

Trustees Present:
Linda Cuff (Vice-Chair), Winston Francis, David Guerin, Renée Kraft (Chair), Marisa Phillips, Robert Sikora, Conrad Stanley, Tracey Weiler

*-attended online via Teams

Student Trustees Present:
Allison-Hannah Berwick*, Matteo Leone

Administrative Officials Present:
Tyrone Dowling, Gerald Foran, Shesh Maharaj, Paul Mendonça, Judy Merkel, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resources For The Meeting:

Regrets:
Absent:

Recorder:
Stephanie Medeiros, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 4.7, when a decision is reached by consensus, the minutes of the Meeting shall indicate a decision by consensus with the notation in the minutes that consensus means the decision was supported by all Trustees present and eligible to vote on a matter. Under Board by-law 4.11 Whenever a vote is required, every Trustee present when a vote is taken, including the Chair but excluding any Trustee who has declared a direct or indirect pecuniary interest as required by the Municipal Conflict of Interest Act, shall vote on all questions on which the Trustee is entitled to vote and abstentions are not permitted.

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1. Call to Order:

The Chair called the meeting to order at 6:55 p.m.

1.1 Opening Prayer & Memorials

Opening prayer **– Deferred to Special Board of Trustees**

1.2 Territorial Acknowledgement

Territorial Acknowledgment **– Deferred to Special Board of Trustees**

1.3 Approval of Agenda

Chair Kraft motioned for approval of the agenda.
Trustee Weiler raised a point of order to add a Trustee inquiry for an update on the legal opinion that had been previously sought. Chair Kraft confirmed that this request will be included in the In Camera agenda.
Trustee Stanley raised a point of order to propose the removal of item 7.1, Notice of Motion – Public Recording, citing that feedback from Trustees is still being gathered and suggested that this matter could be

voted on during the meeting scheduled for April 28th. Chair Kraft approved the removal of item 7.1.

2025-14-- It was moved by Trustee Phillips and seconded by Trustee Stanley:
THAT the agenda for Monday, April 14, 2025, be now approved, as amended.
--- Carried by consensus

1.4 Declaration of Pecuniary Interest
1.4.1 From the current meeting - NIL
1.4.2 From a previous public or in-camera meeting – NIL

1.5 Items for Action - NIL

2 Consent Agenda: Director of Education (e.g., day-to-day operational matters from the Ministry of Education that the board is required to do

3 Consent Agenda: Board of Trustees (Minutes of meetings)

3.1 Approval of Minutes of Regular and Special Meetings
3.1.1 Committee of the Whole Minutes – Mar 3, 2025

Chair Kraft motioned for approval of the consent agenda.

2025-15 -- It was moved by Trustee Sikora and seconded by Trustee Guerin:
THAT the Consent Agenda: Board of Trustees and the recommendations contained therein be now approved.
--- Carried by consensus.

4 Delegations

4.1 Delegation Presentation – Chair Kraft invited Richard Christy to the podium to give a presentation regarding Notice of Motion – Update to Flag Protocol and Political Symbol Policy and 2SLGBTQIA+ literature in schools. Trustees asked clarifying questions.

4.2 Delegation Presentation – Chair Kraft invited Bill Conway et al, to the podium to give a presentation regarding policy governance and the role of Trustees with respect to the Notice of Motion – Update to Flag Protocol and Political Symbol Policy. Trustees asked clarifying questions.

4.3 Delegation Presentation – Chair Kraft invited Greg Cinti, Michael Nicholas, Rosanna Currie to the podium to give a presentation regarding Notice of Motion – Update to Flag Protocol and Political Symbol Policy and 2SLGBTQIA+ literature in schools. Trustees asked clarifying questions.

5 Advice From the CEO

5.1 Math Achievement Action Plan Update
Superintendent Ritsma introduced Petra LeDuc, Math Lead Consultant to present the Math Achievement Action Plan Update. The presentation focused on evaluating the progress of key performance indicators (KPIs) and highlighted the effectiveness of the plan's outputs across the board. Key aspects of the report were reviewed as well as next steps.

5.2 Student Achievement Plan (SAP)
Superintendent Ritsma introduced Kelly Roberts, Research Coordinator to present the Student Achievement Plan. The session covered the Ministry's objectives and the Better School Act of 2023, focusing on the purpose, priorities, and goals associated with the indicators of the SAP. Additionally, the presentation examined the components of the public reporting template and analyzed the Ministry SAP indicators over time, outlining the next steps in the process. Trustees asked clarifying questions.

5.3 Interim Financial Report #2
Superintendent Maharaj introduced Laura Isaac, Senior Manager of Finance to present the Interim Financial Report #2. The presentation provided an overview of the financial results, including details on enrolment, staffing, and the revenue generated from core education funds, as well as a review of expenditures. Trustees asked clarifying questions.

6. Ownership Linkage (Communication with the External Environment)
6.1 Linkages Activity
Trustee Sikora has agreed to resume the role of Chair of Linkages and provided an update on Linkages Activity including Trustee attending at Staff Recognition, OCSTA AGM and secondary convocations.

6.2 Pastoral Care Activity
Trustee Guerin provided an update on Pastoral Care Activity emphasizing the importance of valuing the perspectives of all Trustees.

7. Reports From Board Committees/Task Forces
~~**7.1 Notice of Motion – Public Recording**~~

8. Board Education (at the request of the Board)
8.1 OCSTA/CCSTA Communications
Chair Kraft briefly discussed OCSTA/CCSTA Communications.

8.2 Trustee and Student Trustee Evaluations
Chair Kraft noted that Trustee and Student Trustee Evaluations are now open to submit responses and results will be reviewed at the May Committee of the Whole.

8.3 Trustee Work Plan - April
Chair Kraft reviewed items for review for the month of April in the Trustee Work Plan.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements (all scheduled for the Catholic Education Centre unless otherwise indicated)
13.1 Upcoming Meetings/Events
Trustees discussed upcoming events.

14. Items for the Next Meeting Agenda/Pending Items
14.1 Trustees discussed upcoming items on the next agenda.

15. Adjournment – Confirm decisions made tonight.
15.1 Confirm Decisions
The Recording Secretary confirmed the meeting decisions.

15.2 Trustees move into a Double In Camera meeting

2025-16 -- It was moved by Trustee Cuff and seconded by Trustee Sikora:
That the Trustees move into a Double In Camera meeting
--- Carried by consensus

The Trustees moved into a Double In Camera meeting at 9:27 p.m.

16. Closing Prayer

16.1 Closing prayer led by all.

17. Motion to Adjourn

2025-17 -- It was moved by Trustee Weiler and seconded by Trustee Phillips:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 11:41 p.m.

Chair of the Board

Secretary

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Report

Date: May 12, 2025

To: Board of Trustees

From: Director of Education

Subject: Southeast Galt Boundary Review – Final Boundary Review Report

Type of Report:
- ☐ Decision-Making
- ☒ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:
- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of **Board Policy IV 010 - Facilities / Accommodations**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

On March 3, 2025 the Board of Trustees approved initiating the Southeast Galt Boundary Review. The boundary review process was conducted in accordance with APF017 – Boundary Review Process.

In accordance with APF017, the purpose of the Final Boundary Review Report is to provide:

- A summary of information contained in the Initial Boundary Review Report
- A summary of comments and questions received during the public consultation phase
- Final Staff Committee recommendation(s) and justification for the recommendation(s)
- A timeline for implementation of the recommended boundary change(s)
- Critical path resolution of the identified accommodation issue
- Communications Plan

Policy Statement and/or Education Act/other Legislation citation:

1. Board Policy IV 010 Facilities/Accommodations

   "...the CEO shall not ...

   1. *Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures that includes the board appointing two trustees as a non-voting members of the Accommodation Review Committees...*

   6. *Fail to conduct accommodation reviews process (i.e. boundary review and school closures) that is not in compliance with current Ministry of Education guidelines and directives."*

2. APF017 – Boundary Review Process

Alignment to the MYSP:

☒ Awaken to Belong

☐ Every student can see themselves reflected in their learning.
☐ Staff experiences a positive, healthy, and inclusive workplace.
☒ Families are aware of and/or use the available resources to assist in navigation of the school system.

☒ Ignite to Believe

☐ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
☐ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
☒ The relationship between home, parish and school is strengthened.

☒ Strengthen to Become

☐ Every student reaches their full potential.
☐ Staff see their impact on student achievement.
☒ Families are engaged as active partners in our students' Catholic education journey.

Background/Comments:

The attached Final Boundary Review Report provides an overview of the boundary review process, including detailed insight into the feedback received via the public engagements.

Input from the affected school communities was reviewed by the Staff Committee and resulted in three major themes being identified:

- Families living in the southern portion of Sub Area X identified a strong affinity with St. Vincent de Paul and identified concerns about potential overcrowding at St. Anne (C) if they were to be moved.
- St. Anne (C) families were concerned about how their school demographic would change if new homes in Sub Area N were redirected to the new Southeast Galt School.
- Families who received permission to attend their school on an out of bounds approval expressed a strong desire to remain at their chosen school.

The Staff Committee considered the feedback and developed Option 3. Option 3 is based on Option 1 (the original preferred option) with the addition of a split to Sub Area X, creating new Sub Areas X1 and X2, and a split to Sub Area N creating new Sub Areas N1 and N2.

Option 3

- Keeps families living in the southern portion of Sub Area X at St. Vincent de Paul and redirects the north portion of Sub Area X to St. Anne (C)
- Ensures St. Anne (C) will continue to have diversity in their families' demographics by including a portion of Sub Area N (new homes) in the proposed boundary.

To address concerns from families attending schools on an Out of Boundary permission, the Staff Committee recommends the inclusion existing Out of Boundary families in their current schools. Excluded from the Out of Boundary permissions are any students that would be redirected to the new Southeast Galt school.

Further, the Staff Committee recommends a Legacy Exception for students in grade 7 to stay at their current school so they can graduate with their peers.

Recommendation:

The following recommendations will be presented for consideration on May 26, 2025.

1. That the boundary of Holy Spirit Catholic Elementary School (CES), St. Anne (C) CES and St. Vincent de Paul CES be modified, and the boundary of the new Southeast Galt Catholic school be established in accordance with Option 3, effective September 1, 2026, or at such time as the new Southeast Galt Catholic school opens.
2. That effective September 1, 2025, Holy Spirit CES and St. Anne (C) CES become capped to new Out of Boundary students, and St. Vincent de Paul CES remain capped in accordance with APA003 – Admission of Out of Boundary Students. Students who have registered for the 2025/26 school year who have received Out of Boundary permission to attend a review area school prior to August 31, 2025, will be permitted to attend that school despite the September 1, 2025 cap.
3. That Out of Boundary students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES as of September 1, 2025, be allowed to remain in their current school until they graduate Grade 8, unless they are part of the new Southeast Galt Catholic school boundary.
4. That transportation will not be provided to said Out of Boundary students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES who are granted permission to remain in their current schools until they graduate Grade 8.
5. That all Grade 7 students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES in the 2025/2026 school year, or the school year prior to the new Southeast Galt Catholic School opening, be granted Legacy Exception permission to finish Grade 8 at their current school. And further, said Grade 7 students also be allowed to attend the new Southeast Galt Catholic school in 2026/2027 for Grade 8.
6. That all Grade 7 students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES in the 2025/2026 school year, or the school year prior to the new Southeast Galt Catholic School opening, who opt to remain at their current school in 2026/2027 in accordance with Recommendation 5, be provided with transportation, if they qualify in accordance with board procedure APO012 – Transportation.
7. That prior to the opening of the new Southeast Galt Catholic school, extraordinary Out of Boundary admissions to Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES be considered by a special senior management level committee. The decision of the special senior management level committee is final and non-appealable. The special senior management level committee will only consider appeals where the Administrator of the student's current school and the Administrator of the student's future school agree on the following:

    a) A student's mental, physical, or academic well-being would likely be compromised if they were moved.

b) Upon the professional consideration of school and board staff, there is a determination that a student's unique personal and educational needs are better served at the current school.

c) There are unique health and safety considerations pertaining to the student, that are better served at the current school, and which are verified by school and board staff.

8. That a Transition Planning Committee be formed to support all students and staff who will be moving to the new Southeast Galt Catholic school as a result of the Southeast Galt Boundary Review.

Prepared/Reviewed By:

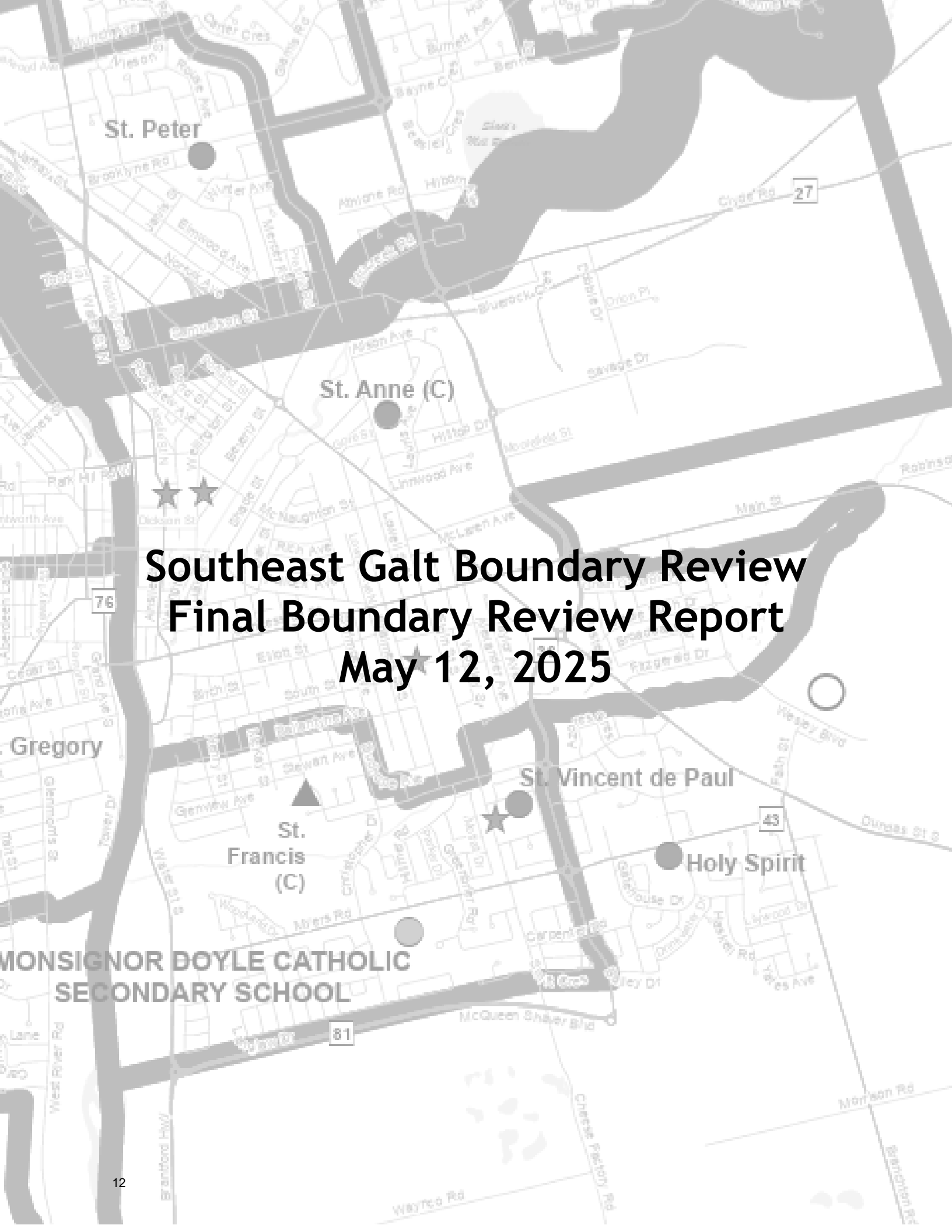
Tyrone Dowling
Director of Education

Jennifer Passy
Manager of Planning

Virina Elgawly
Planning Officer

Shesh Maharaj
Executive Superintendent of Corporate Services

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.



Southeast Galt Boundary Review
Final Boundary Review Report
May 12, 2025

Executive Summary

The Southeast Galt Final Boundary Review Report provides recommendations for establishing the boundary of the new Southeast Galt Catholic school and modifying the boundaries of Holy Spirit Catholic Elementary School, St. Anne (C) Catholic Elementary School, and St. Vincent de Paul Catholic Elementary School.

The boundary review process, initiated on March 3, 2025, included public engagement through meetings, electronic communication, a survey, and an open house. Feedback received during the public engagement phase highlighted concerns about the proposed redirection of Sub Area X from St. Vincent de Paul to St. Anne (C), the reset of Out of Boundary conditions in the review area schools, Legacy Exceptions, ongoing enrolment pressure in the review area schools, the impact of school changes on students and families, as well as childcare-related matters.

In response to input received at the Catholic School Advisory Committee (CSAC) meetings and via online means, a third option was created and included in the public open house materials and shared online. Option 3 involves moving a portion of Sub Area X (X1) from St. Vincent de Paul to St. Anne (C) and splitting the direction of Sub Area N between the new Southeast Galt Catholic Elementary School (N1) and St. Anne (C) (N2).

Option 3 is being recommended by the Staff Committee as it minimizes disruption to existing students living in Sub Area X2, reduces long-term pressure at the new school, and provides a balance to the St. Anne (C) community by including areas of new residential development in its boundary.

Further, it is the Staff Committee's recommendation that Legacy Exceptions be provided to students in Grade 7 in the year prior to the implementation of the boundary change to remain in their current schools for Grade 8, and that existing Out of Boundary students be allowed to remain in their current schools until they graduate, unless directed to attend the new Southeast Galt Catholic Elementary School.

To support the implementation of the boundary changes, it is recommended that St. Vincent de Paul remain capped and Holy Spirit and St. Anne (C) be capped to new Out of Boundary students effective September 1, 2025.

Table of Contents

1 Introduction

The purpose of this Final Boundary Review Report is to provide the background and rationale for the recommendations being presented to the Board of Trustees to establish the boundary of the new Southeast Galt Catholic Elementary School and modify the boundaries of Holy Spirit (CES), St. Anne (C) CES, and St. Vincent de Paul CES.

The Southeast Galt Boundary Review was initiated on March 3, 2025. The review included the Holy Spirit CES, St. Anne (C) CES, and St. Vincent de Paul CES school communities. Two boundary review options were initially presented for consideration through the review. Option 1 was identified as Staff's preferred alternative.

In response to input received from school community members throughout the review, a new Option 3 was developed. Information about Option 3 was shared online and at the public open house. Feedback on Option 3 was collected via an additional online survey.

2 Background

A previous Pupil Accommodation Review (PAR) was undertaken between 2011–2013. That review resulted in the closure of St. Ambrose CES and St. Francis (C) CES, and redefined the boundaries of Holy Spirit CES, St. Anne (C) CES, and St. Vincent de Paul CES. The PAR established the current school accommodation conditions which supported the funding and construction of the new Southeast Galt Catholic elementary school. The existing boundaries for the schools involved in the review are illustrated in Figure 1.

The Southeast Galt Boundary Review considers only those open and operating elementary schools in the review area and the new Southeast Galt school under construction.

2.1 Goals of the Review

The following goals have been established for the Southeast Galt Boundary Review:

- Establish a boundary for the new Southeast Galt school in advance of its opening.
- Redraw boundaries for existing schools involved in the review.
- Relieve overcapacity pressures in existing schools, where possible.
- Determine attendance area boundaries that best meet board-wide boundary review goals.

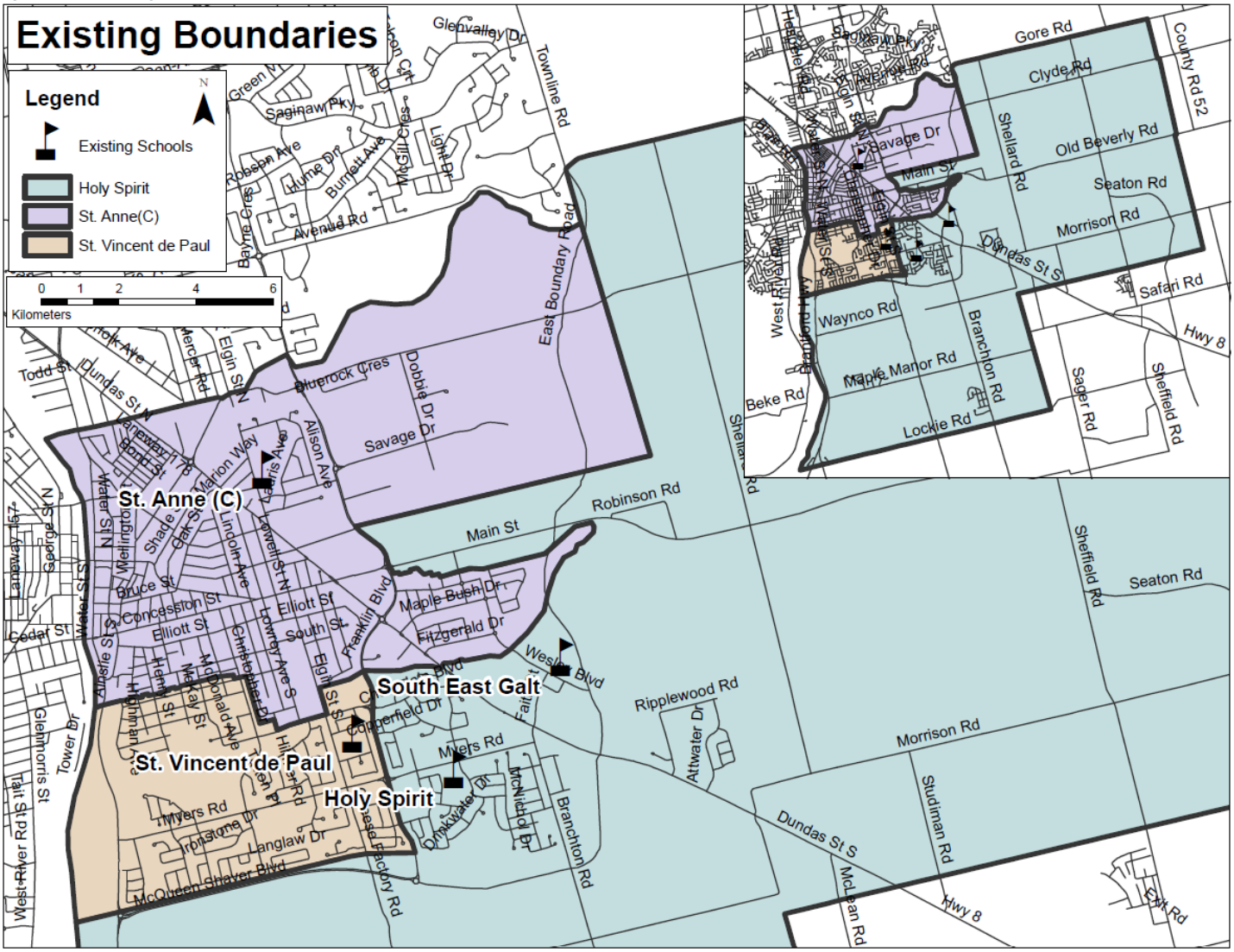
2.2 Board-Wide Boundary Review Goals

The Staff Committee will have regard for the following board-wide boundary review goals:

- Provide the highest quality learning environment possible.
- Consider program environments and how they support student achievement.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
- Maximize the use of Board-owned facilities over the long term.
- Minimize the use of non-permanent accommodation (portables) as a long-term strategy while recognizing that it may be a necessary short-term solution.
- Provide a long-term (5 years +) accommodation solution.
- Create boundaries that maximize the number of students that can walk to school.
- Consider the Board's existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Provide logical attendance boundaries.
- Follow logical divides such as major roads and physical barriers.
- Recognize existing neighborhoods wherever possible.
- Reduce operating costs (e.g., maintenance, operations, transportation).

- Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board's long-term capital plan.

Figure 1 - Existing School Boundaries



3 Boundary Review Process

The boundary review was conducted in accordance with Administrative Procedure APF017 – Boundary Review Process, which reads: “A Boundary Review is conducted when the school board is proposing the relocation (in any school year or over a number of school years) of students or grades, in which the number of students or enrolment of the grades is less than 50% of the school’s enrolment. This calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years.”

3.1 Staff Committee Composition

The boundary review is led by a committee of school board staff. The Staff Committee for the Southeast Galt Boundary Review is comprised of the following members:

- Angela Carroll, Administrator, Holy Spirit CES
- EJ Hunt, Administrator, St. Anne (C) CES
- Tammy Sica, Administrator, St. Vincent de Paul CES
- Chandler Kinzie, Supervisor of Construction & Renovations
- Jennifer Passy, Manager of Planning
- Virina Elgawly, Planning Officer
- Isabelle Lung Ler, Planning Technician
- Keith Prudham, Operations Supervisor, Student Transportation Services of Waterloo Region
- PersonGuy Hu, Transportation Planner – Central Area, Student Transportation Services of Waterloo Region
- Adrian Frigula, Senior Manager of Facility Services
- Gerald Foran, Superintendent of Learning
- Shesh Maharaj, Executive Superintendent of Corporate Services, Treasurer & Chief Financial Officer
- Other resource staff as needed.

The Staff Committee held three meetings during the boundary review process to evaluate enrolment projections, transportation analysis, capacity limitations, accommodation options, identify a preferred alternative, receive and consider feedback from the school communities, and reach consensus on a final recommendation that would address the goals of the review while considering the public input received.

3.2 Final Boundary Review Report

This Final Boundary Review Report has been prepared per APF017. The report includes:

- Summary of information contained in the Initial Boundary Review Report
- Summary of comments and questions received during the public consultation phase
- Final Staff Committee recommendation(s) and justification for the recommendation(s)
- A timeline for implementation of the recommended boundary change(s)
- Critical path resolution of the identified accommodation issue

3.3 Public Engagement

In accordance with APF017, information contained in the Initial Boundary Review Report was presented to each review area school’s Catholic School Advisory Committee (CSAC). One public open house was held to provide information on the original options in the Initial Boundary Review Report, and staff also included information on the additional Option 3 at that open house.

Feedback was received via email and online surveys throughout the review. Email will be received and shared with Trustees up until the decision on May 26, 2025.

3.3.1 Public Engagement Schedule

The Initial Boundary Review Report information was presented at the review area school CSAC meetings and similar information was available at the drop-in public open house.

At each meeting, input was received by Staff Committee members as well as the designated Trustees. Additional feedback collected via electronic means was reviewed and reflected on by the Staff Committee before reaching consensus on final recommendations.

Table 1 - Public Engagement Schedule

Date	Purpose
March 5, 2025 – May 26, 2025	• Input received via SoutheastGalt@wcdsb.ca
March 5, 2025 – April 13, 2025	• Option 1 – 2 online public engagement survey – March 5 – April 13, 2025 • Option 3 survey – April 7 – April 13, 2025
St. Anne (C) CES CSAC Wednesday, March 19, 2025	• Planning Staff presented Initial Boundary Review Report to St. Anne CSAC and received input
Holy Spirit CES CSAC Tuesday, March 25, 2025	• Planning Staff presented Initial Boundary Review Report to Holy Spirit CSAC and received input
St. Vincent de Paul (C) CES CSAC Tuesday, March 25, 2025	• Planning Staff presented Initial Boundary Review Report to St. Vincent de Paul CSAC and received input
Public Open House Wednesday, April 9, 2025 4pm – 8pm Monsignor Doyle CSS Cafeteria	• Drop In Format • Initial Boundary Review Report information and Option 3 provided, feedback solicited from school communities, and opportunity for the public to discuss the review with staff
Committee of the Whole Meeting May 12, 2025	• Planning Staff to present Final Staff Report to Board of Trustees • Opportunity for delegations[1]
Board of Trustees Meeting May 26, 2025	• Final Decision to be made by the Board of Trustees • No delegations

3.3.2 Communication Plan

The communication plan included in the Initial Boundary Review Report was implemented, including:

- Establishment of a dedicated webpage
- Creation of a dedicated email address: SoutheastGalt@wcdsb.ca
- Notice of the initiation of the boundary review, information about the process and how to participate was provided via the board-level Newswire, School Messenger and shared via board-level social media. Information was also published on the board's webpage and school webpages.
- The Ministry of Education was notified of the commencement of the review.
- Staff Committee and designated Trustee representatives attended CSAC meetings at affected schools to present information and receive input.
- A drop-in public open house was hosted at Monsignor Doyle CSS to provide the community an opportunity to learn about the review and speak with Staff Committee members and Trustees.

[1] In accordance with Section 5.1 of the Board's Operational and Procedural By-law, delegations wishing to address a committee or the Board are required to e-mail stephanie.medeiros@wcdsb.ca by 9:00 a.m. the Monday prior to the scheduled meeting. Further details on committee and Board meetings are available online.

- Boundary review webpage subscribers received update notices.
- Information about the Final Boundary Review Report, Committee of the Whole and Board of Trustee meetings was distributed via the board-level Newswire, School Messenger and shared via board-level social media. Information was also published on the board's webpage and school webpages.

3.3.2.1 Post Decision Communication Plan

Provide notice of the decision via board-level Newswire, School Messenger and share via board-level social media. Information will also be published on the board's webpage and school webpages.

Publish the decision on the boundary review webpage and distribute notice to subscribers.

Establish a Transition Committee and initiate the transition planning to support students, families, and staff.

4 Public Input

4.1 Email

Thirty-one email messages were received (up to April 17, 2025) from school communities including parents/guardians, staff, students, and community members. Redacted emails are provided in Appendix A.

The following is a summary of the key issues raised by respondents (Note: one email was from an Unknown school affiliation):

- **Holy Spirit – 17 Email Messages:**
    - Highlighted the benefits of attending a new school and requested options for families in specific areas to attend the new school.
    - Emphasized the challenges of finding new childcare providers and the emotional impact on students if out-of-boundary exemptions are not granted.
    - Requests for legacy exceptions for current students to remain at their existing schools to avoid disruption and maintain stability.
- **St. Anne (C) – 3 Email Messages:**
    - Clarification sought of requirement to attend the new school.
    - Comment about the new school being developed as a joint Catholic/Public school.
    - Preference that boundary between St. Anne (C) and St. Vincent de Paul be drawn along Main Street.
- **St. Vincent de Paul – 10 Email Messages:**
    - Concerns were raised about the proposed boundary changes affecting Birkinshaw Road, reasoning that the changes would negatively impact students' mental health and make St. Anne (C) over-utilized.
    - Requests for legacy exceptions were made for students who have spent many years at their current school to avoid disruption.

4.2 Survey

The initial survey of school communities was opened on March 5. Respondents were asked to rank the importance of several key factors and provide additional input on the original two options. A further survey was initiated on April 7 to solicit input on Option 3 specifically.

4.2.1 Initial Survey

The Initial Survey opened on March 5 and closed on April 13, 2025. 172 responses were received. Redacted responses received are included in Appendix B. The profile of respondents is as follows:

Table 2 - Initial Survey Respondent Identification

Answered as:	Count
Community Member	6
Parent/Guardian	160
Staff Member	5
Student	1
Grand Total	**172**

Table 3 - Initial Survey School Affiliation

Identified School Affiliation	Count
Holy Spirit	51
St. Anne (C)	27
St. Vincent de Paul	94
Grand Total	**172**

Table 4 - Initial Survey Sub Area Affiliation

School	Sub Area	Count
Holy Spirit	Sub Area A	3
	Sub Area D	2
	Sub Area H - Holy Spirit Home Area	12
	Sub Area I	4
	Sub Area K	5
	Sub Area M	7
	Sub Area P	5
	Sub Area R - Out of District	3
	Sub Area X	1
	Sub Area Y	1
	Sub Area Z	2
	N/A	1
	Out of District	3
	St. Vincent de Paul	2
Subtotal		**51**
St. Anne	Sub Area A	4
	Sub Area B	6
	Sub Area C	4
	Sub Area D	12
	N/A	1
Subtotal		**27**
St. Vincent de Paul	Sub Area A	7
	Sub Area B	1
	Sub Area C	5

School	Sub Area	Count
	Sub Area D	1
	Sub Area I	1
	Sub Area V - St. Vincent de Paul Home Area	13
	Sub Area W	1
	Sub Area X	33
	Sub Area Y	5
	Sub Area Z	18
	Holy Spirit	3
	St. Joseph	1
	St. Michael	1
	N/A	3
	Out of District	1
Subtotal		**94**
Total		**172**

4.2.1.1 Key themes of additional factors

Current School Capacities and Long-Term Growth:
Evaluate the current enrolment and physical capacity of Holy Spirit, St. Vincent de Paul, and St. Anne (C). Consider the feasibility of adding portables and the longevity of school infrastructure.

Impact on Students' Mental Health:
Consider the psychological effects on students who are accustomed to their current schools. Changes might cause anxiety and disrupt their established routines and relationships.

Legacy Students:
Allow current "out of boundary" students to remain at their schools. Prioritize students who have been at their schools for several years, especially those nearing graduation.

Sibling Considerations:
Ensure siblings can attend the same school to avoid separating families.

Special Needs Students:
Evaluate the impact on students with special needs, ensuring changes do not disrupt their support systems.

Childcare and Before/After School Programs:
Consider the availability and impact on childcare services that align with school hours, which are crucial for working families.

Transportation and Safety:
Assess the safety and practicality of transportation routes, especially for students who need to cross busy roads.

Community and Social Ties:
Recognize the importance of maintaining established social networks and community ties, which are vital for students' academic and social development.

Housing Expansion and Future Growth:
Balance current enrolment with anticipated housing expansion, particularly at the city's outer edges.

Faith-Based Identity:
Ensure schools continue to place high value on faith-based education.

4.2.1.2 Key themes by school community for Option 1 Input

Holy Spirit

- **Convenience:** Many parents emphasize the convenience of their children being able to walk to grandparents' houses or daycare providers.
- **Legacy Students:** There is strong support for allowing current out-of-boundary students to remain at Holy Spirit, especially those who have been there for several years.
- **Childcare:** Parents rely heavily on established childcare arrangements within the Holy Spirit catchment area, and changing schools would disrupt these arrangements.
- **Grade 7 Students:** Parents advocate for students entering Grade 7 in 2026 to stay at Holy Spirit to avoid disruption during their final years before high school.

St. Anne (C)

- **Support for Option 1:** Some respondents support Option 1, particularly those in Sub Area D.
- **Boundary Adjustments:** Suggestions include redistributing Sub Area C among St. Vincent de Paul, Holy Spirit, and Southeast Galt to balance school capacities and prioritize walking distance.
- **School Identity:** Concerns about whether the new school will maintain its Catholic identity.

St. Vincent de Paul

- **Opposition to Boundary Changes:** Strong opposition to moving Sub Area X from St. Vincent de Paul to St. Anne (C), citing increased distance and negative impact on students' mental health.
- **Legacy Students:** Advocacy for allowing current students to remain at St. Vincent de Paul, especially those nearing graduation.
- **Neighborhood Impact:** The Birkinshaw community, representing a small number of students, argues that moving them does not make practical sense and would disrupt established social networks.
- **Mental Health:** Concerns about the psychological impact of boundary changes on students who have already been affected by the pandemic.

4.2.1.3 Key Themes by School Community for Option 2 Input

Holy Spirit

- **Inconvenience:** Many parents find Option 2 very inconvenient, especially if it requires their children to move schools and disrupt established routines.
- **Legacy Students:** There is strong support for allowing current out-of-boundary students to remain at Holy Spirit, particularly those who have been there for several years.
- **Childcare:** Parents rely heavily on established childcare arrangements within the Holy Spirit catchment area, and changing schools would disrupt these arrangements.
- **Walking Distance:** Concerns about the lack of walking distance convenience under Option 2.

St. Anne (C)

- **Support for Option 2:** Some respondents support Option 2, particularly those in Sub Area D.
- **Capacity and Special Needs:** Projections show St. Anne (C) to be overcapacity compared to other schools and having a higher ratio of students with special needs, requiring more support. Suggestions include redistributing Sub Area C among other schools to balance capacities and prioritize walking distance.
- **Mental Health:** Consider the mental health impact of another big change on children.

St. Vincent de Paul

- **Opposition to Boundary Changes:** Strong opposition to moving Sub Area X from St. Vincent de Paul to St. Anne (C), citing increased distance and negative impact on students' mental health.
- **Legacy Students:** Advocacy for allowing current students to remain at St. Vincent de Paul, especially those nearing graduation.
- **Neighborhood Impact:** The Birkinshaw community argues that moving them does not make practical sense and would disrupt established social networks.
- **Mental Health:** Concerns about the psychological impact of boundary changes on students who have already been affected by the pandemic.

- **Sibling Considerations:** Suggestions to keep siblings together to avoid separating families.

4.2.2 Option 3 Survey

The Option 3 survey opened on April 7 and closed on April 13, 2025. 33 responses were received. Redacted responses received are included in Appendix C. The profile of respondents is as follows:

Table 5 – Option 3 Survey Respondent Identification

Answered as:	Count
Parent/Guardian	30
Grandparent	1
Community Member	1
Grandparent	1
Grand Total	**33**

Table 6 - Option 3 Survey School Affiliation

Identified School Affiliation	Count
Holy Spirit	4
St. Anne (C)	1
St. Vincent de Paul	28
Grand Total	**33**

Table 7 - Option 3 Survey Sub Area Affiliation

School Sub Area Affiliation		Count
Holy Spirit	Sub area D	1
	Sub Area I	1
	Sub Area Y	1
	N/A	1
Subtotal		**4**
St. Anne (C)		
	Not Applicable	1
Subtotal		***1***
St. Vincent de Paul		
	Sub Area D	1
	Sub Area I	1
	Sub Area W	1
	Sub Area X	13
	Sub Area Y	2
	N/A	10
Subtotal		**28**
Total		**33**

Holy Spirit

- **Continuity:** Parents express a desire for their children to continue at Holy Spirit without being uprooted.
- **Viability:** Option 3 is seen as a viable option with long-term projections being more evenly split among all schools.
- **Preference:** Some parents consider Option 3 the best option.

St. Anne (C)

- **Neutral Stance:** Some residents are neither for nor against Option 3, suggesting that the best option for most should be chosen.

St. Vincent de Paul

- **Support for Option 3:** Strong support for Option 3, particularly from the Birkinshaw community, as it allows children to stay at St. Vincent de Paul, which is closer to their homes and maintains their social networks.
- **Legacy Students:** Advocacy for allowing current students to remain at St. Vincent de Paul, especially those nearing graduation.
- **Community Feedback:** Appreciation for the committee's consideration of community concerns and revising boundaries to be less disruptive.
- **Mental Health:** Emphasis on the importance of maintaining stability for children's mental health and development.
- **Logical Choice:** Option 3 is seen as the most logical and least disruptive choice, considering community input.

4.3 Open House

Forty attendees signed the register at the drop-in open house held on April 9, 2025, at Monsignor Doyle CSS.

Table 8 - Open House Attendee Summary

School	Total	Percent of Total
Holy Spirit	17	43%
St. Anne (C)	6	15%
St. Vincent de Paul	16	40%
Not Specified	1	3%
Total	40	

Support staff, school administrators, and two trustees were in attendance to respond to questions, provide clarification, and receive concerns.

5 School Profiles

The three review area school profiles are outlined in the following sections, plus the details of the under construction new Southeast Galt Catholic Elementary School.

5.1 Holy Spirit CES

Holy Spirit operates as a JK-8 elementary school. Before and after school care is delivered by the school board.

Holy Spirit has an On the Ground (OTG) capacity of 622 pupil places. There were no portables on-site at Holy Spirit in 2024. On October 31, 2024, the school’s enrolment was 590 with a current utilization rate of 95%.

5.2 St. Anne (C) CES

St. Anne (C) is a JK-8 elementary school. The Alison Park Neighbourhood Group shares space in the building and delivers programs to the school and broader community. Before and after school care is delivered by the school board.

St. Anne has an OTG of 418 pupil places. There are 2 portables on-site at St. Anne (C) in 2024. On October 31, 2024, the enrolment at St. Anne was 428, resulting in a utilization rate of 102%.

5.3 St. Vincent de Paul CES

St. Vincent de Paul is a JK-8 elementary school. There is an on-site childcare center operated by the YMCA of Three Rivers. Before and after school care is delivered by the school board and YMCA.

St. Vincent de Paul has an OTG of 562 pupil places. There are 7 portables on-site at St. Vincent de Paul in 2024. On October 31, 2024, the enrolment at St. Vincent de Paul was 690, resulting in a utilization rate of 123%.

5.4 New Southeast Galt School

The new Southeast Galt elementary school has been designed with an OTG of 360 pupil places. Construction of the new school, located at 605 Wesley Boulevard, commenced in September 2024 and is scheduled to open in September 2026.

The construction project also includes a public school and a 72-space childcare center. WCDSB will contract third-party delivery of extended day programming.

6 Analysis

6.1 Status Quo Enrolment Forecast

Table 9 shows actual and projected enrolment versus capacity for each school under review. OTG capacity refers to a school's size as determined by loading all instructional spaces within a facility to current Ministry of Education standards (based on class size and room area). OTG does not include temporary capacity such as portables, and portables are not counted in the calculation of utilization.

There are approximately 278 out-of-boundary students living in the review area but attending schools other than their home school.

The Status Quo forecast presented in Table 9 provides the current 2024/25 school year enrolment and utilization at each school. However, the presented projections assume that all Out of Boundary students are returned to their home school. These Status Quo assumptions are consistent with the enrolment presented in Options 1 and 2 allowing for direct comparison between projections.

The schools in the review area are currently near or over capacity and are each projected to experience significant enrolment pressure during the forecast period.

Table 9 - Status Quo Enrolment Projection

Status Quo	OTG	2024			2026			2029			2036		
	(Capacity)	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables**
Holy Spirit	**622**	590	95%	0	577	93%	-2	789	127%	7	1056	170%	19
St. Anne (C)	**418**	428	102%	2	631	151%	9	691	165%	12	775	185%	15
St. Vincent de Paul	**562**	690	123%	7	652	116%	4	692	123%	6	819	146%	11
Total	**1602**	**1708**	**107%**	**9**	**1860**	**116%**	**13**	**2172**	**136%**	**25**	**2650**	**165%**	**45**

*Please note that negatives in the Portables columns represent empty classrooms. Totals only reflect portables (i.e. positive numbers only)

**Updated from original Initial Boundary Review Report dated March 3, 2025

6.2 Sub-Areas

To analyze boundary options and enrolment patterns, each existing review area elementary school has been divided into sub-areas. The "Home Area" label refers to the sub-area that houses the subject school site. To support the development of Option 3, the Sub Areas associated with Holy Spirit and St. Vincent de Paul were updated and are reflected in the following sections.

Out of Boundary students were returned to their home school in the sub area projections.

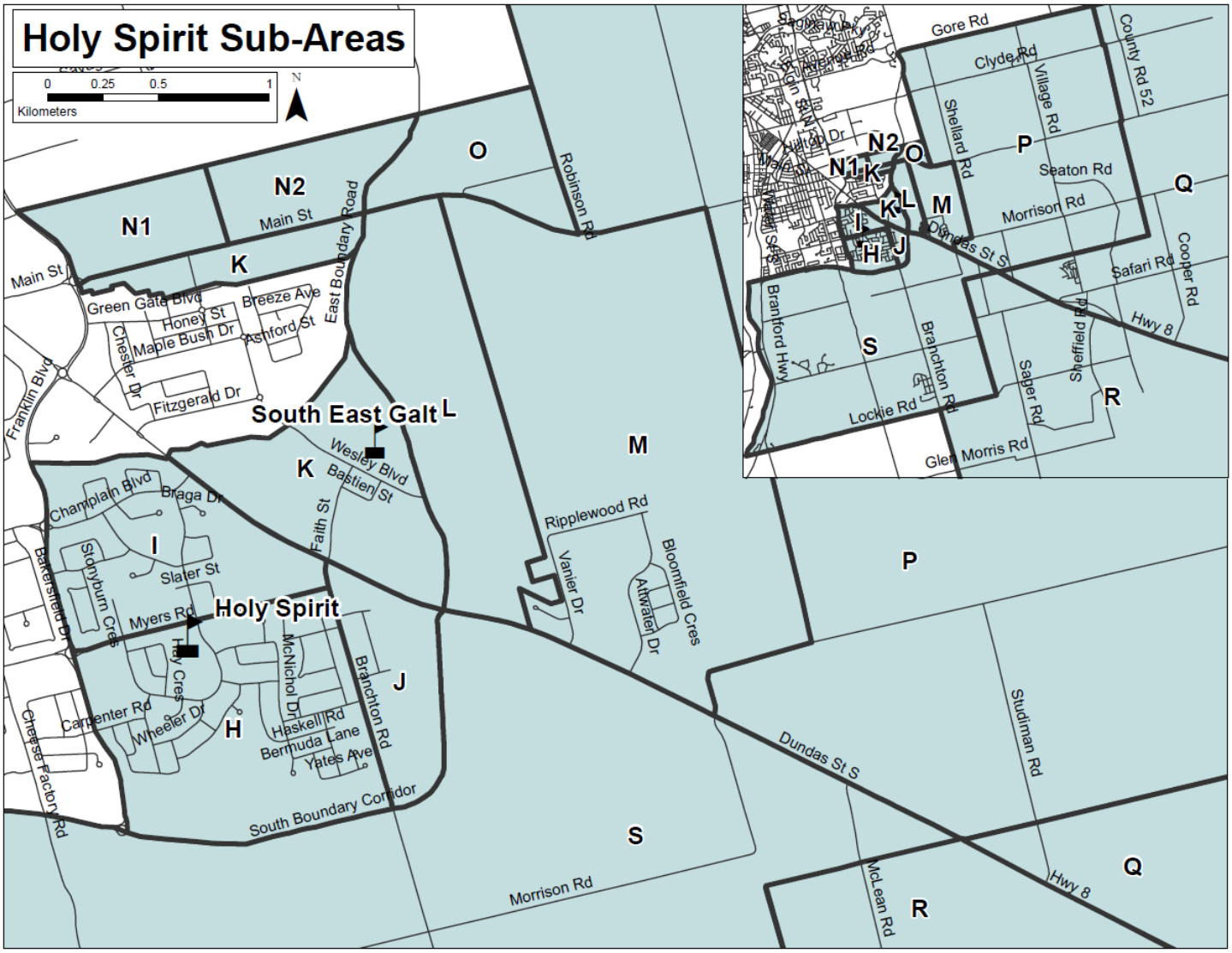
6.2.1 Holy Spirit CES

Table 10 and Figure 2 show the updated Holy Spirit sub-areas and associated enrolment projections. The new Southeast Galt school is in Sub Area K. There is a long standing history of Out of District students attending Holy Spirit. These students are reflected in sub areas Q and R.

Table 10 – Holy Spirit Sub Area Enrolment

Holy Spirit Sub-Areas	2024	2026	2029	2036
H - Home Area + Out of Boundary	224	200	184	185
I	133	158	182	219
J	4	4	41	31
K - Home Area for Southeast Galt School	38	57	86	42
L	0	0	30	149
M	37	58	114	135
N1	1	1	43	106
N2	0	0	0	62
O - No Students or Planned Development	0	0	0	0
P	36	38	44	50
Q - Out of Region	6	5	5	6
R- Out of Region	22	25	29	34
S	31	31	33	36
TOTAL	**532**	**577**	**789**	**1056**

Figure 2 - Holy Spirit Sub Area Map



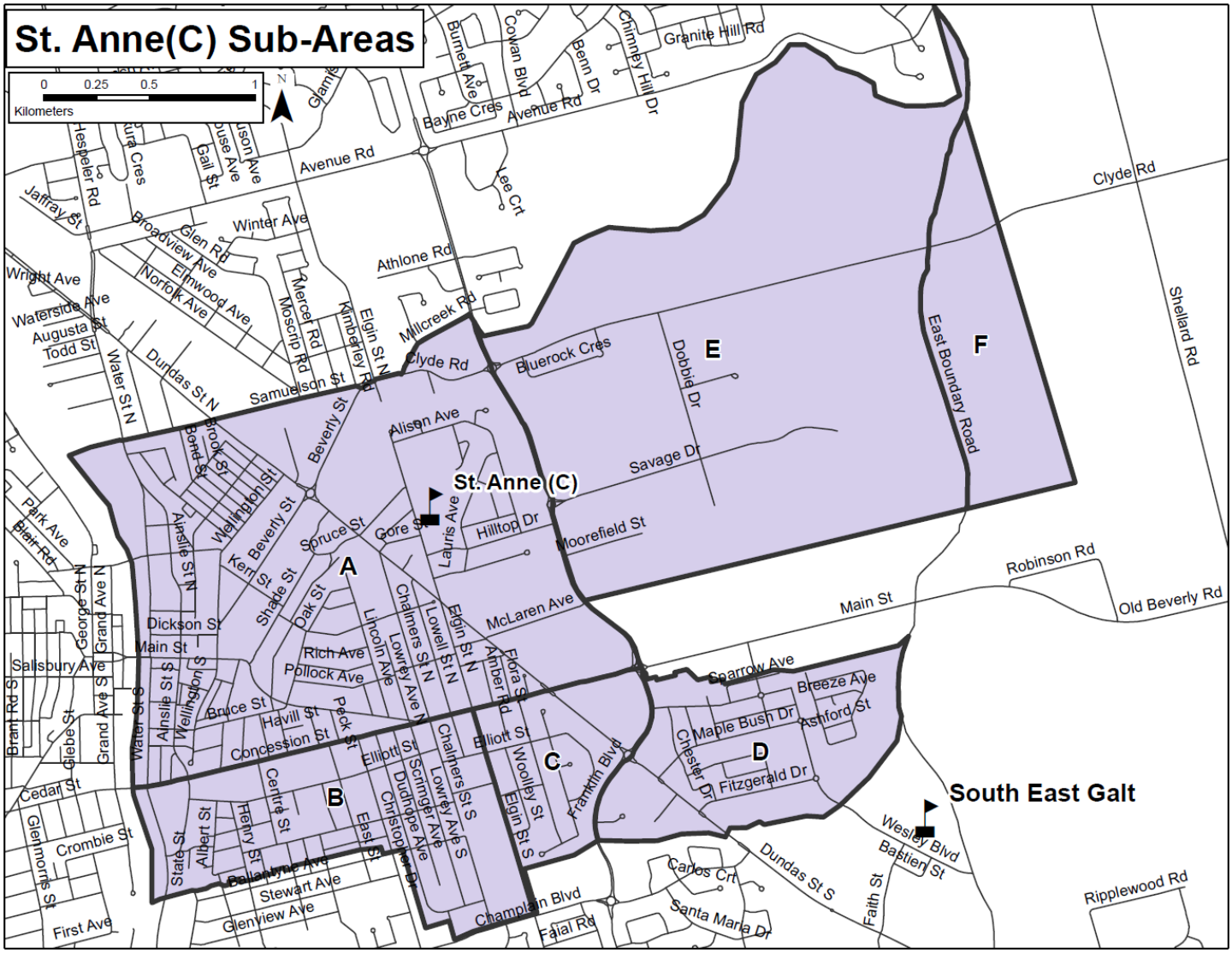
6.2.2 St. Anne (C) CES

Table 11 and Figure 3 show the St. Anne (C) sub-areas and associated enrolment projections.

Table 11 - St. Anne (C) Sub Area Enrolment

St. Anne (C) Sub-Areas	2024	2026	2029	2036
A - Home Area + Out of Boundary	218	233	276	329
B	111	118	126	151
C	42	47	50	61
D	179	217	222	215
E	13	15	16	18
F - No Students or Planned Development	0	0	0	0
TOTAL	**563**	**631**	**691**	**775**

Figure 3 - St. Anne (C) Sub Area Map



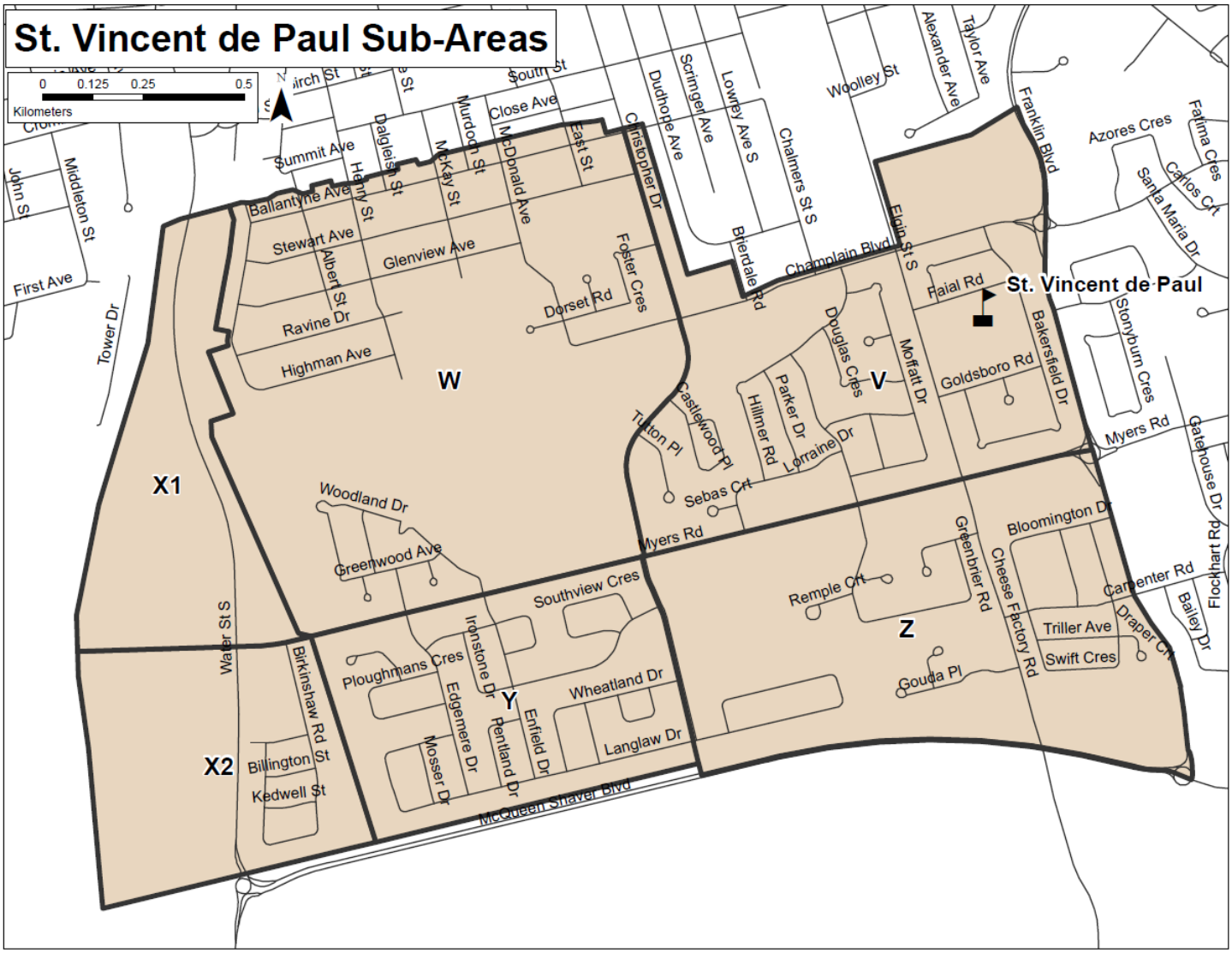
6.2.3 St. Vincent de Paul CES

Table 12 and Figure 4 show the updated St. Vincent de Paul sub-areas and associated enrolment projections.

Table 12 - St. Vincent de Paul Sub Area Enrolment

St. Vincent de Paul Sub-Areas	2024	2026	2029	2036
V - Home Area + Out of Boundary	154	180	204	243
W	78	82	84	106
X1	0	0	4	25
X2	46	54	60	63
Y	153	159	168	183
Z	182	176	172	199
TOTAL	**613**	**652**	**692**	**819**

Figure 4 - St. Vincent de Paul Sub Area Map



7 Options

Two options were originally presented in the Initial Boundary Review report, including staff's preferred alternative. Projections assume that the new Southeast Galt elementary school will open in September 2026.

Please note that original projections associated with the options do not factor in any potential legacy exception provisions. Legacy exception recommendations and associated enrolment projections are presented later in this report reflecting the recommended implementation details.

7.1 Option 1 – Preferred Alternative in Initial Report

Option 1 was identified in the Initial Boundary Review report as Staff's Preferred Alternative. Option 1 proposed to redirect sub areas as follows (Figure 5 and Table 13):

- Moves Sub-Areas K, L, and N from Holy Spirit to the Southeast Galt School
- Moves Sub-Area D from St. Anne (C) to the Southeast Galt School
- Moves Sub-Area F from St. Anne (C) to Holy Spirit (No students or development)
- Moves Sub-Area X from St. Vincent de Paul to St. Anne (C)

Figure 5 - Option 1 Map, Staff's Preferred Alternative

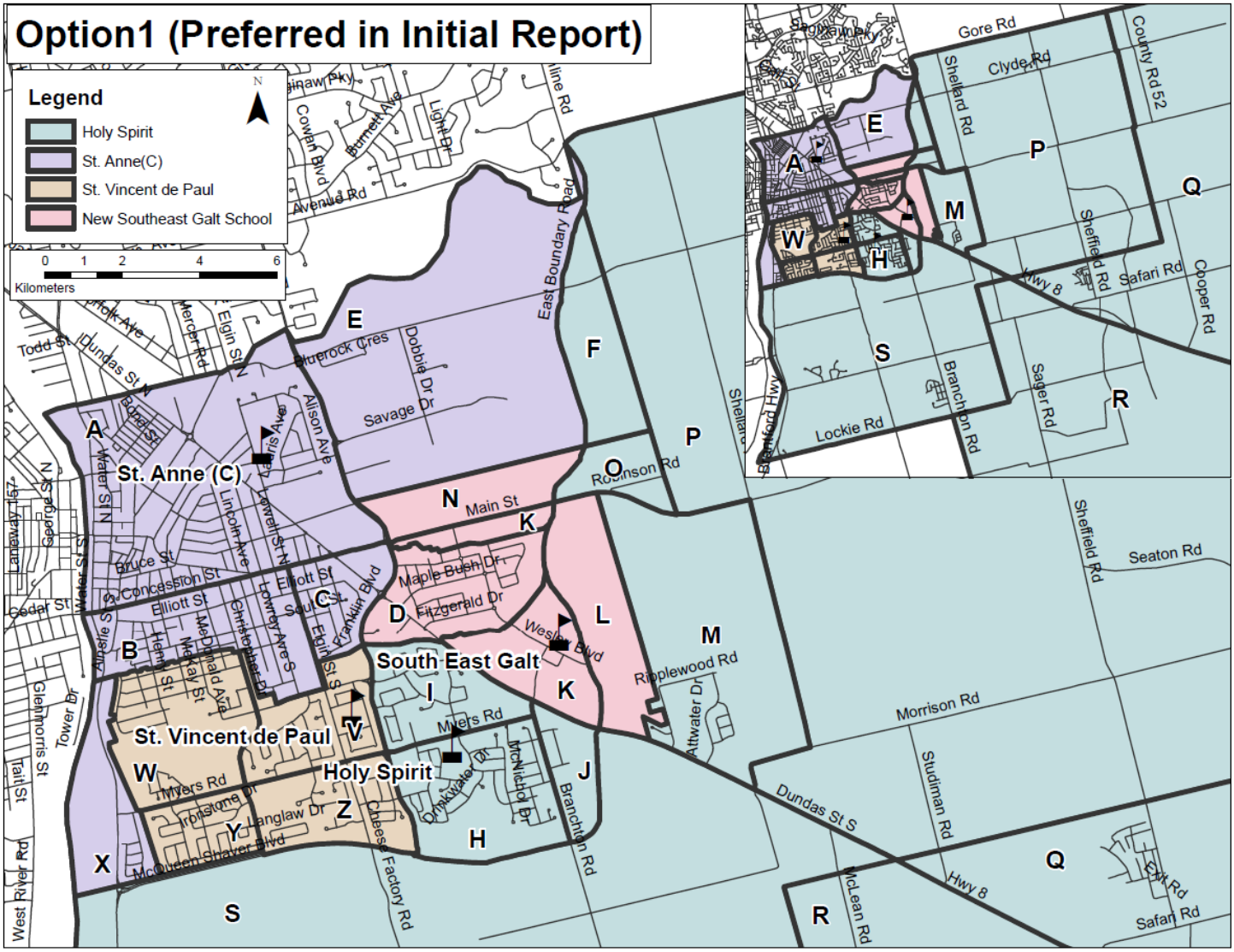


Table 13 - Option 1 - Preferred Alternative Projection

Option 1 (Preferred in Initial Report)	OTG (Capacity)	2026			2029			2031			2036		
		Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables
Holy Spirit	622	519	83%	-4	631	101%	1	714	115%	4	697	112%	3
St. Anne (C)	418	468	112%	2	533	128%	5	579	139%	7	648	155%	10
St. Vincent de Paul	562	598	106%	2	628	112%	3	662	118%	5	731	130%	8
Southeast Galt School	360	275	76%	-3	381	106%	1	484	134%	6	574	159%	9
Total	1962	1860	95%	4	2172	111%	10	2439	124%	22	2650	135%	30

*Please note that negatives in the Portables columns represent empty classrooms. Totals only reflect portables (i.e. positive numbers only)

Option 1 ensures that the new Southeast Galt school is not overcapacity upon opening in 2026, while accommodating growth from the immediate area surrounding the new school.

- Holy Spirit is well utilized throughout the forecast period while not heavily reliant on portable accommodation.
- St. Vincent de Paul's enrolment is initially relieved, and while it does increase above the current level in the 10-year period there is significant relief for the school in the first five years.
- St. Anne's enrolment is significantly relieved versus the status quo projection, throughout the forecast period.

Table 14 - Option 1 Walk / Bus Eligibility

School	Walk Eligible	Bus Eligible			
Holy Spirit	316	159			
		4 runs AM / PM			
		Min	6 min	**Max**	60 min
St. Anne (C)	150	311			
		4 runs AM/ PM			
		Min	15 min	**Max**	30 min
St. Vincent de Paul	254	303			
		4 runs AM / PM			
		Min	8 min	**Max**	13 min
Southeast Galt School	108	109			
		4 runs AM / PM			
		Min	5 min	**Max**	15 min

Advantages:

- Option 1 creates contiguous boundaries
- Relieves enrolment pressure from St. Vincent de Paul
- Makes efficient use of Holy Spirit
- Makes efficient use of the new Southeast Galt school
- 108 students will become walk eligible to attend the Southeast Galt school

Disadvantages:

- Will affect approximately 433 students because of the boundary changes and expected return of Out of Boundary students to their home schools (assuming no legacy exceptions)
    - 216 Out of Boundary students and those directed to attend St. Anne (C)
    - 217 students directed to attend the new Southeast Galt school

7.2 Option 2

Option 2 proposed to redirect sub areas as follows and as displayed in Figure 6 and Table 15:

- Move Sub-Areas K, L, and M from Holy Spirit to the Southeast Galt School
- Move Sub-Area D from St. Anne (C) to the Southeast Galt School
- Move Sub-Area F from St. Anne (C) to Holy Spirit (No students or development)
- Move Sub-Area X from St. Vincent de Paul to St. Anne (C)

Figure 6 - Option 2 Map

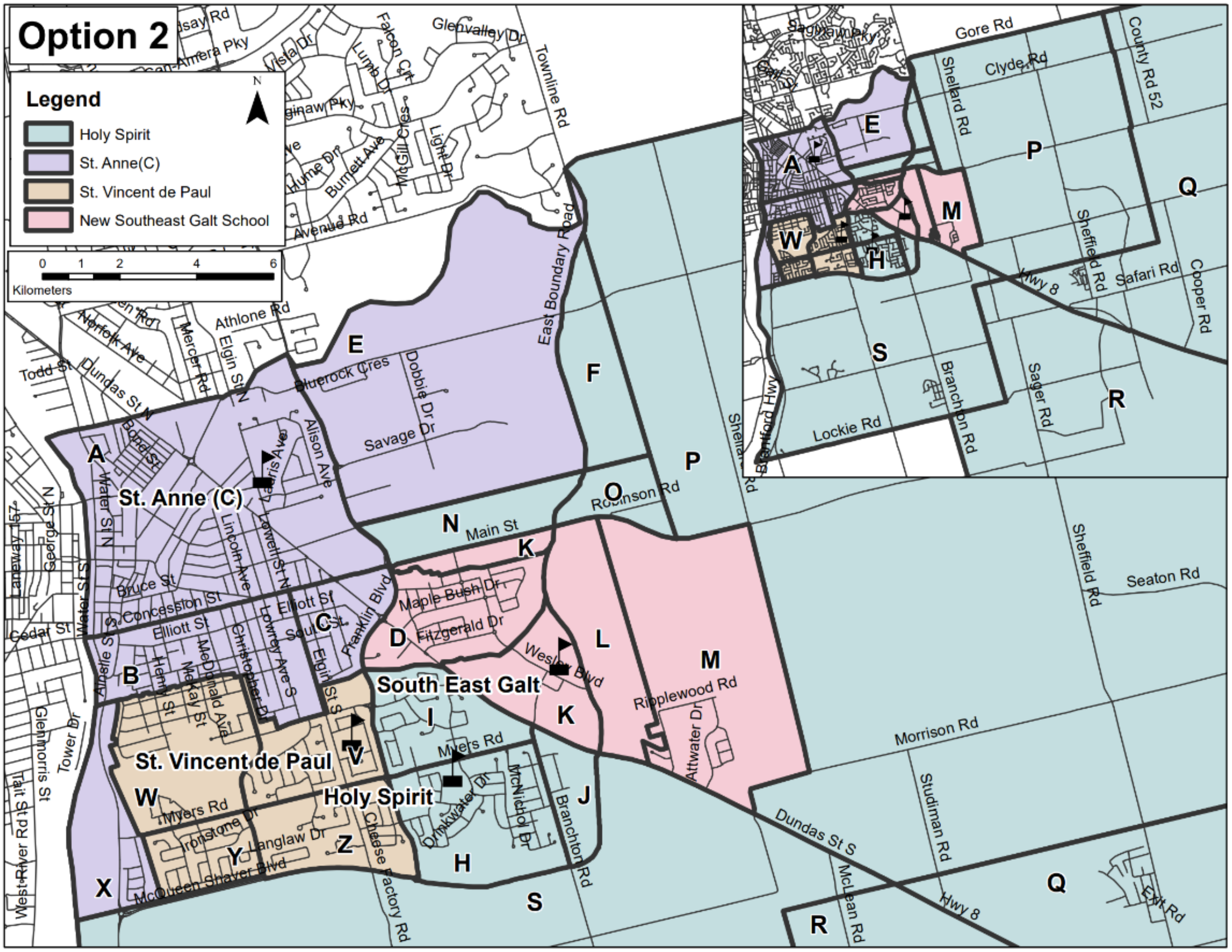


Table 15 - Option 2 Projection

Option2	OTG (Capacity	2026			2029			2031			2036		
		Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables
Holy Spirit	**622**	462	74%	-7	560	90%	-2	617	99%	0	730	117%	5
St. Anne (C)	**418**	468	112%	2	533	128%	5	579	139%	7	648	155%	10
St. Vincent de Paul	**562**	598	106%	2	628	112%	3	662	118%	5	731	130%	8
Southeast Galt School	**360**	331	92%	-1	451	125%	4	581	161%	10	541	150%	8
Total	**1962**	**1860**	**95%**	**4**	**2172**	**111%**	**12**	**2439**	**124%**	**22**	**2650**	**135%**	**30**

*Please note that negatives in the Portables columns represent empty classrooms. Totals only reflect portables (i.e. positive numbers only)

Table 16 - Option 2 Walk / Bus Eligibility

<table>
<tr><th>School</th><th>Walk Eligible</th><th colspan="4">Bus Eligible</th></tr>
<tr><td rowspan="3">Holy Spirit</td><td rowspan="3">316</td><td colspan="4">120</td></tr>
<tr><td colspan="4">3 runs AM / PM</td></tr>
<tr><td>Min</td><td>6 min</td><td>Max</td><td>60 min</td></tr>
<tr><td rowspan="3">St. Anne</td><td rowspan="3">150</td><td colspan="4">311</td></tr>
<tr><td colspan="4">4 runs AM/ PM</td></tr>
<tr><td>Min</td><td>15 min</td><td>Max</td><td>30 min</td></tr>
<tr><td rowspan="2">St. Vincent de Paul</td><td rowspan="2">254</td><td colspan="4">303</td></tr>
<tr><td colspan="4">4 runs AM / PM</td></tr>
</table>

School	Walk Eligible	Bus Eligible			
		Min	8 min	**Max**	13 min
Southeast Galt School	108	148			
		3 runs AM / PM			
		Min	5 min	**Max**	15 min

Advantages:

- Option 2 creates contiguous boundaries
- Option 2 relieves enrolment pressure at St. Vincent de Paul
- 108 students will become walk eligible to attend the Southeast Galt school

Disadvantages:

- The new Southeast Galt school opens close to capacity and quickly exceeds capacity reaching over 160% utilization in the fifth year after opening
- Holy Spirit would be less than 75% utilized upon opening the new school and only reaches capacity five years after opening the new school
- Will affect approximately 506 students because of the boundary changes and expected return of Out of Boundary students to their home schools (assuming no legacy exceptions)
    - 252 Out of Boundary students and those directed to attend St. Anne (C)
    - 254 students directed to attend the new Southeast Galt school

7.3 Option 3 – Recommended Option

Option 3 was developed in response to feedback received during the review (Figure 7 and Table 17). Concerns were expressed about directing Sub Area X from St. Vincent de Paul CES to St. Anne (C) CES. There was concern about overcapacity issues that would result at St. Anne (C) CES, the distance students would be expected to travel to school, and availability of childcare options at St. Vincent de Paul CES. The Staff Committee developed Option 3 to respond to these concerns.

Option 3 split Sub Area X into X1 and X2 as well as split Sub Area N into N1 and N2. Splitting the sub-areas allowed for the Sub Area X existing homes and future growth areas to be treated separately while splitting Sub Area N allowed two new future developments to be directed to two different schools.

The resulting Option 3 modified Option 1 by:

- Only directing Sub Area X1 from St. Vincent de Paul to St. Anne (C).
- Only directing Sub Area N2 from Holy Spirit CES to St. Anne (C), while Sub Area N1 continues to be directed to the Southeast Galt school.

Figure 7 - Option 3 Map

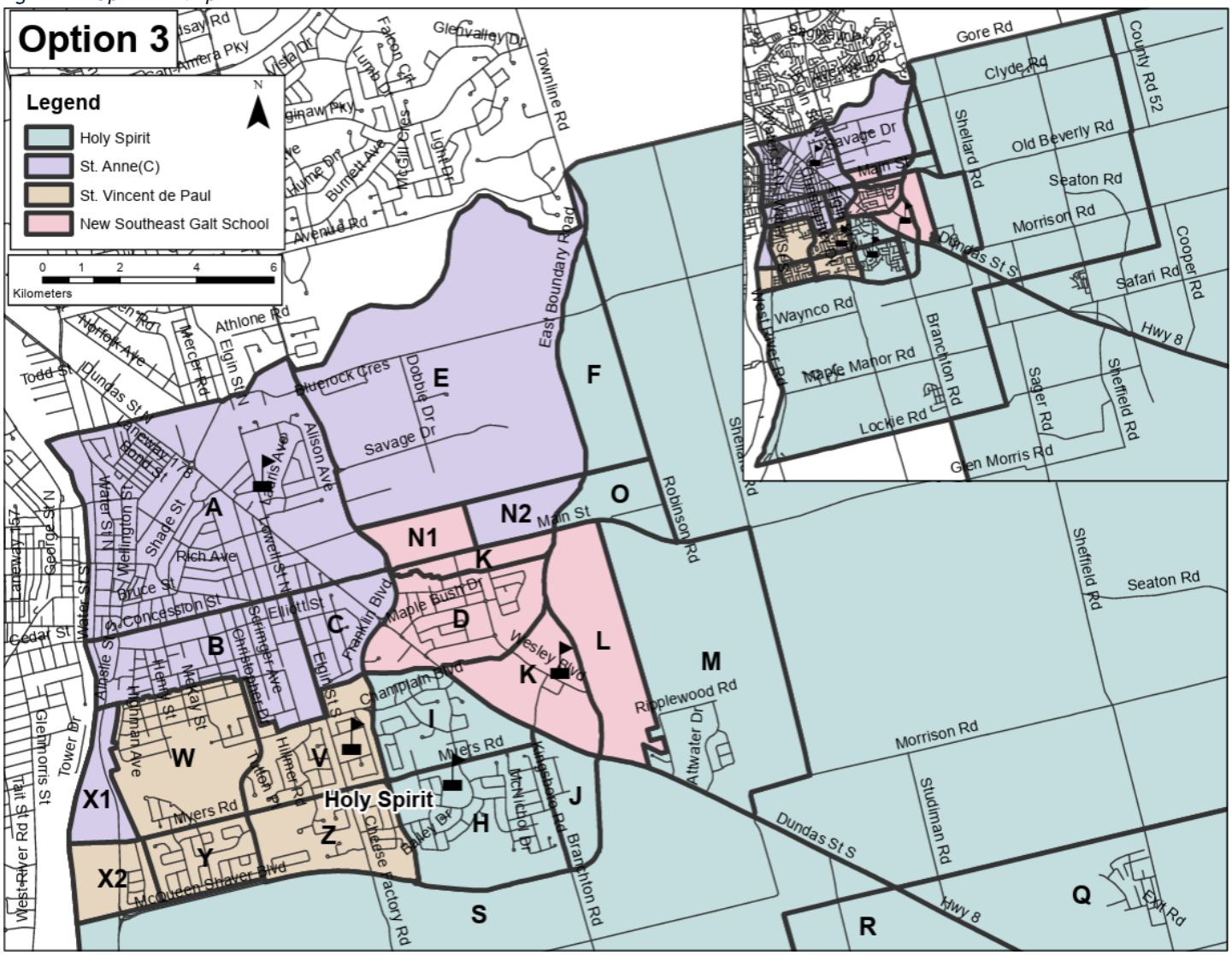


Table 17 - Option 3 Projection

Option 3	OTG (Capacity)	2026			2029			2031			2036		
		Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables
Holy Spirit	**622**	519	83%	-4	631	101%	1	714	115%	4	697	112%	3
St. Anne (C)	**418**	414	99%	0	473	113%	3	515	123%	4	647	155%	10
St. Vincent de Paul	**562**	652	116%	4	688	122%	6	726	129%	7	794	141%	10
Southeast Galt School	**360**	275	76%	-3	381	106%	1	484	134%	6	512	142%	7
Total	**1962**	**1860**	**95%**	**4**	**2172**	**111%**	**10**	**2439**	**124%**	**22**	**2650**	**135%**	**30**

*Please note that negatives in the Portables columns represent empty classrooms. Totals only reflect portables (i.e. positive numbers only)

Table 18 - Option 3 Walk / Bus Eligibility

School	Walk Eligible	Bus Eligible			
Holy Spirit	316	159			
		4 runs AM / PM			
		Min	6 min	**Max**	60 min
St. Anne	150	266			
		4 runs AM/ PM			
		Min	15 min	**Max**	30 min
St. Vincent de Paul	254	348			
		5 runs AM / PM			

School	Walk Eligible	Bus Eligible			
		Min	8 min	**Max**	13 min
Southeast Galt School	108	109			
		4 runs AM / PM			
		Min	5 min	**Max**	15 min

When compared against the other two original options, Option 3 would:

- Not have any impact on Holy Spirit.
- Result in higher utilization at St. Vincent de Paul in 2026 and lower utilization at St. Anne (C) in the same period.
- The long-term utilization at St. Vincent de Paul would be higher, while the utilization at St. Anne (C) would be the same at the end of the forecast period.
- The utilization of the new Southeast Galt school would be lower by the end of the forecast period.

7.3.1 Option 3 Rationale

Option 3 meets the local goals of the boundary review by:

- Establishing a boundary for the new Southeast Galt Catholic Elementary School in advance of its opening in September 2026.
- Redrawing the boundaries for existing schools involved in the review.
- Managing overcapacity pressures in existing schools, where possible.

Further, Option 3 addresses board-wide boundary review goals by:

- Providing the highest quality learning environments possible.
- Ensuring an efficient use of system resources by balancing enrolment and utilization of St. Anne (C), St. Vincent de Paul, and the new Southeast Galt Catholic Elementary School in the medium and long term, while ensuring that Holy Spirit's utilization is managed within its portable limitations.
- Minimizing the use of portables at the new Southeast Galt Catholic Elementary School in the near term.
- Providing a 5+ year enrolment solution for the new Southeast Galt Catholic Elementary School.
- Establishing a boundary for the new Southeast Galt Catholic Elementary School that, to the extent possible, follows major roads.
- Ensuring an efficient use of capital resource expenditures by recognizing that while initially underutilized, the new Southeast Galt Catholic Elementary School will be fully utilized within the first 3 years.

8 Additional Attendance Considerations

8.1 Legacy Exceptions

It was agreed by the Staff Committee that Grade 7 Legacy Exceptions are suitable and appropriate to include in Option 3. This is also a consistent approach to several recent boundary review decisions. Grade 7 Legacy Exceptions do not apply to siblings.

The new Southeast Galt Catholic Elementary School will open as a JK to Grade 8 school which will allow families the choice of their Grade 7 student remaining in their current home school or attending the new school. This option will be presented to affected families in the Winter of 2026.

8.2 Out of Boundary Attendance

Schools may be closed to Out of Boundary admissions (i.e., capped) at any time at the discretion of senior staff. This occurs when a school's enrolment significantly exceeds its capacity. However, it is common that schools involved in a boundary or accommodation review are also capped to establish clear expectations about school attendance based on new boundaries.

Out of Boundary students are not eligible for transportation, and personal vehicle traffic around schools can increase as a result. While Out of Boundary permissions are granted on a year to year basis, many Out of Boundary attendees remain at their school until graduation, and siblings are often granted the same permission.

The Initial Boundary Review Report and each of the scenarios presented through the course of this review assumed a re-set of Out of Boundary attendance. There are approximately 278 Out of Boundary students living in the review area who are attending schools other than their home school.

The Staff Committee recommends closing existing schools to new Out of Boundary applicants before the new Southeast Galt Catholic Elementary School opens. However, current Out of Boundary students may continue to apply and will be considered according to APA003 to remain at their current school. This decision aims to provide a balanced response which manages the impact of Out of Boundary attendance effectively while accommodating existing students.

Table 19 shows the adjusted Option 3 enrolment projections, assuming all Grade 7 students in the sub-areas being redirected (D, K, L, N1, N2, and X1) remain in their current school for Grade 8, effective September 2026 or the year the new Southeast Galt Catholic Elementary School opens. Further, students currently registered and attending with Out of Boundary permission are assumed to remain in their current schools until graduating in Grade 8, if not residing in the sub-areas being redirected to the new school.

Compared with the original Option 3 projection, the updated forecast results in:

- Slightly higher enrolment projection at Holy Spirit until 2031, after which most existing Out of Boundary students will have graduated.
- Lower enrolment projection at St. Anne (C) until 2031.
- Higher enrolment projection at St. Vincent de Paul until 2031.
- Lower enrolment projection at the Southeast Galt Catholic Elementary School in the first year due to Grade 7 Legacy Exceptions. Otherwise, projections align with the original Option 3 throughout the remainder of the forecast period.

Table 19 - Option 3 Projection with Grade 7 Legacy Exception and Existing Out of Boundary Remaining

Option 3	OTG	2026			2029			2031			2036		
	(Capacity)	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables	Enrolment	Utilization	Portables
Holy Spirit	622	549	88%	-3	650	104%	1	719	116%	4	697	112%	3
St. Anne (C)	418	378	91%	-1	429	103%	1	488	117%	3	647	155%	10
St. Vincent de Paul	562	691	123%	6	713	127%	7	748	133%	8	794	141%	10
Southeast Galt School	360	242	67%	-5	381	106%	1	484	134%	6	512	142%	7
Total	1962	1860	95%	6	2172	111%	10	2439	124%	22	2650	135%	30

*Please note that negatives in the Portables columns represent empty classrooms. Totals only reflect portables (i.e. positive numbers only)

9 Transition Planning

The Transition Planning Framework for School Communities is designed to support school communities following a Boundary Review decision. Its primary purpose is to ensure students and families are well supported during the transition to a new school community and to provide a variety of options for the Transition Planning Committee to assist students and staff.

The framework prioritizes a student-centered approach. Each transition process will be unique and tailored to the affected school communities based on the involvement of the affected school Administrators and Superintendent of Learning.

Orientation activities like meetings with students in their current schools, open houses with parents and guardians, and tours if construction progress supports building access, are designed to familiarize students and families with the new environment and school staff.

Overall, the framework aims to facilitate a smooth transition for students, staff, and parents, ensuring that everyone feels supported in their new school community.

10 Conclusion

The extensive input from the affected school communities was reviewed and considered by the Staff Committee, resulting in the development of Option 3. Further consideration of the impact of resetting the Out of Boundary condition in this area was also driven by the feedback received from affected families and caregivers.

Accordingly, the Staff Committee recommends the approval of Option 3, including Legacy Exceptions for Grade 7 students. Furthermore, it is recommended that Out of Boundary students to remain in their current schools, other than those directed to attend the new Southeast Galt Catholic Elementary School, but that all review area schools be capped to future Out of Boundary applications effective September 2025.

11 Recommendations

The Staff Committee recommends that the Board of Trustees approve the following:

1. That the boundary of Holy Spirit Catholic Elementary School (CES), St. Anne (C) CES and St. Vincent de Paul CES be modified, and the boundary of the new Southeast Galt Catholic school be established in accordance with Option 3, effective September 1, 2026, or at such time as the new Southeast Galt Catholic school opens.

2. That effective September 1, 2025, Holy Spirit CES and St. Anne (C) CES become capped to new Out of Boundary students, and St. Vincent de Paul CES remain capped in accordance with APA003 – Admission of Out of Boundary Students. Students who have registered for the 2025/26 school year who have received Out of Boundary permission to attend a review area school prior to August 31, 2025, will be permitted to attend that school despite the September 1, 2025 cap.

3. That Out of Boundary students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES as of September 1, 2025, be allowed to remain in their current school until they graduate Grade 8, unless they are part of the new Southeast Galt Catholic school boundary.

4. That transportation will not be provided to said Out of Boundary students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES who are granted permission to remain in their current schools until they graduate Grade 8.

5. That all Grade 7 students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES in the 2025/2026 school year, or the school year prior to the new Southeast Galt Catholic School opening, be granted Legacy Exception permission to finish Grade 8 at their current school. And further, said Grade 7 students also be allowed to attend the new Southeast Galt Catholic school in 2026/2027 for Grade 8.

6. That all Grade 7 students enrolled and attending Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES in the 2025/2026 school year, or the school year prior to the new Southeast Galt Catholic School opening, who opt to remain at their current school in 2026/2027 in accordance with Recommendation 5, be provided with transportation, if they qualify in accordance with board procedure APO012 – Transportation.

7. That prior to the opening of the new Southeast Galt Catholic school, extraordinary Out of Boundary admissions to Holy Spirit CES, St. Anne (C) CES and St. Vincent de Paul CES be considered by a special senior management level committee. The decision of the special senior management level committee is final and non-appealable. The special senior management level committee will only consider appeals where the Administrator of the student's current school and the Administrator of the student's future school agree on the following:

    a) A student's mental, physical, or academic well-being would likely be compromised if they were moved.

    b) Upon the professional consideration of school and board staff, there is a determination that a student's unique personal and educational needs are better served at the current school.

    c) There are unique health and safety considerations pertaining to the student, that are better served at the current school, and which are verified by school and board staff.

8. That a Transition Planning Committee be formed to support all students and staff who will be moving to the new Southeast Galt Catholic school as a result of the Southeast Galt Boundary Review.

Appendix A – Email Input

	Date Received	Name	School Affiliation	Email Content	Response
1.	March 5/25	Sandra Resendes	Holy Spirit	My [redacted] is the only one who lives on [redacted] st. ALL [redacted] friends live in the area of Holy Spirit and I would like [redacted] to finish [redacted] last [redacted] years with them having [redacted] confirmation and graduation with them and it's more convenient for [redacted] to just walk to grandparents house depending on my work schedule. Mom who doesn't want to disrupt and have [redacted] with more anxiety	Good afternoon Sandra, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. We want to offer clarification that [redacted] Street is not proposed for redirection from Holy Spirit to the new Southeast Galt Catholic school in Option1 – Preferred Alternative. However, it is included in the new school boundary in Option 2. The approval of the boundary rests with the Board of Trustees at the end of May. At this time, no legacy exceptions have been recommended. The board's past practice has included granting Grade 7 students a legacy exception to remain at their current school to finish Grade 8 (i.e. Grade 7 student in 2025/26 would remain for Grade 8 in 2026/27). The intention is to avoid having students move schools two years in a row due to a boundary review decision. Kind regards, Jennifer Passy
2.	March 5/25	Leanne Hall	Holy Spirit	With looking into boundary reviews for these schools, I am wondering if it would be possible to consider going up Myers Rd to Water Street (Birkinshaw neighborhood). I know the boundary goes to hwy 24 and Lockie Street. Thank you Leanne Hall	Good afternoon Leanne, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. We have reviewed the two emails received and want to ensure that staff understands the suggestion provided. Can you please confirm if your intent is that the Holy Spirit boundary be modified to extend from its current limit of Franklin Boulevard to Water Street / Highway 24? On the preferred alternative mapping, this would mean including Sub Areas Y and Z and part of X in the Holy Spirit boundary. Or were you suggesting that only the Birkinshaw neighbourhood in Sub Area X be added to the Holy Spirit boundary? Kind regards, Jennifer Passy
3.	March 5/25	Leanne Hall	Holy Spirit	Hoping Holy Spirit School boundary can go to this area I suggested.	
4.	March 6/25	Michelle Rego	St. Anne	Hi! Will it be a requirement to attend the new school if you are in the boundary? I would like my [redacted] to finish off at the school [redacted] started at in kindergarten. [redacted] would be going into grade [redacted] in September 2026. Thanks, Michelle Rego	Good afternoon Michelle, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. At this time, no legacy exceptions have been recommended. The board's past practice has included granting Grade 7 students a legacy exception to remain at their current school to finish Grade 8 (i.e. Grade 7 student in 2025/26 would remain for Grade 8 in 2026/27). The intention is to avoid having students move schools two years in a row due to a boundary review decision. However, in these circumstances, younger students would be expected to attend the new school they are directed to. Kind regards, Jennifer Passy
5.	March 10/25	Leanne Hall	Holy Spirit	Hello, My priority would be for Sub Area X to be included in Holy Spirit boundary, and therefore would be happy with either option, of including Y and Z, or just X is also totally great for me.	No response required.

	Date Received	Name	School Affiliation	Email Content	Response
				Thank you Leanne	
6.	March 19/25	Pamela Figueiredo	Holy Spirit	Hello, I'll have a [redacted] in Grade [redacted] by the time this school is built and opening. We live at [redacted] Road. [redacted]. What Sun Area are we? I can't figure out this map.	Good morning Pamela, Thank you for reaching out for assistance. I've marked a red X where your address is located within Sub Area P on the inset map below. *map not shown for confidentiality* Kind regards, Jennifer Passy
7.	March 24/25	Bobby Holmes	St. Vincent de Paul	Good morning, I am a parent of young children who will be impacted by the current proposals for the Southeast Galt Boundary review. My family and I live in St. Vincent de Paul, sub-area X (Birkenshaw neighbourhood). In both options, our small neighbourhood of approximately 54 children (according to table 8, St. Vincent de Paul Sub Area enrolment, 2026), will be separated from their school community. Respectfully, I do not understand the reasoning behind this decision. When my wife and I purchased our home, we were largely motivated by the fact that our (then future) children would attend St. Vincent de Paul, being within the school's boundary. We were not under the impression that our neighbourhood would be part of this change. According to your report, Phase 3 of the review conducted between 2011-2013 involved St. Anne and Holy Spirit only. Additionally, development in our neighbourhood is complete - there is no room for expansion. Please understand that we are genuinely surprised to hear of this change and hope you reconsider for the following reasons: St. Vincent de Paul is 2.7 KM from our neighbourhood, while St. Anne is 4.2 KM. All routes to St. Anne involve significantly busier intersections than those taken to get to St. Vincent de Paul. As listed in the report, one of the goals of the review is to "provide logical attendance boundaries", by "recognizing existing neighborhoods". Our neighbourhood logically and geographically exists with the rest of the neighbourhoods in the St. Vincent de Paul boundary and not with those in the St. Anne boundary. For example, our neighbourhood, Sub Area X is connected to St. Vincent de Paul Sub-Area Y by a park with a catwalk. Lastly, Holy Spirit is closer than St. Anne being only 3.1 KM away and more conveniently, also on the corner of Myers Road. I would suggest that Holy Spirit be considered as the next option if enrolment projections are a significant concern. Please take the time to reevaluate this change. I hope that St. Vincent de Paul can accommodate approximately 54 students (two average Jr./Int. classrooms), who have developed close friendships with their peers, as well as relationships with the wonderful teachers and staff at the school. Sincerely, Holmes Family	Good afternoon Bobby, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy
8.	March 25/25	Claudia Morretti	St. Anne	Hello my child attends st Anne school and is a bus student. I'm not open to the idea of this new school being both catholic and public. We are a catholic family and do not believe in the public school system, and there for do not want my	Good afternoon Claudia,

	Date Received	Name	School Affiliation	Email Content	Response
				child mixed with these student. We are a traditional family with spiritual beliefs. Please send me more contact information as to who I need to speak with regarding this new school transition. Thanks, Claudia Morretti	Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. You are also welcome to attend the drop-in public open house on April 9th between 4pm and 8pm in the cafeteria at Monsignor Doyle CSS. Boundary Review Staff Committee members and designated Trustees will be in attendance to speak with. Sincerely, Jennifer Passy
9.	March 25/25	Pamela Figueiredo	Holy Spirit	Hello, I can't attend the meeting tonight to talk about the Boundary Review @ Holy Spirit CES. I live on [redacted] Road. You've already confirmed I live in Sub Area P. My [redacted] if built by Sept 2026 will be in Grade [redacted] Will there be info for those who can't or are not in attendance tonight? Thank you. Pamela Figueiredo	Good afternoon Pamela, You are also welcome to attend the drop-in public open house on April 9th between 4pm and 8pm in the cafeteria at Monsignor Doyle CSS. Materials shared at the Catholic School Advisory Committee (CSAC) meetings reflect the Initial Boundary Review report posted on the review webpage. The presentation material will be on display at the open house and will also be posted online. Sincerely, Jennifer Passy
10.	March 25/25	Luca De Santis	St. Vincent de Paul	Good Afternoon, I would like to share some feedback pertaining to the new SCDP boundary. While this message may come across as biased, I am sharing feedback from multiple families within our community. Our child attends SCDP in [redacted], while out [redacted] attends the YMCA day care program. It would be beneficial and least impactful on families to continue sending there children to SVDP especially if they are currently enrolled and within boundary. Seeing as Day care is very hard to come by. It is important to maintain current school arrangements. Thank you for consdiering, Luca	Good afternoon Luca, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy
11.	March 25/25	Jeremy Shea	St. Anne	Hello, we would like to provide our input. We would like to see the boundary between Saint Anne's St. Vincent and the new school run along Main Street instead of the proposed areas which are much lower. This way, our kids who attend either schools don't have to cross a busy road like Main Street student south of Main Street would head down to St Vincent and students north of Main Street would head up to Saint Anne's and geographically. This makes more sense. Both are [redacted] would potentially be affected by this proposed boundary change as they would now have to cross that road and attend st Anne's instead of st Vincent Warmest Regards, Jeremy Shea	Good afternoon Jeremy, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy
12.	March 25/25	Kristen Getty	SVDP	Hello,	Good afternoon Kristen,

	Date Received	Name	School Affiliation	Email Content	Response
				Thank you for the presentation tonight at SVDP. I know this is a difficult process and people are generally resistant to change however I do believe some good options were presented tonight that I would like to echo. If Zone X only has approximately 30 students that would be affected based on the current registrants at SVDP, then they should be given the option to stay or move to St Anne. This is very unfair to new home buyers who were told SVDP was their home school to then have it change on them with no option to stay. I think it makes the most sense to have any new families registering from Zone X to be redirected to St Anne beginning September 2025-especially since one of the considerations for Zone X is based on future development. These new families will know before buying homes where their children will attend school. I also think it is crucial for the legacy exception to include Grade 7's as well as Grade 8's. It would be challenging for a small group of Grade 7 students to be forced to a new school and then have to move again to high school in 2 years. This is an already hard time for kids at this age and I cant imagine making them do this without the option to stay at their current school. I really hope these suggestions are taken into consideration and I plan to attend the Open House next month to hear the updates. Thank you, Kristen Getty	Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. We appreciate that school boundary changes may feel unfair when home purchase decisions have been made. However, due to growth, decline and demographic changes boundaries are not static. We have a responsibility to ensure we are making efficient use of school facilities and responding to population changes. The boundary changes will only take effect once the new school opens in September 2026. However, your suggestion to provide existing students the option to remain at St. Vincent and Legacy Exception preferences will be reviewed by the Staff Committee. The Open House will provide the opportunity to review information presented in the Initial Boundary Review Report and presented at the three CSAC meetings. Staff Committee members are currently reviewing input received to determine if additional information may be available at the open house and to inform final recommendations to the Board of Trustees. Sincerely, Jennifer Passy
13.	March 25/25	Jeremy Shea	SVDP	Hi, my name is Jeremy, We left the Public school system to come to St. Vincent de Paul specifically for our [redacted] who has [redacted]. We came here for the love and the attention and care that [redacted] was not getting at Chalmers Street public school. Our [redacted] is in grade [redacted] Has [redacted] has attended St. Vincent de Paul for several years now and we would like to know if [redacted] can remain at St. Vincent for grade 7 and eight. We have had to advocate for [redacted] every year to get the care that [redacted] needs and with the support of St Vincent [redacted] has grown and flourished. The teachers here know [redacted], the staff and students know [redacted], and [redacted] even made a friend now from school, who is in the boundary that [redacted] has play dates with. It has taken [redacted] years to progress to this point. Friendships and School certainly do not come easy for [redacted] and [redacted] has struggled all the way. I would not want to see [redacted] have to start all over at another school for grade 7 and 8. [redacted] found a place [redacted] can thrive at St Vincent. Routine is extremely important for [redacted] learning and development. Nothing would be more disruptive to [redacted] than having to start all over at a new school . And we came to St. Vincent specifically for the help you would get here that [redacted] wasn't getting in public school. I am asking if the board will consider grandfathering [redacted] so that [redacted] may stay at St. Vincent and finish grade 7 and 8. Thank you, Jeremy Shea Cell: [redacted]	Hello again Jeremy, These comments will also be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Thank you for sharing your personal circumstances. Recent boundary review recommendations have included the opportunity for individual exceptional circumstances to be considered through an appeal process. If supported by the Board of Trustees, further communication about the appeal process would be shared as part the transition process during the 2025/26 school year. Sincerely, Jennifer Passy
14.	March 25/25	Pamela Figueiredo		Hi Jennifer, Thank you for your info. I'll try to make this info session.	No response required.

	Date Received	Name	School Affiliation	Email Content	Response
				Pamela Figueiredo	
15.	March 25/25	Vanessa Lurvey		Is the drop in open house Tuesday April 8th or Wednesday April 9th? The information provided in the newsletter states: Drop-In Open House Tues, Apr 9, 2025, 4-8pm, Monsignor Doyle CSS Cafeteria, 185 Myers Rd, Cambridge. Attend to learn more, ask questions, and provide feedback. April 9th is not a Tuesday. Can you please clarify the date. Thank you kindly. Vanessa Lurvey	Vanessa, Thank you. The correct day was shared through the CSAC meetings and posted online and reminder messages distributed to school communities this week provide the Wednesday, April 9th date. Sincerely, Jennifer Passy
16.	March 26/25	Melissa Scott	St. Vincent de Paul	Hello, Please consider removing Birkinshaw Road from sub area X and including it with Sub area W. I attended the meeting yesterday evening hoping to gain clarity and good reasoning as to why our little street which is currently in the St. Vincent de Paul district is being changed to St. Anne district and left more confused. Many parents share the sentiment of the change effecting our children's mental health. Of course I agree however after the presentation by the board and simply looking at the facts - it makes no logical sense for sub area X to be changed to become St. Anne. - This small area of Birkinshaw Road will have no further development. This area has 20 or so students. That number is not significant enough to disrupt their lives. - The presentation included a chart that projected the anticipated utilization in 2026, 2029 and 2031. These numbers further demonstrate that including Birkinshaw Roads current St. Vincent de Paul approx. 20 students into St. Anne makes St. Anne's over utilized significantly above St. Vincent de Paul. Why would we traumatize the children from Birkinshaw Road, only to move them to a school that has a HIGHER utilization. **It does not make sense!** - The entire reason for this sub area X being changed to St. Anne is because of potential future development that does not even exist yet and won't exist for many years however this development is nowhere near Birkinshaw Road. The sub area X looks like it was created by someone who has never actually been in this area. It includes our little subdivision (that will not be developed any further) of 20 students, a road, the grand river and Churchill park. If the sub area X was included in the St. Anne district due to future potential students from a building that does not exist yet make the sub area X the area of the building. Why include our little neighbourhood on Birkinshaw Rd? It makes no logical sense. We have emotional responses to this proposed new district plan but my arguments are not simply emotional. When looking at the actual data, it makes no sense and is not beneficial to the children. **Please consider removing Birkinshaw Road from sub area X and including it with Sub area W.** Thank you, Melissa Scott	Good afternoon Melissa, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy

	Date Received	Name	School Affiliation	Email Content	Response
17.	March 26/25	Melissa Scott	St. Vincent de Paul	Hello, Please consider removing Birkinshaw Road from sub area X and including it with Sub area Y. I attended the meeting yesterday evening hoping to gain clarity and good reasoning as to why our little street which is currently in the St. Vincent de Paul district is being changed to St. Anne district and left more confused. Many parents share the sentiment of the change effecting our children's mental health. Of course I agree however after the presentation by the board and simply looking at the facts - it makes no logical sense for sub area X to be changed to become St. Anne. - This small area of Birkinshaw Road will have no further development. This area has 20 or so students. That number is not significant enough to disrupt their lives. - The presentation included a chart that projected the anticipated utilization in 2026, 2029 and 2031. These numbers further demonstrate that including Birkinshaw Roads current St. Vincent de Paul approx. 20 students into St. Anne makes St. Anne's over utilized significantly above St. Vincent de Paul. Why would we traumatize the children from Birkinshaw Road, only to move them to a school that has a HIGHER utilization. **It does not make sense!** - The entire reason for this sub area X being changed to St. Anne is because of potential future development that does not even exist yet and won't exist for many years however this development is nowhere near Birkinshaw Road. The sub area X looks like it was created by someone who has never actually been in this area. It includes our little subdivision (that will not be developed any further) of 20 students, a road, the grand river and Churchill park. If the sub area X was included in the St. Anne district due to future potential students from a building that does not exist yet make the sub area X the area of the building and make Birkinshaw Rd included in sub Y. Why include our little neighbourhood on Birkinshaw Rd? It makes no logical sense. We have emotional responses to this proposed new district plan but my arguments are not simply emotional. When looking at the actual data, it makes no sense and is not beneficial to the children. **Please consider removing Birkinshaw Road from sub area X and including it with Sub area Y.** Thank you, Melissa Scott Parent of [redacted] students at St. Vincent de Paul Birkinshaw Road. Cambridge.	Duplicate message – no response.
18.	April 1/25	James Hunter	St. Vincent de Paul	Hello, My name is James Hunter, and my [redacted] go to St. Vincent de Paul currently. We are a out of bounds students and our home school is St. Anne and it will be the new school once it opens in 2026. My wife Bonnie and I are requesting, pleading you make a Legacy Exceptions for Students who have already spent many years at their current school.	Good afternoon James, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Your suggestion to provide existing students the option to remain at St. Vincent and Legacy Exception preferences will be reviewed by the Staff Committee. Sincerely,

	Date Received	Name	School Affiliation	Email Content	Response
				Our [redacted] will have been at St. Vincent de Paul for [redacted] years (plus [redacted] years in the YMCA full day care) once the new school opens and with only grades [redacted] left until High School representing +50% of their school life. I find it cruel to make them leave and must form new bonds and leave all the friends they have come to know for half of there lives. Please consider letting them finish at their current school. Thanks in advanced. James Hunter.	Jennifer Passy
19.	April 6/25	Jessy Bairos	St. Vincent de Paul	[redacted] Dear School Board Members, I hope this letter finds you well. I am writing to respectfully request that the school boundary for our neighborhood not be changed. This request comes from a deeply personal place, as my family is currently facing difficult and challenging circumstances. My [redacted], who are currently enrolled at St.Vincent du Paul are experiencing significant emotional strain due to the ongoing [redacted]. As you can imagine, this is an incredibly difficult time for our family, and the emotional toll on my children has been profound. The stability and familiarity that their current school provides have been a source of comfort to them during this challenging period. Changing schools would add an overwhelming burden to their already fragile emotional state. It would take away the stability they currently rely on, and it could potentially lead to an increase in their anxiety, making this already difficult time even harder for them to navigate. The support system they have established at SVDP is something they need as they cope with the emotional strain of our family situation. We ask for your understanding and compassion as we navigate this challenging time. Please consider the emotional well-being of my children and the significant impact that changing their school environment would have. Their current school is not just a place of education, but a safe and familiar space that helps them cope with the uncertainty they are facing at home. I truly appreciate your time and consideration of our request. Please feel free to contact me if you have any questions or if you would like to discuss this further. Thank you for your understanding and support. Sincerely, Jessica Bairos jessybairos@gmail.com [redacted]	Good morning Jessy, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. In response to concerns from those residing in Sub Area X, staff have added Option 3 which assumes the area south of Myers Road would remain at St. Vincent de Paul. Since the Staff Committee has still not finalized their recommendations, we are seeking input on this additional option and encourage you to provide further comments via email or the online Option 3 survey. Kind regards, Jennifer Passy
20.	April 7/25	Levon Kahkejian	St. Vincent de Paul	To whom it may concern I come from the boundaries location X. My children go to St Vincent de Paul. I feel highly apposed of this move reasons being.	Good morning Levon, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made.

	Date Received	Name	School Affiliation	Email Content	Response
				My [redacted] will be in grade [redacted] when this takes effect and my youngest will be in grade [redacted]. Ripping them apart from the foundation they desperately needed for both social and educational development. The 3 years of COVID greatly affected their educational and social development. They have worked hard at re-building new relationships with friends and creating strong relationships. To make this change now is devastating to their life and future education and social development mental health and well being. Even when you look on the map this move makes no sense your moving approximately 30 students further away from there natural boundaries and neighborhood making travel more time consuming and difficult, if busses were canceled or arrived late. This is wrong and down right devastating. These are not numbers and graphs these are human beings developing one's. COVID has done enough damage what you are about to do is if not just as bad far worse because you are imposing another reset switch on these kids just like COVID did. Besides I'm already hearing from other parents in my area they would just change there address to a relatives in the school area to keep there kids in the same school. How is this fair and just and how is this going to fix your problems with boundaries in this one area X nothing will change. Regards Levon Kahkejian	In response to concerns from those residing in Sub Area X, staff have added Option 3 which assumes the area south of Myers Road would remain at St. Vincent de Paul. Since the Staff Committee has still not finalized their recommendations, we are seeking input on this additional option and encourage you to provide further comments via email or the online Option 3 survey. Kind regards, Jennifer Passy
21.	April 7/25	Chris Brodofske	Holy Spirit	Good morning I run home daycare care in the Holy Spirit district and have a few out of bounds students who attend Holy Spirit due to daycare they come before and after school and take the bus from my home I am curious, how or if the caps will affect the children in my care as the parents are unable to get them to and from school and require different hours than the before and after school care (it's not open early enough for them) Thanks for your time Chris Brodofske	Good morning Chris, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. The board's Out of Boundary administrative procedure currently allows students who do not live in a school's boundary but receive care from a provider in the school's boundary and to attend that school – if the school is not closed to Out of Boundary admission (i.e. not capped). It is common practice that schools which are part of a boundary review become capped. Further, a consideration of this review is to have Out of Boundary students attend their home schools in September 2026. The outcome of the review will be known after the May 26, 2025, Board of Trustees decision meeting. At that time, families affected by the decision may have to consider alternative care options for the 2026/27 school year. Sincerely, Jennifer Passy
22.	April 8/25	Christine Mann	Holy Spirit	Hi there, I am writing to ask for some clarification on the Southeast Galt boundary review information that is on the WCDSB website. My children currently attend Holy Spirit Catholic, and would be affected by the boundary changes, sending them to the new school if it was required that students have to attend their boundary school. We are currently out of bounds for Holy Spirit and have been welcomed back to the school each year. In Sept 2026, our kids will be entering grades [redacted] and [redacted], and have been at Holy Spirit since kindergarten. As you can imagine, we	Good morning Christine, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Based on feedback received through this review, staff will consider that input and make recommendations to the Board of Trustees on various matters, including Legacy Exceptions.

	Date Received	Name	School Affiliation	Email Content	Response
				are questioning the ability for them to finish out their elementary years with the school they started with. I saw in the FAQs the following questions, and I was hoping to get some clarification on what this means: **Will current students be provided with legacy exceptions?** Legacy exceptions will be determined through the boundary review process. **Can families request to stay at their current school instead of moving to a different school?** When a decision to move an area to a different school occurs, students are expected to transfer to that school, subject to any legacy exceptions that may be determined through this boundary review. Does this mean that in this boundary review process you will be deciding who will receive / the situations that will warrant the legacy execptions? Is there any way in this process to advocate for these exceptions? I am happy to fill out the survey as well, but I wanted to make sure I am understanding the process. Would it also be beneficial for me to attend tomorrow evening's open house? Thanks! Looking forward to hearing from you! Christine	The board's past practice has included granting Grade 7 students a Legacy Exception which provides the option to remain at their current school to finish Grade 8 (i.e. Grade 7 student in 2025/26 would remain for Grade 8 in 2026/27). The intention is to avoid having students move schools two years in a row due to a boundary review decision. However, in these circumstances, younger students have been expected to attend the new school they are directed to. In addition to the email received, the survey is another means of sharing your perspective and you are welcome to attend the open house to speak with staff. Sincerely, Jennifer Passy
23.	April 9/25	Theresa Di Clemente	Holy Spirit	Hello, I attended the parent meeting tonight at Monsignor Doyle and it was recommended that I send this email. I am hoping the school board will consider giving families in section H the option of also attending the new school. There are many advantages of a new school and I attended St. Augustine when it was new and had a fantastic elementary school experience. We had the best sporting equipment, books, library, etc The building was clean and new. It was great. While Holy Spirit is a fantastic school and I feel blessed to be on section H, I do hope the board will allow families in H the option of also attending the new school. My [redacted] best friend will likely be forced to go to the new school and I would very much like to keep them together. Thank you, Theresa Di Clemente	Good afternoon Theresa, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy
24.	April 9/25	Caylie Bogdan	Holy Spirit	Hi there, Currently our children attend Holy Spirit as out of boundary admissions due to childcare. Securing before and after childcare is an ongoing concern for many working families and we are very fortunate to have our children attend before and after care at a provider within the Holy Spirit boundary. Should these children all be forced back to their home schools, many of us would be in a position to find new before and after care providers which, as you know, is very challenging for many families. Please consider allowing the current out of boundary students to be considered as legacy. We are very grateful to be a part of our school community and while we know Out of Boundary students are never guaranteed their placement, we hope the committee considers this as an option for the current students who have built friendships and community in their current schools.	Good afternoon Caylie, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy

	Date Received	Name	School Affiliation	Email Content	Response
				Thank you for considering! Caylie Bogdan	
25.	April 9/25	Brittany Rieck	Holy Spirit	Good evening, I'm writing this email regarding my children's current school and the discussion of them possibly being kicked out due to out of boundary exemption. I am a single mother, who works shift work with the region as a [redacted]. I have been with the same child care provider who is an absolutely amazing person. She has been with us for [redacted] years she accommodates my schedule of starting at [redacted] in the morning so I can get to work helping the community. Through having this before and aftercare that truly helps my day to day my children are able to attend Holy Spirit. [redacted] of my children absolutely love the school and are doing incredible. My [redacted] has been [redacted] and that has been an adjustment for all of us and the last thing [redacted] needs is to be pushed out of [redacted] school. I'm writing this message to please consider allowing the current out of boundary children to stay at their school. If I can help or if you need anything please ask. Thanks Brittany rieck	Good afternoon Brittany, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy
26.	April 9/25	Corrine Reick	Holy Spirit	To whom it may concern; It has come to my attention that there is talk of not allowing students who live out of bounds of Holy Rosary Catholic School attending this school in the future. My [redacted] grandchildren attend Holy Rosary but need to go to a sitter where they are then bussed to and from school. Finding anither sitter that would accommodate the hours needed would be next to impossible not to mention the emotional upheaval this would cause theses [redacted] young students whom have been through enough recently. Please take more than numbers in to your consideration when making decisions with lives and emotions of the families involved.	Duplicate Message
27.	April 10/25	Corrine Reick	Holy Spirit	To whom it may concern; It has come to my attention that there is talk of not allowing students who live out of bounds of Holy Rosary Catholic School attending this school in the future. My [redacted] grandchildren attend Holy Spirit but need to go to a sitter do to the fact of their mothers job as a [redacted] in the region, they are then bussed to and from school. Finding another sitter that would accommodate the early hours needed would be next to impossible not to mention they have been going to [redacted] for [redacted] years. The emotional upheaval this would cause theses [redacted] young students whom have been through enough recently would be harmful to their state of emtional well being. Please take more than numbers in to your consideration when making decisions with lives and emotions of the families involved. Regards from concerned Grandparents (Corinne Rieck)	Good afternoon Corrine, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy
28.	April 10/25	Jess Ahier	Holy Spirit	Hi there,	Good afternoon Jess,

	Date Received	Name	School Affiliation	Email Content	Response
				My [redacted] attends Holy Spirit due to [redacted] before and after school care. [redacted] takes the bus with [redacted] other kids who do the same. If the boundary rules come into affect, this will greatly affect all of our families who rely on this care for our children. They have all been together for a few years now and are accustomed to this routine Not to mention, the financial impact this would have on our amazing daycare provider should all of our children need to find alternative care (which is also no easy task). Our [redacted] has an [redacted] and does extremely well in the routine we have [redacted] setup on. Please consider all of our families who attend our childcare on [redacted] road. Thank you!	Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy
29.	April 10/25	Colleen Szentimrey	Holy Spirit	**Subject:** Request for Grandfathering Exception for [redacted] – Before/After School Childcare Needs Dear Committee Members, I hope this message finds you well. I am writing to respectfully request consideration for my child, [redacted], to be grandfathered into the Holy Spirit C.E.S. under the out-of-bounds exception policy due to our family's need for consistent before and after-school childcare. [redacted] will be attending Holy Spirit in September 2025 with fellow friends from the same childcare for [redacted] in September 2025. [redacted] is currently thriving socially with this group of children who all currently attend Holy Spirit as out-of-bound students from the same childcare location. [redacted] is attending childcare with [redacted] One of the key factors contributing to [redacted] success has been the stability and availability of before and after-school childcare, which is essential for our family due to our work schedules. The resources and relationships established there have created a supportive and safe environment for [redacted], and we are deeply concerned that a sudden change could disrupt this important routine. Reliable and affordable childcare in our home school area is extremely limited, and securing care that aligns with school hours and supports working families has proven to be a serious challenge. Like many working parents, we rely on these services not only to ensure our child is safe and supported but also to maintain employment and financial stability. The availability of trusted before and after-school care is not something we can easily replace, and its absence would force us into very difficult decisions regarding work and childcare. In addition, the current cost of living in Canada is at a record high, placing immense financial pressure on families. The ability to access both affordable, reliable childcare and a high-quality education at Holy Spirit is invaluable and irreplaceable. These supports are essential—not luxuries—and play a direct role in helping families stay afloat while continuing to contribute to the workforce. Additionally, forcing children to return to their home school zones would have a significant economic impact on [redacted], who currently serves students from outside Holy Spirit boundaries. [redacted] has built [redacted] programs, staffing, and budgets around the current enrollment. A sudden drop in attendance could threaten the sustainability of [redacted] services and livelihood, affecting not just our family but many others who depend on them for daily support. It's important to	Good afternoon Colleen, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy

	Date Received	Name	School Affiliation	Email Content	Response
				consider how these ripple effects can destabilize an already fragile support system for working families. We understand the importance of school zoning policies and the need to manage enrollment, but we kindly ask the board to consider the hardship that relocating [redacted] to a different school would present, not only academically and emotionally, but logistically as well. The availability and coordination of childcare are not easily replicated at another site, and the change would create significant challenges for our family. We respectfully request your consideration to allow [redacted] to continue at Holy Spirit under a grandfathering clause. We are more than willing to complete any required documentation or participate in any follow-up discussions that might support this request. Thank you for your time and for your continued dedication to supporting families and students in our community. I look forward to your response. Warm regards, Colleen Szentimrey [redacted] [redacted]	
30.	April 14/25	Melissa Smythe	Holy Spirit	Dear Committee Members, I hope this message finds you well. I am writing to request consideration for my child [redacted] (Grade [redacted]) as well as my [redacted] (who will be joining WCDSB in September [redacted] to be grandfathered into the Holy Spirit C.E.S under the out-of-bounds exception policy due to our family needs for consistent after-school childcare. [redacted] are attending childcare with [redacted] at [redacted]. [redacted] are in the care of their grandparents at [redacted]. Both caregivers for my children have been an absolute blessing with having Holy Spirit so close by which is essential for our family due to our work schedules. [redacted] has loved all the relationships [redacted] has made with [redacted] fellow teachers and friends. The resources and relationships established at Holy Spirit have created a supportive environment with [redacted] as [redacted] has been meeting with [redacted] once a week at Holy Spirit to improve [redacted] I am very concerned that [redacted] progress with [redacted] would be disrupted, with the sudden move. [redacted] who currently serves students from outside Holy Spirit boundaries would be impacted greatly by forcing children to return to their home school zones. [redacted] has built [redacted] program, staffing, and budgets around the current children [redacted] has enrolled with. A drop in attendance could threaten the sustainability of [redacted] services and livelihood. We understand the importance of school zoning policies and the need to manage enrollment, but we kindly ask the board to consider the hardship that relocating [redacted] and soon to be [redacted] to a different school would present not only academically and emotionally but logistically as well. The availability and	Good morning Melissa, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy

	Date Received	Name	School Affiliation	Email Content	Response
				coordination of childcare are not always easily replicated at another site, and would cause significant challenges for our family. We respectfully request your consideration to allow [redacted] to continue at Holy Spirit under a grandfathering clause. We are more than willing to complete any required documentation or participate in follow-up discussion that might support this request. Thank You for your time and your continued dedication supporting families and students in our community. I look forward to your response. With Regards, Melissa Smythe [redacted]	
31.	April 15/25	Filomena Cruz	St. Vincent de Paul	Hi I am writing this email as a parent of [redacted] students who have been attending St. Vincent de Paul school since they were in JK. I would like to say that ensuring students who are in their current school remain whether out of bounds or not should be prioritized. Ensuring that Legacy exceptions are in place is most important and they should be able to remain in their current school through their elementary school years without disruption if the parents find it necessary The above is most important as many students will struggle with moving schools and having to reconnect once again. Many students including mine have worked so hard to make connections and friendships and to have them start over again will be very difficult for many. My children along with others who struggle with high levels of anxiety and have difficulty establishing relationships will have difficulty if forced to change schools and start over. It is important to these students that the level of change is limited and well thought out. Many parents I have spoken to feel this exact way and feel that the current students should not be affected by this boundary review and begin the capping with any new students starting school. Many families also have daycare set up for their children and this will once again be another change parents and children will need to face. All of this brings on a big impact of disruption to these students that can hopefully be avoided. I hope you will take the above points into consideration when making your decisions. Our children will be greatly impacted by this change and it will not be in their best interests to have their elementary school years disrupted this way. Thank you for your time, Filomena Cruz	Good morning Filomena, Thank you for your interest in the Southeast Galt Boundary Review. Your comments will be shared with the Boundary Review Staff Committee and Board of Trustees before any decision is made. Sincerely, Jennifer Passy

Appendix B – Initial Survey Input

Current School	Are there other factors not listed that the Staff Committee should consider when making implementation recommendations to the Board of Trustees?	Please provide any further input on Option 1 (Preferred Alternative).	Please provide any further input on Option 2.
Holy Spirit	Affecting a kids mental state because our child is used to and only knows holy spirit, so changing will affect him		
Holy Spirit	All of my [redacted] friends will be staying at Holy Spirit and I would like [redacted] to have [redacted] confirmation and graduation with [redacted] actual friends and [redacted] can very easily walk to grandparents house, no ride nessasery.	Very convenient to keep [redacted] where [redacted] can walk to grandparents house	Very inconvenient if [redacted] needs to move school
Holy Spirit	Proximity to the school. When Section D was sent to St. Anne while 2 other schools were in closer proximity, it did not seem to make sense for the community and for the students living there.	Should also include Section M based on further growth	Would be my preferred
St. Anne (C)			
St. Vincent de Paul			
Holy Spirit			
St. Vincent de Paul			
St. Vincent de Paul	Students with special needs should be looked at case by case.		
St. Vincent de Paul			
St. Vincent de Paul			
Holy Spirit	Increase the bus availability/stops for those who live not so close.		
St. Anne (C)			
St. Anne (C)	I believe anyone have to cross over the busy road of Dundas Hwy 8 should be the cut off. This is a main road with no safe crossing area . Unless a lights are going to be added with a safe cross walk with a crossing guard. Example : if you live on Lisbon Pines at the tip of Dundas should remain at Holly Sprit		
St. Vincent de Paul			
St. Anne (C)			
St. Vincent de Paul			
St. Vincent de Paul	Keep existing students at their current school		
St. Anne (C)	Nothing else comes to mind at this time.	I am in support of Option 1 (staff preferred) as a resident of Sub Area D	I have no concerns with Option 2 as a resident of Sub Area D
St. Anne (C)	Walking distance to school should be considered for identifying boundaries, and marked as highly important if that is the planned primary method of school transportation. Currently my child attends St Anne's where [redacted] has to bussed in or driven and it is 2km away from our home, whereas St Vincent is only a 900meter walk (residential streets or trail/no busy or dangerous crossings). Please consider taking away sub area C from St Anne's boundary (as it is the smallest sub area and most central to the other 3 schools) and divide it up between St Vincent, Holy Spirit and South East Galt as St Anne's boundary is considerably larger than the other 3 newer and bigger schools. The projections also show St Anne's utilization to be higher/much more overcapacity compared to the other 3 schools, while also having a higher ratio of students with special needs, requiring more financial and behavioural/educational support. Dividing up sub area C between the 3 other schools would also help with this issue and give St Anne's some support and relief that they deserve.	Take away Sub area C from St Anne's boundary and divide it up between St Vincent, Holy Spirit and South East Galt as St Anne's boundary is considerably larger than the other 3 newer and bigger schools. And accept walking distance to school to be of utmost importance if that is the planned primary way of school transportation.	Projections show St Anne's to be in a worse position with being overcapacity compared to the other 3 schools , while also having a higher ratio of students with special needs, requiring more financial and behavioural/educational support. Once again, please consider removing Sub Area C as it is the most central to the 3 other schools and divide it up amongst them. And once again, consider walking distance to closest school as an acceptable exception for attending a specific school.
St. Anne (C)			
St. Vincent de Paul	Yes the boundary for St. Vincent should be Taylor Ave. Being at St. Anne's across major busy street which is Dundas. St. Vincent should be expanded North a bit more. St. Ambrose was on Chalmers and St. Ambrose is closer than St. Anne's and across a busy road.		
St. Vincent de Paul			
St. Vincent de Paul			
St. Anne (C)		is the new school Catholic?	
Holy Spirit			
St. Vincent de Paul	Balancing current enrolment with future growth, keeping in mind that housing expansion will predominantly occur at the outer edges of the city. St Vincent and St Anne need significant easing of capacity now to ensure that any future growth north of Main St can be evenly accommodated.	My suggestions would be to move X, Y and Z to Holy Spirit, pushing everything south of Myers to Holy Spirit. Moving M to the new South Galt School and then redrawing the divisions B and C to move some students to St. Vincent and provide immediate balance across all 4 schools with the ability to delegate new growth where space permits. While this may cause a more immediate rebalancing it should provide for more long term stability.	This option makes zero near term or long term sense and should be replace altogether with the model I suggested above for Option 1.
St. Anne (C)	Sub area B .. we have to cross 2 major roads to get to school (Main St and then Dundas), I do not have the option to walk my son to school on nice days as it's dangerous. Going to St Vincent would allow us to walk to school and not have to worry about crossing busy intersections	We are one street out of the St Vincent boundary, to me it doesn't make sense why we can't go there.	We are one street out of the St Vincent boundary, to me it doesn't make sense why we can't go there.

Current School	Are there other factors not listed that the Staff Committee should consider when making implementation recommendations to the Board of Trustees?	Please provide any further input on Option 1 (Preferred Alternative).	Please provide any further input on Option 2.
St. Anne (C)			
Holy Spirit			
St. Vincent de Paul	Ensure that children who have been with their schools most of their years (eg: since jk) are not moved. They have built relationships, connections with students/teachers/principal and attachment to their respective schools)		
Holy Spirit			
Holy Spirit	I believe that if the child and sibling has attended the school for two years or more, they should be awarded legacy.	Legacy out of bounds for existing children.	Legacy out of bounds for existing children.
St. Anne (C)	Not something I'd worry about		
Holy Spirit			
St. Anne (C)			
St. Vincent de Paul	Babysitters who are located in current school district.		
St. Anne (C)	Keep exciting students t current schools AND no longer accept out of bounds kids they can go to their assigned schools.		
Holy Spirit	We are only 5 minutes south of the school, still don't get the bus. There are kids that live further away and get to ride the bus.	Na	Na
Holy Spirit			
Holy Spirit	My [redacted] will going into grade [redacted] in 2026 and I would like [redacted] to have confirmation and graduation with [redacted] actual friends that will be staying at Holy Spirit and [redacted] can easily walk to grandparents after school and [redacted] has a ride for both before and after, so a bus for [redacted] isn't exactly necessary.	Alot more convenient in regards to being able to walk	Not an option to walk, very inconvenient move for our family
St. Vincent de Paul			
St. Vincent de Paul	Our neighborhood is the only one pulled from St. Vincent's and is now looking at being forced to move to the furthest listed school. Based on the bus that picks up kids in the area there is approximately 15 kids currently from the area that attend St. Vincent's. I see now reason why one small community should be forced to move school's which will impact yhe children greatly.	Both options only impact one small subdivision that should not even be considered in the change.	Both options only impact one small subdivision that should not even be considered in the change.
St. Vincent de Paul	Our neighborhood, despite smaller, seems to be the only affected neighborhoods that would get pulled from St Vincent de Paul. St.Annes is the furthest school from the listed schools and has a bad reputation. It seems we will be forced to go to this school and it will greatly affect our kids, who will now be separated from all their friends and routine at SVDP. This change makes no sense, especially if you will not accept exceptions. Our kids will NOT be going to St.Annes.	Both options make our kids go to st annes school.	Both options make our kids go to st annes school
St. Vincent de Paul	You want to take children in area X, a higher income neighborhood, and mix them with kids of a lower income area… as much as that shouldn't matter, it does- just how kids feel at times like Christmas and compare gifts, school sports and what shoes they have etc… I have seen this too many times, harder on the kids, the teachers, everyone. Wrong decision.	See above	See above
St. Vincent de Paul	This neighbourhood should not be moved to the boundary of st. Anne's school. One small neighborhood doesn't make that much of a difference numbers wise. St Anne's is further away and most people in this neighborhood chose it so that their children can attend SVDP as the ratings were above average.		
St. Vincent de Paul	We chose to live in this neighbourhood in Cambridge knowing that our children would be attending SVDP. We have extended day programs that are set up for our children already. We have come to know and trust the staff at the extended day program and school. I would love for the Birkinshaw community to be a part of the SVDP boundary. It is also the closest elementary school for our children to attend.		
St. Vincent de Paul		I'm opposed to moving sub area X from St. Vincent de Paul to St. Anne's. St. Anne's is twice as far away. It doesn't make sense to change the school for the students in sub area X.	I'm opposed to moving sub area X from St. Vincent de Paul to St. Anne's. St. Anne's is twice as far away. It doesn't make sense to change the school for the students in sub area X.
St. Vincent de Paul			
St. Vincent de Paul			
St. Vincent de Paul	St. Anne's is double the distance from our house than St Vincent de Paul. We have been on a wait list for before and after care at St. Vincent de Paul as well as the YMCA that is attached as we have an [redacted] old that needs childcare as well. Going to St. Anne's would dramatically affect my work hours as well as my earnings. I don't think it is fair on families to be changing these boundaries.		

Current School	Are there other factors not listed that the Staff Committee should consider when making implementation recommendations to the Board of Trustees?	Please provide any further input on Option 1 (Preferred Alternative).	Please provide any further input on Option 2.
St. Vincent de Paul	These are children with close social ties to their school and community. This is a terrible thing to do with children especially those who have spent many years developing and thriving in their social networks. Take away this important thing and you destroy this order for them and effect their academics which is closely tied to their mental health and well-being. These are kids, humans not just a number or a subsection.	This would greatly interfere with my children's mental health and their ability to thrive in school.	The whole reason for my family to not move is to keep stability and balance in their lives by even entertaining this idea you are all risking the very fabric of my kids mental growth and development I see this as harmful and an attack on my kids safety and development.
St. Vincent de Paul	We MOVED out of St. Anne district INTO St. Vincent de Paul district for our children and now you're changing our area (X) to st Anne's?? That's crazy!		
St. Vincent de Paul			
St. Vincent de Paul	You're going to ruin kids lives just so St. Anne's can get an extra 30 kids? This area is so small and it makes NO sense to include it in St. Anne's district.		
St. Vincent de Paul	Our children love their current school a would be devastated to have to leave their school and friends. Also the proposed school (St Anne's) is very far and would make walking to school impossible.		
Holy Spirit			
Holy Spirit	Confused why such a small portion of cheese factory to water is not included in Holy Spirit district. Makes sense in my opinion to include all south of Myers in the Holy Spirit District while North of myers is included in the St Vincent district. My kids currently go to Holy Spirit due to before and after care but concerned once they get to Grade [redacted] that they have to switch schools when they are thriving academely and have there friends that they have bonded with over the years. Too many kids now a days suffer from anciedy and a chance like this has a significant impact		
St. Anne (C)	Yes I want my children to go to a catholic school only. I do not want my children mixed with the public system	I do not want my children to go to an other school . Only st anne	
St. Anne (C)			
St. Vincent de Paul			
St. Vincent de Paul	Keep current students at their curent school	Keep the kids at their current school	
St. Vincent de Paul	If my child has been with St. Vincent DePaul since starting school they should be considered to stay as they have build a foundation and friends with their elementary school		
St. Vincent de Paul	Allowing current svdp students to remain at svdp. Don't force them to change schools this would set alot of children back as it would disrupt their learning and educational progress		
Holy Spirit	Consider where the Out of Boundaries kids go to the Before School / After School programs	Only Holy Spirit	Only Holy Spirit
St. Vincent de Paul	Please consider keeping students who are currently within the boundaries of St. Vincent de Paul at their school. Both options have Sub Area X (St. Vincent de Paul) unfairly removed from their school community. This is not in the best interest of students.	Sub Area X St. Vincent de Paul continues to be a part of the VDP boundary.	Sub Area X St. Vincent de Paul continues to be a part of the VDP boundary. If these students cannot be accommodated at VDP, Holy Spirit is the next logical option.
St. Vincent de Paul	Maintaining the current boundaries of St Vincent De Paul the same. Sub area X has been unfairly separated from the school boundary.	Keep sub area X in the St Vincent De Paul boundary.	Please consider the well being of our children, keep sub area X in the St Vincent De Paul boundary.
St. Vincent de Paul			
St. Vincent de Paul	Keep current kids at their schools. Don't force kiddos to move to other schools,		
Holy Spirit	School Bus travel time must not substantially increase		
Holy Spirit	If students are bused now every opportunity should be made to ensure they remain bused if possible (when they remain at their current school).	Honestly not sure on this question.	Honestly not sure on this question.
St. Vincent de Paul			
St. Vincent de Paul			
St. Vincent de Paul			
St. Vincent de Paul	The Birkinshaw Community, which only includes 4 street is being considered as an area that is moved to Saint Anne's Cambridge. This is a very small neighbourhood that has no more room for growth and it does not make sense that these children should have to switch schools. Saint Anne's Cambridge is much farther than St. Vincent and I think that this is a big mistake when it only includes a very small amount of students that will not grow in the future.	The small Birkinshaw neighbourhood boundary should not be redrawn to switch schools. It does not make sense geographically or logically. Keep those students at their current school.	Again, it is ridiculous that the small Birkinstock community is being considered as an area to move to St. Anne's. It did not make sense to approve these students and change their school when there are only a few houses in that neighbourhood and they are much closer geographically to St. Vincent. This community is already set. There will be no new houses built so the amount of students coming from that community is minimal and will not affect St. Vincent's Growth
St. Vincent de Paul	Keep ALL of Langlaw drive part of the new St. Vincent de Paul boundary area.	Keep ALL of Langlaw drive part of the new St. Vincent de Paul boundary area.	Keep ALL of Langlaw drive part of the new St. Vincent de Paul boundary area.
St. Vincent de Paul			

Current School	Are there other factors not listed that the Staff Committee should consider when making implementation recommendations to the Board of Trustees?	Please provide any further input on Option 1 (Preferred Alternative).	Please provide any further input on Option 2.
St. Vincent de Paul	There are not very many homes in sub area x and if is ridiculous that those students should be moved from their current school that is closer to st Anne's. The subdivision there is completely full, with no possibility for new homes to be built so the change makes no sense.	Please include sub area x in the boundary for st Vincent. There are not many students from that area to make a big impact on the numbers at St. Vincent, and the subdivision is completely full with no room for new houses so that number will not grow. The students are close to St. Vincent with a five minute bus ride and should not be uprooted and sent on a longer bus ride when it makes no logical sense.	Same as above sub area X should remain part of St. Vincent. It does not make sense for the boundary to change
St. Vincent de Paul	Length of bus ride for students and fitting new routes in to existing bus availability	Both options are the same for my school	
St. Vincent de Paul	Keep curent kids at their current school. We do NOT want to change our kids schools.		
St. Vincent de Paul	My children are in grades [redacted] and [redacted] now and have both been there since JK. I understand not allowing new ones in but if they are already there, they should be grandfathered in. They have built meaningful relationships with both peers and teachers and to take that away now is not okay.	I feel this could be harmful to the mental health of my children going into grades [redacted] and [redacted] and starting to have to start over because the schools decided they don't want them anymore. That's not good enough.	
St. Vincent de Paul			
St. Anne (C)	N/A	N/A	N/A
St. Vincent de Paul			
Holy Spirit	Students entering grade 7 2026 should stay for they're last 2 years with their friends for confirmation and graduation	Convenient to walk	NOT convenient to walk
St. Vincent de Paul			
St. Vincent de Paul			
St. Vincent de Paul			
St. Vincent de Paul	Keeping in boundary students with designated school and not move them to a different school such as St.Annes	None	None
Holy Spirit		Students going into grade 7 2026 should be able to stay at their school they've been at since JK	Inconvenience
Holy Spirit			
St. Vincent de Paul	N/a	N/a	N/a
St. Vincent de Paul	All curent "out of boundary " kids should be allowed to remain at their curent school. I understand not accepting new out of boundary kids but the curent kids should be allowed to remain at their school and not be forced to move.		
St. Vincent de Paul			
Holy Spirit			
St. Vincent de Paul			
Holy Spirit	Our children have already experienced a once in a life time disruption to their education during the pandemic. The proposed boundary relocation and move, could have a significant psychological and academic impact on a group of children who have already been developmentally affected by remote learning for two years. The Birkinshaw community, specifically, represents roughly 30-40 students, in reviewing the numbers presented to us, these students will have marginal impact on enrolment. Additionally, in terms or proximity, it would seem more logical to extend St Anne's- Sub B, south into St. Vincent's W section, as the Birkinshaw community is the furthest away from St. Anne's school.	Our children have already experienced a once in a life time disruption to their education during the pandemic. The proposed boundary relocation and move, could have a significant psychological and academic impact on a group of children who have already been developmentally affected by remote learning for two years. The Birkinshaw community represents roughly 30-40 students, in reviewing the numbers presented to us, these students will have marginal impact on enrolment. Additionally, in terms or proximity, it would seem more logical to extend St Anne's- Sub B, south into St. Vincent's W section, as the Birkinshaw community is the furthest away from St. Anne's school.	Our children have already experienced a once in a life time disruption to their education during the pandemic. The proposed boundary relocation and move, could have a significant psychological and academic impact on a group of children who have already been developmentally affected by remote learning for two years. The Birkinshaw community represents roughly 30-40 students, in reviewing the numbers presented to us, these students will have marginal impact on enrolment. Additionally, in terms or proximity, it would seem more logical to extend St Anne's- Sub B, south into St. Vincent's W section, as the Birkinshaw community is the furthest away from St. Anne's school.
St. Vincent de Paul	Having SUB AREA X part of St. Vincent de Paul! Please	Do not approve, Sub Area X part of St.Vincent it's a small neighborhood.	Do Not approve, Sub Area X part of St.Vincent it's a small neighborhood.
St. Vincent de Paul	I think at the very least, the legacy exceptions should include Grade 7's as well as the grade 8's for the 2026 year-as this age group has been together for almost 10 years by 2026 and it would be very challenging for many to start a new school for Grade 7 and then again for Grade 9. This group was also highly affected with Covid disruptions during their primary school years.	I think only new registrants to St Vincent from zone X should be forced to go to St Anne and other families in that zone should have the option to stay. All out of boundary students should return to their home school as well (unless grade 7 or 8).	Same as above for Zone X
St. Vincent de Paul	Yes, our [redacted] has [redacted], [redacted] got [redacted], [redacted] And [redacted], And we came to St. Vincent de Paul specifically for the help that [redacted] gets here and was not getting elsewhere. We would like [redacted] to be grandfathered so [redacted] can finish school in St. Vincent for grade 7 and eight. We feel that the disruption would be very detrimental to all the progress [redacted] made here. Routine is very important to [redacted] Friendships are very hard to come by for [redacted] Change Is very difficult for [redacted] And we really hope that the board will let [redacted] stay at St. Vincent in this case.	Please allow current students to be grandfathered in	Please allow current students to be grandfathered in
St. Vincent de Paul	Considerations of the on board day care and having an older siblings currently enrolled at the school.	Area X is 1 percent of the total students at the 3 current schools. How accurate in the 3 year projection and how do 30 students alter the capacities	
St. Vincent de Paul	Please consider allowing children currently at St.Vincent to finish their schooling there.	Sub Area X should stay at St. Vincent	Sub area X should stay at St. Vincent
Holy Spirit		Move Section x back to St Vincent	Move Section X to St Vincent

Current School	Are there other factors not listed that the Staff Committee should consider when making implementation recommendations to the Board of Trustees?	Please provide any further input on Option 1 (Preferred Alternative).	Please provide any further input on Option 2.
St. Vincent de Paul	Moving students that are currently not in the school boundary does not keep them lower then capacity. Out of boundaries have been cut off already due to restrictions so keep that moving forward but allow kids to stay in the school they are currently in	Do not change the X boundary, that doesn't make sense if the goal is for more walkability	Stupid
St. Vincent de Paul	Although the factors listed above are key, I do believe each student should be evaluated on a case-by-case basis. Many students may have no issue moving schools and reconnecting, but others will struggle badly. I do understand this requires more effort by staff members but it's important to note that not all students are the same. My biggest concern is that some students have high levels of anxiety and difficulties establishing relationships. Therefore, it's even more important to ensure that the level of change is limited and well thought out. I echo many of the parent's concern surrounding the affects of the pandemic and how it took a long time, including with therapists, for my children to find their new normal and thrive again. My child's future depends on the decisions made now, and this referenced "reset" can a detrimental one.	Option 1 appears to better representative of the surrounding to the school, with exception to sub area X. Seems odd to remove as it is better situated for St. Vincent. Understanding that new development is planned under sub area x, perhaps only the area with proposed expansion should be included in the St. Anne group, while the existing (south) remains St. Vincent.	Seems strange to have sub area N belong to Holy Spirit. Essentially all students from that area will be surrounded by other students outside their school. The affects to a students life outside of the school should be taken into consideration as well.
Holy Spirit	my[redacted] will be going into grade[redacted] when the new school opens, it would be very much apreciated to keep[redacted] at Holy Spirit for[redacted] last[redacted] years with[redacted] friends who will be staying at Holy Spirit.[redacted] can have[redacted] confirmation with[redacted] friends and than graduate with[redacted] friends.	alot more conveniant	not conveniant at all
St. Anne (C)			
Holy Spirit	I am just concerned about my children continuing to attend this school (gr[redacted] and gr[redacted] from out of district.		
St. Vincent de Paul			
St. Vincent de Paul	Legacy Exceptions for Students who have already spent many years at their current school. Our[redacted] will have been at St. Vincent de Paul for [redacted] years once the new school opens with only[redacted] years left until High School representing 50% of their school life. Its cruel to make them leave and have to form new bonds and leave all the friends they have come to know for half of there lives. Please consider letting them finish at their current school.	Legacy Exceptions for Students who have already spent many years at their current school. Our [redacted] will have been at St. Vincent de Paul for [redacted] years once the new school opens with only[redacted] years left until High School representing 50% of their school life. Its cruel to make them leave and have to form new bonds and leave all the friends they have come to know for half of there lives. Please consider letting them finish at their current school.	Legacy Exceptions for Students who have already spent many years at their current school. Our [redacted] will have been at St. Vincent de Paul for [redacted] years once the new school opens with only[redacted] years left until High School representing 50% of their school life. Its cruel to make them leave and have to form new bonds and leave all the friends they have come to know for half of there lives. Please consider letting them finish at their current school.
Holy Spirit			
St. Vincent de Paul	We bought our house to specifically be in the St. Vincent district. If the kids ever wanted to walk to school they couldn't walk to St. Anne's because it's way too far. It feels negligent of the children's wellbeing to force them to move schools just for the sake of meeting some sort of criteria or quota.	Our neighborhood (Birkinshaw Rd) in Sub Area X is particularly further to the proposed school than the current one. I understand the need to redistribute the students but this particular division does not make practical sense.	Our neighborhood (Birkinshaw Rd) in Sub Area X is particularly further to the proposed school than the current one. I understand the need to redistribute the students but this particular division does not make practical sense.
Holy Spirit	Major artery Hwy 8 and no safe crossing area. Traffic circles are by no means a safe way for kids to cross on a major Regional Road. You promote walking yet you make all these decisions where kids cannot walk to the closest school and require a bus.	Allow out of bounds kids to keep going where they are. You shookd only be thinking of what is best for the kids, not the region or numbers	
St. Anne (C)			
St. Vincent de Paul			
St. Anne (C)			
St. Anne (C)	Keeping the same school community together. Some students have been at the school for years and shouldn't have to leave. They should make the new boundary around the new school and not disrupt the current schools. You will be breaking up friendships and bonds with students and staff. You could force students whose bullies have left the school to be right back in the same school with those bullies.		
St. Vincent de Paul	We moved to this neighborhood to have our[redacted] kids attend St Vincent de Paul. My kids can walk bike to school, every other school is too far. Also, it feels negligent of the children's wellbeing to force them to move schools just for the sake of meeting some sort of criteria or quota.		

Current School	Are there other factors not listed that the Staff Committee should consider when making implementation recommendations to the Board of Trustees?	Please provide any further input on Option 1 (Preferred Alternative).	Please provide any further input on Option 2.
St. Anne (C)	Child care availability. Mental healthy and routines of current children. My child is [redacted] and is currently under the care of health care practitioners for a [redacted]. Switching [redacted] school would cause [redacted] sever anxiety and sets us back on the postive progress we have made this far. This would cause extreme hardship on my child as well as my family. My child care provide is my mother who lives in the school area for the morning. And [redacted] attends after school care at the school. My mother is very important caregiver for my child in mornings and [redacted] routines. Especially considering [redacted] current [redacted] issues. How is this switch going to affect not just my child but all the kids, the relationships and routines and supports that they have built especially the children that were all affected by covid which my child was one of them. Please allow exemptions for special circumstances.	Make exceptions for children who are already in these schools.	Please consider the mental health of children and the effects another big change will make to them.
St. Vincent de Paul	Child's mental health and well-being directly effects learning and educational skills. A move like this could destroy these things especially after such turbulence and life charging moves right after COVID. It's one thing if a parent(s) choose to move relocate and have there kids change schools or cities etc. one could argue its the parents job to guide through such turbulence or changes. However we my community didn't ask for this chance nor ask for it why over burden stress out and traumatize folks especially kids when no one decided for this especially when it makes no sense to upend the daily lives of approximately 30 children send them to a school not remotely close to there community these are kids not numbers found on a pie or a graph.	Dont make kids 1 year away from high-school go through such a devastating change twice for no reason at all	Atleast offer an exception for children who are siblings and close in school age to be together even a child in grade 3 for example splitting him/her apart from there siblings into a new school a different community all together would have a major effect on there social and mental growth and effect there learning atleast look at an option to slowly phase the move in say children of a younger age who have not started there social ties so important to thriving and learning in schools.
St. Vincent de Paul			
St. Vincent de Paul	Option 3 is much better to level X south from Meyers kids with the school.		
St. Anne (C)	Student Transportation especially for special needs students		
St. Vincent de Paul	Special needs children shouldn't be moved if it's going to upset them or set them back. My [redacted] is in grade [redacted] and thankfully we stay in our zone with no changes but we were very worried as I'm sure other parents are. These children have bonded with staff which make a huge difference in their learning , switching school could be detrimental.	Doesn't take into consideration area x	Doesn't take into consideration area x
St. Vincent de Paul			
St. Vincent de Paul			
St. Vincent de Paul			
St. Vincent de Paul	Classroom utilization and portables. Large classes and schools at capacity do a dis-service to the student body when resources are not spread evenly.	I like to see the capacity evenly distributed.	If this option is selected then i would consider applying for out of bound to go to holy spirit for my childern where they will barely reach capacity before they graduate. as a parent of walkers, driving to holy spirit vs St Vincent is the same, even walking the difference is marginal and frankly safer.
St. Vincent de Paul	Keep cutent kids at their curent schools.		
St. Anne (C)			
Holy Spirit	Legacy students and their families should take top priority. Siblings of legacy students should also be included into the population-why would a school ever want to separate siblings? I can see a lot of backlash from families if that were to happen. Any NEW families who apply from out of bounds, or non-Catholic should be reconsidered.	Keep Legacy students and siblings who are currently out of bounds at HS until Legacy students graduate.	Keep Legacy students and siblings who are currently out of bounds at HS until Legacy students graduate.
St. Anne (C)	I feel that it is very important to keep the current students at their current school regardless of out of bounds. Unless parents want to move to their boundaries. It is very important as my children have child care at their school and moving them could cause them anxiety, stress, mental health issues etc…These students have been through a lot with the pandemic and feel comfortable in their current surroundings. I think the board should consider keeping the students in their current schools and going forward NO out of bounds unless they have siblings at that school.		
Holy Spirit			
St. Anne (C)			
St. Anne (C)			
St. Vincent de Paul	There are reasons people choose to send their kids to an out of bounds school. Please consider why parents have chosen to do this and do not force children to go to a school the parents are not comfortable with for whatever reason.	Current Sub section X should be left alone	Current kids from Sub section X should be left as is, future development can be directed to the school of choice
St. Vincent de Paul			
St. Vincent de Paul	If a student has already been going to a certain school and been approved for out of boundary for several years already, they should not Uproot a child.		

Current School	Are there other factors not listed that the Staff Committee should consider when making implementation recommendations to the Board of Trustees?	Please provide any further input on Option 1 (Preferred Alternative).	Please provide any further input on Option 2.
Holy Spirit	# of kids in the school in 5 to 10 years, current school capabilities based on current enrollment and how does that affect the long term growth of a specific school (i.e. Holy Spirit does not have space at its current capacity to kids in the school yard how will they add Portables? Or SVP is already above capacity with Portables or St. Annes what is the longevity of the school capital structures/equipment?	I dont see how it works for any community to have schools beyond capacity within 1 to 3 years.	I dont see how it works for any community to have schools beyond capacity within 1 to 3 years.
St. Vincent de Paul			
Holy Spirit			
St. Vincent de Paul			
St. Vincent de Paul	Please note I have taken a look at option 3 and feel that it's a sensible option for all families that live in X.	I prefer option3	It makes no sense aproximately removing 30 kids away from there friends and so essential for development and confidence and there educational well being especially after everything gone through COVID.
St. Vincent de Paul	Yes the fact that children have been at this school and now they will be disrupted. My [redacted] has established routines and this school is closer than St. Anne's	Does not matter my [redacted] is [redacted]	My [redacted] needs to stay in this school.
St. Vincent de Paul		Zone X should remain SVDP, it's not necessary to move few students to new school	Zone X should remain SVDP, it's not necessary to move few students to new school
Holy Spirit	Kids with special needs. Kids with neurodevelopmental disorders, who may go to a school out of boundary but have familiarity with the school, EAs, teachers, and staff.		
St. Vincent de Paul	I think Option 3 is the best		
Holy Spirit	No	I do not prefer this option	My preference is option 2 for Holy Spirit boundaries
Holy Spirit			
Holy Spirit	The staff for the new school should also be from any of the existing schools at least for the first year, because teachers play a key role in the new school development and the initial start plays a key role to the development of the school in upcoming years.		
Holy Spirit			
St. Vincent de Paul	Children both attended YMCA daycare attached to St Vincent de Paul. Youngest still in daycare thus older sibling was registered at St Vincent even when out of bounds so it's one drop off. Youngest starts school next year and we hope can attend with sister.		
Holy Spirit			
Holy Spirit	I think it is important for students / families to be able to make a choice to move to a new school, or at least be a part of the process in the decision making. As you can imagine, it may be difficult for a child to make that sort of transition, and the stability of staying in the same school they have been in for years is a key to their success. I also think that each school should still be permitted to allow for out of boundary cases, as opposed to a sweeping decision by the board.	No further comments	No further comments
Holy Spirit			
Holy Spirit			
St. Anne (C)			
St. Vincent de Paul	We are literally 100m away based on current boundaries. South street is border, actually [redacted]. It would be extremely bad for my [redacted] and [redacted] already established friendships in Saint Vincent de Paul to move [redacted] away from [redacted] friends for the next school year because of 100m boundary difference. We as parents sincerely hope that committee will take our children's emotional health into consideration as the most important, especially at their developing age.		
Holy Spirit			
Holy Spirit	Legacy, especially for grade 7's. They should be able to attend the same school for grade 8 and graduate with their class.		
St. Vincent de Paul	Our kids have already been through so much with Covid and their mental health is only just getting better as they are feeling more stable. We need to put their needs first.	None	None
Holy Spirit	Our kids have been through so much already with Covid, this now change is just another thing they will need to go through. We need to focus on mental health and allowing the children who are already at the schools continue to be there. It should not be a hard stop to the out of bound kids. We should start caping next year and allow the out of bounds kids to graduate out of the school. Most out of bound students will use a fake address anyway so you won't be fixing much anyway.		

Current School	Are there other factors not listed that the Staff Committee should consider when making implementation recommendations to the Board of Trustees?	Please provide any further input on Option 1 (Preferred Alternative).	Please provide any further input on Option 2.
Holy Spirit	While our family is in section H and would be attending Holy Spirit I would please ask that there would be some thought given to considering families in H to have the option of also attending the new school. My [redacted] best friend would likely have to go to the new school and I would like to keep them together. I also attended St. Augustine when it was a brand new school 30 years ago and speaking from experience, it was fantastic having brand new sporting equipment, books, library, washrooms, gym etc. There are a lot of advantages of a new school and I hope the school board will give families in H the option of attending. Thank you	Out of options preferred yes	
Holy Spirit		I hope that the current out of boundary exceptions will be permitted to remain. Many of us rely on daycare within the Holy Spirit catchment and trying to arrange alternate care is nearly impossible. Please consider allowing current out of bounds students to remain at their current school	
Holy Spirit			
Holy Spirit	Students that are out of bounds for daycare purpose. Extremely important	My children are out of boundary but are exempted for daycare purpose. This daycare [redacted] has been with us for years, the difficulty of finding childcare for the soul purpose of being pushed out of a school is not acceptable. Bring a shift worker finding childcare is extremely difficult and I have found one and my children have a relationship with [redacted] Please allow my children to stay at their current school and not disrupt their lives	
St. Vincent de Paul	As a catholic institution, I believe that enrolment policies should reflect and uphold the faith-based identity of the school. One suggestion would be to prioritize admission for students who are baptized Catholics or Christians, as they are more likely to share and support the school's religious values and environment. Allowing students who do not believe in God, could sometimes lead to confusion or conflict regarding the faith-based teachings that are central to the school's identity.		
Holy Spirit			
Holy Spirit	I would like to know if the plan for kids attending a certain school know is to change them schools or allow them to continue at the school there currently at? In my case my kids go to Holy Spirit as they attend before and after care across the street. My [redacted] suffers from [redacted] and by the time the new school is built (Which I'm assuming they will have delays like most new builds) [redacted] will be in grade [redacted] Im nervous moving schools for [redacted] this late will cause a great deal of stress. Also for my [redacted] whom also attends Holy Spirit we need to count on before and after care until [redacted] is in grade [redacted] I too would be concerned about moving [redacted] so late based on relationships etc. Hoping consideration about allowing kids to finish up school they are in will be considered.	Would personally love to see an option that allows the South End of Myers to be included in Holy Spirt knowing kids will be going to the same highschool	
Holy Spirit	Our [redacted] has gone to the same daycare since [redacted] was little and now is there every morning and after school. [redacted] gets to take the bus with [redacted] friends and is comfortable in this routine. [redacted] has an [redacted] and switching [redacted] would not be ideal.		
Holy Spirit	Not having an option for an exemption for students registered as out of bounds for childcare purposes is a grave oversight. Reliable and affordable childcare is extremely limited, and securing care that aligns with school hours and supports working families has proven to be a serious challenge. Like many working parents, we rely on these services not only to ensure our child is safe and supported but also to maintain employment and financial stability. The availability of trusted before and after school care is not something we can easily replace, and its absence would force us into very difficult decisions regarding work and childcare. In addition, the current cost of living in Canada is at a record high, placing immense financial pressure on families. The ability to access both affordable, reliable childcare and a high-quality education at Holy Spirit is invaluable and irreplaceable. These supports are essential—not luxuries—and play a direct role in helping families stay afloat while continuing to contribute to the workforce. Additionally, forcing children to return to their home school zones would have a significant economic impact on childcare providers who currently serve students from outside Holy Spirit boundaries. They have built [redacted] programs, staffing, and budgets around the current enrollment. A sudden drop in attendance could threaten the sustainability of their services, affecting not just our family but many others who depend on them for daily support. It's important to consider how these ripple effects can destabilize an already fragile support system for working families.	As an out-of-bounds family, we cannot comment on this Option. We would prefer any option to include the a grandfathered allowance for out of bound families to attend for childcare exemption purposes.	As an out-of-bounds family, we cannot comment on this Option. We would prefer any option to include the a grandfathered allowance for out of bound families to attend for childcare exemption purposes.

Current School	Are there other factors not listed that the Staff Committee should consider when making implementation recommendations to the Board of Trustees?	Please provide any further input on Option 1 (Preferred Alternative).	Please provide any further input on Option 2.
St. Vincent de Paul	Families move to areas normally based on the needs of their children/future children i.e. types and location of schools their children would attend. This would be a high a priority for the parents, as obtaining a good education for their children in a reputable school is extremely important. Area 'X' has very low numbers and those students would be negatively impacted if they are forced to change schools - especially to one that is further away. If space is an issue, then I believe the 'exceptions' (out of boundary/out of district) students should be reviewed and cutbacks made there, as area 'X' homeowners purchased their homes knowing which schools their children would be attending.	I do not agree with moving 'X'	I do not agree with moving 'X'
St. Vincent de Paul	Not sure if my opinion would go here but me personally as someone who was born and raised in cambridge and a parent that has been and graduated from the wcdsb I am not particularly fond of the new school and it's name along side with being with a public school. We as parents are already having a hard time with media, and social platforms and you tube etc and questioning being catholic and trying to keep them on God's path. How would this school 1 not having a catholic name as all our other schools and being side by side with a public school beneficial to our children and our beliefs and trying to keep them of the path of God beneficial to our children? With 2 of our schools closing we were told they would eventually build wcdsb another school since we lost 2. There was never any mention of a combining public and catholic school on same property. To me this is on one property but segregating the school makes no sense to me why this would even be an option. I am not in agreement with the name for one as it doesn't sounds like a catholic school at all. I feel this is a Start of pushing our catholic school board out. We as catholics have seen alot of push back when referring to God, while other faiths get different treatment ot allowences weather in public or at work and get time off according to that. I feel that we as a catholic community should be fighting for our catholic schools and try to keep what we have always done and known in our community. The school sounds like it a different division of the public school vs being a catholic school and it is not consistent with our other school and the names it holds which is our saints and holy spirit. I personally would not want my children at the new school, I would prefer my children to be solely at a catholic school and be proud of our religion and for what it stands for to be catholic and to have a name that is symbolic to our catholism. This is my feelings and thoughts about the new school	Prefer to stay at st vincent de paul	To stay in st vincent de paul. It is a smaller scale of our catholic school and prefer the name of the school to be symbolic and match all our catholic schools.
St. Vincent de Paul	I reside in Zone X - Birkinshaw Road subdivision. I purchased a lot and built my dream house, and part of the deciding factor of where to build was if I were to have a child, the school that they would be attending - St Vincent De Paul. I now have a [redacted] who is attending [redacted] at St. Vincent. Not only is my [redacted] born a [redacted], [redacted] has also been [redacted] with [redacted] and [redacted] [redacted] requires a rigid routine and severely struggles with transitions. Something as simple as a supply teacher for the day causes [redacted]. [redacted] is already fixated and anxious about going to [redacted] and [redacted] is set to be having the same teacher. The transition to grade [redacted] at the same school is already a dreaded nightmare for me and how I will help my [redacted] cope. I cannot even begin to imagine having to think about having my [redacted] being forced to switch schools. I have been losing sleep since receiving this notice in March. There are so many factors that children face behind closed doors. I'm sure that I am not the only parent facing the same issue - a child with [redacted] concerns, and developmental concerns.	Not preferred. I vote for Option 3	Not preferred. I vote for Option 3

Appendix C – Option 3 Survey Input

Current School	Please provide input on the new Option 3
St. Vincent de Paul	This option is fine. But it would be really appreicated if students who are out of bounds but have already been going to St. Vincent de Paul, can still be allowed to attend St. Vincent until they have graduated from elementary school.
St. Vincent de Paul	Keep out of bounds students where they are so that children can stay with the friends that they have established relationships with
St. Anne (C)	I am neither for or against this Option. All options do not really affect me. I believe that the option that is best suited for most should be chosen.
St. Vincent de Paul	We will still be in St.Vincent zoning and are happy with that.
St. Vincent de Paul	Option 3 makes the most sense.
St. Vincent de Paul	I live in the Birkinshaw community and I really like Option 3 because it allows our children to continue their education at SVDP. It is the closest school to where we live geographically. My children are part of the YMCA at SVDP (before and after school program). We wish to continue with this program because it also provides us reliable and accountable care for our children during March break and summer vacation.
Holy Spirit	This would like the best option
St. Vincent de Paul	I fully support option 3. I wish to thank the committee for considering the concerns brought forward by the Birkinshaw Rd community and revising the boundary of Sub Area X. This is greatly appreicated!
St. Vincent de Paul	Thank you for listening to the concerns of the community, especially those of us in Sub-Area X. The new option 3 would be my top choice. This is the least disruptive option, while keeping the projected utilization evenly spread across the 4 schools.
St. Vincent de Paul	Option 3 is ideal for the children living in this neighborhood. This will allow them to stay with their friends and continue their development socially and academically. I am very happy with this option.
St. Vincent de Paul	I believe that option 3 is a good option this would ensure my children social network will have stayed intact giving them the best possible opportunity to grow in there education.
St. Vincent de Paul	I appreciate the new Option 3 I am in X2 and we want to stay with SVDP so thank you for providing this option.
St. Vincent de Paul	As long as my children can continue to attend st. Vincent de Paul
St. Vincent de Paul	Option 3 makes much more sense than the other options
St. Vincent de Paul	YES, YES, YES!!!
Holy Spirit	
St. Vincent de Paul	This is the most logical option which takes into account input from the community.
St. Vincent de Paul	Combing X2 and keeping it with current school St Vincent- is the smartest idea. This allows current students to stay with a school that is close by and not a long bus ride. I believe it was unfair to group our community with the "projected" high rises that could not be built for years. This option allows current and future students to have friends in the area. If they switch school they will lose friends that as they grow with are within walking distance. If this option is not chosen- they could lose friends they can current bike and see within minutes.
St. Vincent de Paul	I think option 3 is by far the best to keep current boundaries intact.
St. Vincent de Paul	Option 3 is the best to maintain the current boundaries and keeps the current students at St Vincent's
St. Vincent de Paul	Option 3 is fantastic. It allows our small community to remain at the best school in the area. The options outlined prior never made sense to us and option 3 falls in line with our hopes for the new boundary and provides stability for our children.
St. Vincent de Paul	
St. Vincent de Paul	I like Option 3. It leaves area X with St. Vincent.
St. Vincent de Paul	Sub area X2 to stay at St. Vincent is great. Thank you for listening!
St. Vincent de Paul	I feel as though this new option is optimal for our children as it is closer to home and they can continue to grow the friendships that they currently have. This is extremely important at this age.

Current School	Please provide input on the new Option 3
St. Vincent de Paul	This option makes a lot more sense than the other two options. This would allow my eldest child who would be going into grade [redacted] to stay focused on [redacted] studies and continue the deep social bond [redacted] has developed going into high school the following year. It makes sense for my youngest who would be going into grade [redacted] both siblings have a strong social network of friends as there ages are close this would secure and strengthen there social development and allow them to thrive in there studies.
St. Vincent de Paul	We prefer option 3 as its closest to us geographically, it also offers another option for us for summer care and school pa days.
Holy Spirit	I would like my [redacted] to continue at Holy Spirit and not up rooted to a new school after being a flame for so long.
Holy Spirit	This seems like a viable option with the long term projections being more evenly split amongst all school. My main concern with any option, is the shared building with both Public and Catholic Boards. We do not like the proposed plan for a shared building with both Public and Catholic boards. It is imperative that the new Catholic school embody all of the same Catholic faith based principles, values, beliefs, concepts and curriculum as our current Catholic schools that do not share a building space with a Public board.
St. Vincent de Paul	This is our preferred option. For area 'X' it makes more sense to keep the minimal number of students from this subdivision at the school to which they are currently attending. Normally people purchase their homes taking into consideration the the schools to which their children would attend. As this subdivision has been here for over 12 years, and there's no room for expansion, it doesn't make sense to implement a major change that will have a negative impact on the students and parents. School itself can be a difficult thing for some individuals, plus just getting back to the 'norm' after COVID, making a drastic change like this could affect their well being in a very unfavourable way....let's continue to set kids up for success not for failure.
St. Vincent de Paul	Our [redacted] is struggling at school. Changes are difficult and we've been working hard with [redacted] school to build trust and security with [redacted] teacher and peers. Pulling [redacted] out next year may have negative psycho-social effects. [redacted] has lots of [redacted] and struggles socially. We are awaiting [redacted] in May. We hope that there will be exceptions to the rules, especially if the recommendations are for consistency and security of [redacted] known peers and staff.
St. Vincent de Paul	I reside in Zone X - Birkinshaw Road subdivision. I purchased a lot and built my dream house, and part of the deciding factor of where to build was if I were to have a child, the school that they would be attending - St Vincent De Paul. I now have a [redacted] who is attending [redacted] at St. Vincent. Not only is my [redacted] born [redacted], [redacted] has also been [redacted] with [redacted] and [redacted] [redacted] requires a rigid routine and severely struggles with transitions. Something as simple as a supply teacher for the day causes [redacted] severe anxiety. [redacted] is already fixated and anxious about going to [redacted] and [redacted] is set to be having the same teacher. The transition to grade [redacted] at the same school is already a dreaded nightmare for me and how I will help my [redacted] cope. I cannot even begin to imagine having to think about having my [redacted] being forced to switch schools. I have been losing sleep since receiving this notice in March. There are so many factors that children face behind closed doors. I'm sure that I am not the only parent facing the same issue - a child with [redacted] concerns, and developmental concerns. Therefore, I am in strong favour of Option 3.
St. Vincent de Paul	Option 3 is better than option 1 & 2 but I believe there should had been a 4th option which would grandfather all out of boundary students and implement the boundaries going forward. Thank You

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Report

Date: May 12, 2025

To: Board of Trustees

From: Director of Education

Subject: 2025 Long Term Accommodation Plan

Type of Report:
- ☐ Decision-Making
- ☒ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:
- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV010 "Facilities / Accommodations"**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

The Long Term Accommodation Plan is to be presented to the Board of Trustees annually to satisfy the provisions of Board Policy IV 010 "Facilities Accommodations".

Policy Statement and/or Education Act/other Legislation citation:

Board Policy IV 010: Facilities / Accommodations 'the CEO shall not ...

2. Fail to present to the board an annual report on current enrolment status, future demographic trends and a list of potential schools being considered for boundary changes or closure".

Alignment to the MYSP:

☒ **Awaken to Belong**
- ☐ Every student can see themselves reflected in their learning.
- ☒ Staff experiences a positive, healthy, and inclusive workplace.
- ☐ Are aware of and/or use the available resources to assist in navigation of the school system.

☒ **Ignite to Believe**
- ☒ Every student experiences the Ontario Catholic School Graduate Expectations (OCSGEs) and the WCDSB pastoral plan within their learning environments.
- ☐ Staff are welcomed and invited to continue to be a partner in their adult faith formation journey.
- ☒ The relationship between home, parish and school is strengthened.

☒ **Strengthen to Become**
- ☒ Every student reaches their full potential.

☐ Staff see their impact on student achievement.
☒ Parents are engaged as active partners in our students' Catholic education journey.

Background/Comments:

The Long-Term Accommodation Plan (LTAP) presents district-wide demographic and enrolment information, and a multi-year pupil accommodation strategy. Future accommodation initiatives include new schools, and additions / renovations, and boundary review processes.

An Executive Summary provides an overview of the plans and expectations for the coming years. The 2025 LTAP provides an updated enrolment forecast (Table 1) and lists strategic initiatives to respond to projected enrolment throughout the district to 2032/33:

Table 1 - Enrolment Forecast Summary

	Capacity[1]	2024/25 (Actual)	2025/26	2027/28	2032/33
Elementary	18,063	19,822	20,993	23,594	29,928
Secondary	6,600	8,144	8,457	9,309	13,117
Total	24,663	27,966	29,450	32,903	43,045

The 2025 LTAP reflects the following strategic actions which are underway or future priorities:

Funded Projects

Opening 2025/26

- New Holy Trinity (formerly Rosenberg) CES – 527 pupil place elementary school co-build with a City of Kitchener community centre, Kitchener
- New St. Patrick CES – 527 pupil place elementary school and 88 space child care centre, Kitchener
- St. Brigid CES – 138 pupil place addition, Ayr

Opening 2026/27

- East Kitchener 7-12 – 1,400 pupil place Grade 7-12 school
- Southeast Galt CES – 360 pupil place co-build elementary school
- St. Aloysius CES – 8 classroom addition, Kitchener
- St. Boniface CES – 12 classroom addition, Breslau
- St. Gregory CES – 6 classroom addition, Cambridge
- St. Mark CES – 8 classroom addition, Kitchener
- St. Paul CES – 11 classroom addition, Kitchener

Post 2026/27 Opening

- New Baden CES – 294 pupil place elementary school and 88 space child care centre, Baden

[1] Includes the capacity of new schools and addition opening in 2025/26.

Future Immediate Term Capital Priorities

Re-submit Capital Priorities Applications

- New North Cambridge CES
- Monsignor Doyle CSS Addition
- St. Bernadette CES Reconstruction
- St. David CSS Addition

Submit Capital Priorities Application

- New Doon South CES
- Monsignor Haller Addition

The LTAP is a complex document which is being presented on May 12th for consideration and will be brought back to the Board of Trustees on May 26th for approval. Questions may be asked of staff at any time, and responses will be shared with all Trustees.

Recommendation:

This report is provided as information only.

Prepared/Reviewed By:

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Property and Planning Officer

Isabelle Lung Ler
Planning Technician

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Manager of Planning

Shesh Maharaj
Executive Superintendent of Corporate Services

*4.2 DIRECTOR Monitoring Reports: Where the Board receives from the CEO a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the CEO, subject in all instances to what otherwise actually occurred.

LONG TERM ACCOMMODATION PLAN

2025

Waterloo Catholic District School Board

Quality, Inclusive, Faith Based Education

The schools of the Waterloo Catholic District School Board are situated on the land that is the traditional home of the Haudenosaunee, Anishinaabe and Neutral People. We acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous Peoples with whom we share this land today.

We seek a new relationship with the Original People of this land, one based on honour and deep respect. We are grateful for the opportunity to learn here and reaffirm our collective commitment to make the promise and the challenge of Truth and Reconciliation real in our community.

Executive Summary

The Long Term Accommodation Plan (LTAP) is an annually reviewed planning tool that provides enrolment projections and guides accommodation planning. Accommodation planning is not static, and the priorities identified in this LTAP are based on the most accurate information available at a point in time.

The elements of the LTAP have been designed to provide the information necessary to support the strategic priorities identified in this plan and inform stakeholders about what to expect in school accommodation planning in the immediate, medium, and long-term.

Included in the 2025 LTAP are the following:

- Enrolment projections from 2025/26 to 2032/33.
- Identification of accommodation issues and proposed strategies to address them.
- Identification of new Capital Priorities funding interests.

Approved Capital Priorities Projects

Opening 2025/26

- New Holy Trinity (formerly Rosenberg) CES – 527 pupil place elementary school co-build with a City of Kitchener community centre, Kitchener
- New St. Patrick CES – 527 pupil place elementary school and 88 space child care centre, Kitchener
- St. Brigid CES – 138 pupil place addition, Ayr

Opening 2026/27

- East Kitchener 7-12 – 1,400 pupil place Grade 7-12 school
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- St. Paul CES – 11 classroom addition, Kitchener

Post 2026/27 Opening

- New Baden CES – 294 pupil place elementary school and 88 space child care centre, Baden

Future Capital Priority Considerations

Further, additional Immediate and Medium Term Capital Priorities have been identified in response to increasing enrolment pressure throughout the district:

- New North Cambridge CES, Cambridge
- New Doon South CES, Kitchener
- Monsignor Doyle CSS Addition
- New Beaver Creek Meadows CES, Waterloo
- New Dundee Secondary Plan CES, Kitchener
- New North West Cambridge CES, Cambridge
- New West Rosenberg CES, Kitchener
- St. Bernadette CES Reconstruction
- St. David CSS Addition
- New Breslau CES, Woolwich
- Identification of Kitchener – Waterloo core area elementary accommodation solution.
- Identification of West Kitchener secondary accommodation solution.

Immediate Term Boundary Review Process Considerations

The following Boundary Review Processes are proposed to meet immediate term priorities and will be presented for consideration by Trustees.

- South East Galt CES Boundary Review (to be complete May 2025)
- West Galt Boundary Review
- Baden CES Boundary Review ahead of the opening of the new elementary school in Baden

When approved to proceed, the board will communicate the start of public processes to affected school communities.

If you have questions with regards to projects or the future actions being proposed by this plan, please contact the Planning Department at planning@wcdsb.ca.

Contents

SECTION 1 INTRODUCTION TO ACCOMMODATION PLANNING

Purpose and Guiding Principles

The Long Term Accommodation Plan (LTAP) is designed to provide enrolment forecasts, demographic trends, and future accommodation initiatives including land purchases, new school construction, additions, boundary reviews, school closure reviews, or other accommodation related matters.

Enrolment is expected to continue to increase in the elementary and secondary panels over the next 10 years.

Where enrolment exceeds capacity, students will be accommodated by adding portables, built capacity (additions / new schools), or changing boundaries to redistribute enrolment.

Partnerships will also be explored where it enhances the Waterloo Catholic District School Board's (WCDSB) long term plans.

The LTAP includes specific strategic recommendations related to:

- Accommodation alternatives (boundary changes, school closures, portables, partnership agreements)
- Capital projects (additions, new schools, major renewal projects)
- Land acquisitions (purchases)
- Land dispositions (sales)

Recommendations are subject to approval by the Board of Trustees as per Board Policy IV 010: Facilities/Accommodations, except for specific renewal (major repair) projects. Capital projects, land acquisition, and disposition are reliant on approval and/or funding from the Ministry of Education (Ministry).

Each initiative will be considered by Executive Council and/ or the Board of Trustees before implementation.

Guiding Principles

The Long Term Accommodation Plan strives to:

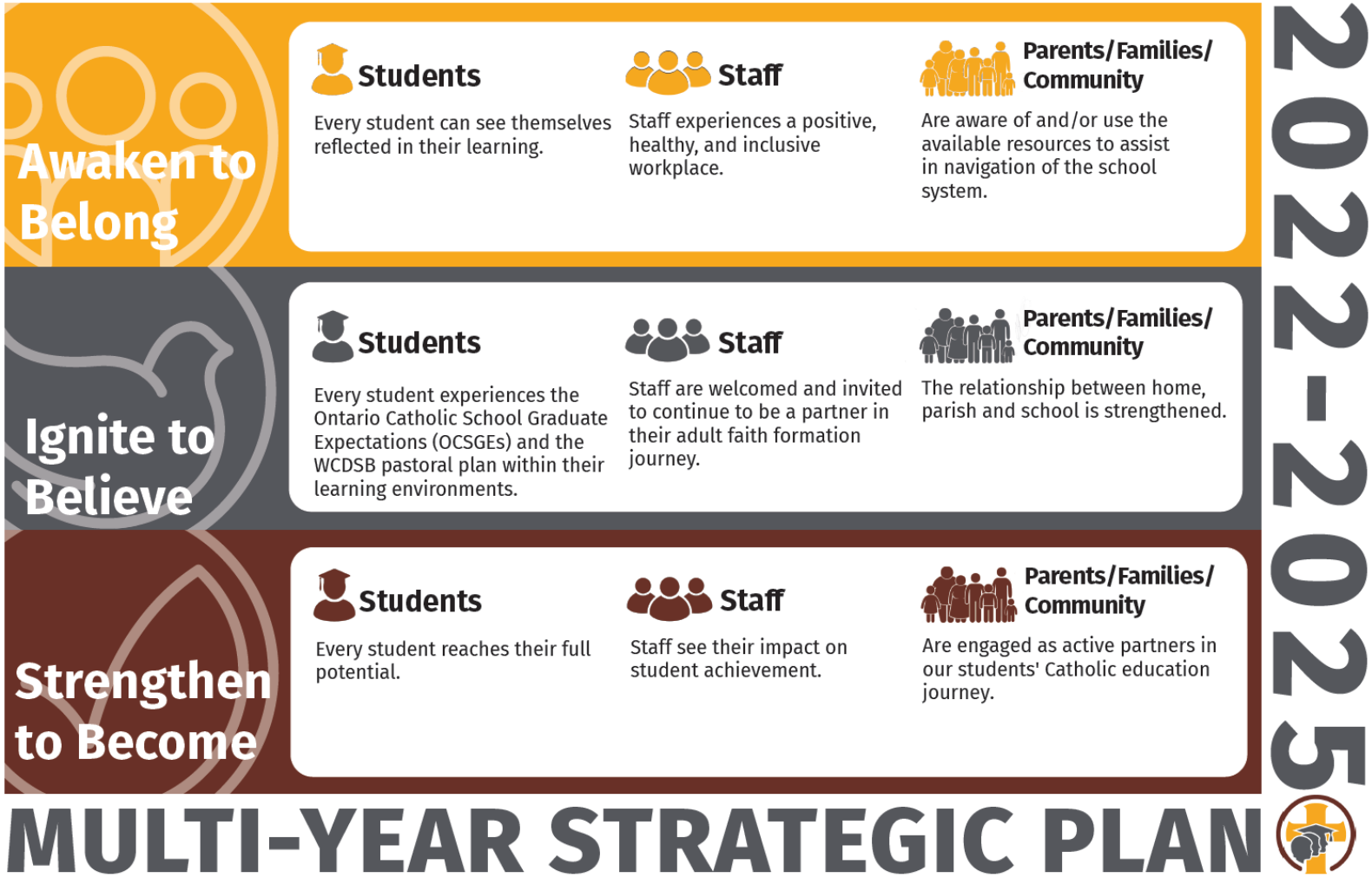
- Be consistent with Ministry of Education initiatives, policies, and guidelines.
- Be consistent with Board's vision, mission, policies, multi-year strategic plan, and administrative procedures.
- Ensure the efficient and effective use of Board facilities and resources.
- Ensure that students are accommodated in facilities that are safe, healthy, and that promote a quality learning environment.
- Achieve equity in school facility design across both the elementary and secondary panels over the long term.
- Manage available capital finance resources in a fiscally responsible manner.
- Consider partnership opportunities where practical and feasible; and
- Consider the impact on student transportation and walkability.

Our Mission:

"As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world."

Our Vision:

"Our Catholic Schools: heart of the community – success for each, a place for all."



Planning Department Overview

The Planning Department oversees student accommodation and property matters throughout the board.

Accommodation

Student accommodation includes boundaries, enrolment projections, identifying sites for new schools, obtaining funding for capital projects (such as new schools and additions), portable allocation, and public processes related to school closures and boundary changes.

Property

Property includes buying and selling land, lease, and license agreements with third parties (e.g., child care centres), and partnerships (e.g., community centres, libraries).

Education Development Charges (EDC)

Fees levied against new residential and non-residential construction to support the purchase of growth-related school properties and preparation of sites for school construction. EDCs are not to be used to construct new schools or additions.

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Prioritization of Strategic Actions

Introduction

Evaluating all schools based on the following three factors has provided insight into strategic priorities needed to address accommodation issues throughout the district.

Facility Condition Index (FCI): FCI rating is a measurement of the condition of a school building expressed as a percentage. FCI is assessed by the Ministry of Education five years after the school facility opens, and every five years thereafter. The assessment includes reviewing critical building components of the facility, and when they will need to be replaced by the board. If components are to be replaced within five years of the assessment, this is then used to calculate the renewal needs.

Utilization: A measure of the enrolment of a school or review area compared with the ministry rated capacity of the board's facilities. Overutilization of board facilities was examined for current, five and 10-year forecast periods in this plan to identify schools projected to be consistently above 110% utilization.

Kindergarten Space: Kindergarten classrooms are larger purpose built spaces designed to accommodate play-based learning. Analysing how many classes are organized in elementary schools over time versus the number of available Kindergarten classrooms provides an indication of facility alterations or new Capital Priority requirements.

Prioritization Results

This review established a list of elementary priority schools where capital investment or other strategic actions are required. Further, staff have prioritized the construction of additions at Monsignor Doyle CSS and St. David CSS to address overcapacity constraints at area high schools.

There may be other schools in the district experiencing enrolment pressure, which will benefit from strategic actions identified in this plan, that are not on this list. In circumstances where an already funded Capital Priority project will serve to address utilization or Kindergarten space in select schools, no further Capital Priorities have been noted. However, boundary changes may still be necessary to address redistribution of enrolment to a new facility and amongst existing schools.

TABLE 1 - PRIORITIZATION OF STRATEGIC ACTIONS

School	Strategic Actions
Canadian Martyrs	New East Kitchener 7-12
Holy Family	New Baden CES / Boundary Review
Holy Rosary	New Baden CES / Boundary Review
Holy Spirit	Funded New Southeast Galt CES / Boundary Review
Monsignor Haller	Future Addition Capital Priority
Our Lady of Lourdes	Future Kitchener-Waterloo Core Area CES / Boundary Review
St. Agnes	Future Kitchener-Waterloo Core Area CES / Boundary Review
St. Aloysius	Funded Addition
St. Anne (C)	Funded New Southeast Galt CES / Boundary Review
St. Augustine	West Galt Boundary Review
St. Bernadette	Future Reconstruction Capital Priority
St. Boniface	Funded Addition
St. Brigid	Funded Addition
St. Elizabeth	Future New North Cambridge CES / Boundary Review
St. Gabriel	Future New North Cambridge CES / Boundary Review
St. Joseph	Future New North Cambridge CES / Boundary Review
St. Kateri Tekakwitha	Future Doon South CES
St. Mark	Funded Addition
St. Paul	Funded Addition
St. Teresa (K)	Future Kitchener-Waterloo Core Area CES / Boundary Review
St. Timothy	Future Doon South CES

Accommodation Initiatives

The Ministry of Education sets policies, guidelines, program initiatives, and funding. These Ministry directives provide the basis for decision making at the school board level.

Pupil Accommodation Review Guideline

A moratorium on Pupil Accommodation Reviews has been in place since 2018. It is not known when the Ministry will lift the pause on school closure reviews.

Partnerships

The Ministry of Education's Community Planning and Partnership Guideline (CPPG) is intended to help facilitate facility partnerships within schools. The board holds an annual public meeting to discuss partnership opportunities with stakeholders.

The Board currently has various facility partners operating in elementary and secondary schools including public libraries, childcare centres, neighbourhood associations, and municipalities. In addition, many sites share playground space with municipalities and parking with adjacent Catholic parishes.

Child Care Centres

The Ministry provides funding for new child care construction and prioritizes the co-location of schools and child care centres.

The board works closely with the Region of Waterloo to review co-location and co-building opportunities prior to applying for Ministry funding.

Child and Family Centres

The Ministry of Education supports programming for young children and parents through EarlyON Child and Family Centres.

The board works closely with the Region of Waterloo to review co-location and co-building opportunities prior to applying for Ministry funding.

Capital Funding for Schools

Capital projects (new schools / additions) and land purchases are identified in this plan. However, funding approval from the Ministry of Education is not guaranteed.

The following funding sources are available and can only be used for the items specified within that funding program.

Capital Priorities Program – This refers to funding that may be provided by the Ministry of Education based on a board's business case. The Ministry dictates when business cases can be submitted, and timing varies from year to year.

Education Development Charges (EDC) – These funds are specifically to be used for the purchase of school sites, funding of site preparation works and limited other special capital works because of growth-related accommodation needs.

Site preparation costs can include grading, servicing, municipal application fees and consultant costs to prepare a site for construction.

Funds are collected at the time of new residential and non-residential building permits.

School boards must review their growth-related net education land needs every five years in accordance with Ontario Regulation 20/98. The board may review and amend the total eligible charges annually, but at this time may not increase EDCs by more than $300/year or $0.10 / sq.ft. regardless of total eligible charges.

Land Priorities – For non-EDC eligible land purchases or site improvements, the board must apply for funding from the Ministry of Education. This is done on a case by case basis.

Site Acquisition Options

Introduction

The Waterloo Catholic District School Board has several tools for obtaining school sites to meet pupil accommodation needs. This can be accomplished either through the purchase and / or lease of property.

The most common tools available are:

- Identification in Draft Plan of Subdivision
- Agreement of Purchase and Sale (APS)
- Option Agreement
- Lease Agreement
- Ontario Regulation 374/23
- Expropriation

Effective in 2019, Bill 108 (More Homes, More Choice Act, 2019) required that school boards notify the Minister of Education of their intent to purchase, lease or expropriate land.

The following subsections provide a general overview of key acquisition methods that are employed but is not an exhaustive list of all alternatives.

Identifying School Sites Through the Municipal Planning Process

The most common process for a school board to identify, secure, and acquire school sites is through the municipal planning process.

When an area of new residential development is identified, a secondary plan is developed with landowners, public agencies including school boards which will identify the form of development, layout, and key public service facilities such as schools, community centres, parks, etc.

The board is an active participant in these processes and will identify how many elementary and secondary sites are required to meet future accommodation needs, preferred location, and configuration.

After approval of the secondary plan, landowners will file applications for approval of subdivisions which implement the vision of the plan. At that time, the board can impose conditions on the application requiring that applicant enter into an agreement with the board to sell the site(s) prior to registration of the plan.

Agreements may be an agreement of purchase and sale or option for future purchase. In addition, the board will specify the key characteristics of the site, including size, shape, grading, servicing, etc., that meet the board's requirements.

Once the subdivision is approved and registered, the board will either purchase the designated school block or agree to purchase the block in the future. Once a site is owned, and Capital Priorities funding is available, the board may proceed to construct a school on the property.

Lease of Property or Facility

The board can lease space for pupil accommodation or administrative purposes. Leases may be from commercial landlords or other property owners including the Diocese or co-terminus school boards.

Leases have a defined term and may not be extended, depending on the board's accommodation needs.

Ontario Regulation 374/23

On December 31, 2023, a new regulation came into effect governing the disposition of surplus real property owned by school boards.

School boards may declare property or facilities surplus to their needs, or the Ministry of Education may identify property or facilities for mandatory disposition.

The Minister of Education may direct a school board to sell at fair market value sale to a specific party.

Public entities, such as municipalities, co-terminus school boards, colleges and universities and others may signal their interest in future surplus directly to the Ministry of Education.

Expropriation

In certain circumstances, the board may not be able to obtain a school site through the municipal planning approvals process. The board has the power to expropriate land and may opt to pursue this method if:

- The timing of development of a subdivision is not in alignment with the board's accommodation needs.

- A land owner is unwilling to sell the lands through a standard process, and the board is required to advance the acquisition of lands.
- The board and a land owner can not come to terms on the purchase price and timing requires that the board advance access to the site; and / or,
- Other instances when the need for a new site is identified based on circumstances such as changing provincial policy resulting in increased enrolment pressures and accommodation needs, and a new school block must be created to accommodate students.

The board prefers to acquire school sites as part of the development approvals process, which ensures that the Board is acquiring a property that is serviced to the lot line, and ready for development as opposed to a raw piece of land that requires improvements. However, in some circumstances the board must proceed with alternative methods to ensure student accommodation is available to meet the needs of a growing area.

Projection Methodology

Projections in the Long Term Accommodation Plan (LTAP) reflect enrolment trends by school and planning review areas. Projections are based on actual student enrolment data, demographic trends, and future development information.

Projections have varying levels of accuracy based on several factors, including economic, immigration and as seen in recent years - global pandemic-related changes in how people work and where they choose to live.

Projection Elements

Projections inform decision making related to student accommodation planning, financial board-wide projections, and inform the recommendations of this document.

There are three key components of the board's methodology which come together to inform the school enrolment forecasts over the projection term.

The three key components used in developing enrolment projections include:

- Junior Kindergarten projections (birth data and regional population projections)
- Existing school community projections (progression from grade to grade)
- Forecasted new residential development (student yields)

Enrolment projections are most accurate from year to year. This is largely because a long-term projection assumes that trends will remain stable over the term of the projection. This may not be entirely accurate in certain areas and can not anticipate changes in federal, provincial, or global circumstances which would impact the behaviour of the population.

Long-term projections remain helpful in planning for long-term needs, and short term projections for the immediate needs for the system. For these reasons, the recommendations in the LTAP are divided into terms.

The three components of an enrolment projection are identified and described in the following sections in greater detail.

Junior Kindergarten (JK) Projections

JK projections are critical in determining the long term enrolment of an elementary school, as this is the primary point of entry for students that replenish a school's enrolment after Grade 8 students graduate to the secondary panel.

The Region of Waterloo's population projections and birth data are both used as indicators to forecast JK student enrolment. Specifically, they are used to project a board wide JK total based on an average yield and the resulting total is distributed by school based on historical proportions.

The COVID-19 pandemic significantly impacted JK enrolment in the 2020/21 school year. JK registration was well below historical levels and projections. The board continues to monitor and review birth data and apportionment and the impact on JK enrolment.

Existing School Community

The enrolment projections of existing school communities are based on historic enrolment, grade to grade progression trends (retention) which reflects the growth or loss of students.

In cases where a school has undergone a boundary change or program change, data trends observed before changes take place are used, until a school community begins to establish its own new trends.

Two components are used for the existing school community projection:

- Actual enrolments
- Progression factors (i.e., movement grade to grade)

TABLE 2 - EXAMPLE OF GRADE TO GRADE PROGRESSION

Year	JK	SK	1	2	3	4	5
2018	36	53	49	44	54	57	51
2019	54	39	56	56	47	57	60
2020	55	61	41	63	59	51	59
2021	54	70	65	44	71	67	53
2022	53	54	71	69	49	66	78

New Residential Development

The board also estimates the number of students expected to be generated from new residential units over the forecast period.

Student yields are applied to each new housing unit contained in approved and known plans during the forecast period. Yields are calculated based on geocoded student data which identifies where each student lives, and the type of housing in which they reside (i.e., single detached, townhouse, apartment) based on Municipal Property Assessment Corporation (MPAC) housing information.

Yields are applied based on the type of unit, as well as its location in the district. School communities have different characteristics; therefore, the board sees different student yield rates which impact enrolment projections.

The number of students from new development are calculated to reflect:

- unit type
- phasing of development (pace of construction / occupancy)
- location of the development

French Immersion

Families of WCDSB grade 1 students are eligible to apply for enrolment in one of the Board's FI programs. Since the FI program is not offered at every WCDSB school, a lottery system is used to allocate space to interested students/families. Siblings of current FI students receive priority access. All other applicants who reside in the school's FI attendance area have equal access via the lottery.

FI attendance areas cover broad geographic areas encompassing several schools. The board's experience is that FI attendance is predominantly from within the host school's English Track boundary. Transportation is only available to students who are eligible within the host school's English Track boundary.

New elementary and secondary FI locations are to be considered based on the location criteria identified in the 2020-21 French Immersion Review Final Report. New FI programs are grown into schools one grade at a time.

FIGURE 1 - ELEMENTARY FI SITE SELECTION CRITERIA

FIGURE 2 - SECONDARY FI SITE SELECTION CRITERIA

Prior to committing to additional FI locations, staffing levels must be stable enough to support expanding the program.

Offering FI in a dual-track (English and FI) school environment presents accommodation challenges. Classes must be organized to maximize student to teacher ratios prescribed by the Ministry of Education and collective agreements.

FI instruction requires that students be divided into classrooms based on language. Therefore, organization is less efficient, and more classrooms are required when FI is offered at a school.

Utilization of schools presented in this report do not reflect this inefficiency as utilization reflects enrolment to OTG capacity and does not address programming.

TABLE 3 – 2024/25 FI SCHOOLS AND GRADE CONFIGURATIONS

School	City	2024/25 Grade Configuration
Holy Rosary	Waterloo	Grades 1-6
Our Lady of Fatima	Cambridge	Grades 1-8
Sir Edgar Bauer	Waterloo	Grades 1-8
St. Anne (K)	Kitchener	Grades 1-8
St. Luke	Waterloo	Grades 1-6
St. Peter	Cambridge	Grades 1-5
St. David	Waterloo	Grade 9 & 10
St. Benedict	Cambridge	Grade 9

Other Factors That Can Impact Projections

Immigration and Migration

The board attends monthly Immigration Partnership working group meetings and works closely with the YMCA of Three Rivers' Settlement Services to support students arriving as immigrants to Waterloo Region. The Newcomer Reception Centre located at the St. Louis - St. Francis campus in Kitchener assesses English language skills, documents school experience, and supports the school registration process.

As of April 2025, the board had welcomed 758 newcomers during the current school year. The board has welcomed families from a variety of immigration categories including permanent residents, refugee claimants and students with parents in Canada on temporary student or work permits.

The Federal Government decreased the immigration target for 2024 from 500,000 per year to 395,000 per year. In addition, they adjusted the number of new international student visas they would permit for September 2024. In January 2024 the government announced a 35% reduction of new study visas, and in August 2024 announced a further 10% reduction.

Staff continue to monitor the number of students on study and work permits to gauge the possible impact on enrolment, however, it is assumed that students' whose parents have permits will finish their studies and any impact will be experienced over time.

Housing Affordability / Changes to Housing Supply Market

Expanded immigration targets and unemployment in other areas of Canada have impacted the affordability of homes in Ontario. In 2022, the Ontario Housing Affordability Task Force (HATF), reported that house prices in Ontario had almost tripled in the past 10 years. The More Homes for Everyone Act which led to the More Homes Built Faster Act reinforced the need to construct 1.5 million more homes in the next 10 years.

The provincial government has prioritized:

- building more homes
- reducing costs, fees, and taxes
- streamlining development approvals
- helping homebuyers and renters
- promoting better planning

The board has seen an increase in higher density housing developments for several years, with a notable shift in proposed development toward vertical dwellings (apartments).

Staff have also noted more additional dwelling unit (ADU) permits in the past year. These include basement units, tiny homes, granny flats, etc. Historically, the board has not seen many students from such non-traditional housing forms.

The shift to high density housing reinforces the need to continue to monitor student yields from apartment style housing to ensure that enrolment projections reflect the move away from ground-oriented low density residential suburban development to infill and intensification of housing in our core, near-core, and suburban areas.

Accommodation Planning Tools

Introduction

The Planning Department has a mandate to efficiently manage student accommodation. This is accomplished by managing the overall utilization of our facilities - those circumstances where enrolment exceeds capacity or enrolment is below capacity causing the inefficient use of board resources.

Schools that are overutilized, where enrolment exceeds On the Ground (OTG) capacity have a shortage of permanent pupil places. This creates pressure on bricks and mortar facilities and requires temporary capacity i.e., portables.

Schools that are underutilized, where enrolment is less than OTG have excess pupil places. This results in the need to apply resources to support empty space, which is inefficient.

The department's goal is to balance the available capacity of the board with current and forecasted enrolment.

The Board has several strategies and tools to address accommodation issues, which are identified in the following sections.

Planning Tools to Balance Enrolment (Growth & Decline)

Boundary Review – APF017 describes the formal review process that is used to realign school catchment areas to redirect students to other schools and rebalance enrolment and overall utilization.

Boundary reviews are used to address balancing enrolments between schools and / or programs, and / or to establish boundaries for new schools.

Staff will recommend to the Board of Trustees to undertake a Boundary Review. Public consultation will be initiated, and input collected before staff recommend changes to existing boundaries.

Program Review – Periodically, program reviews are initiated to review the delivery of special or unique circumstances, including the delivery of French Immersion. A program review may examine how and where a program is delivered. Attendance areas for French Immersion may also be considered as part of a Boundary Review.

When a program review occurs on its own it is typically examined on a regional scale, in terms of how a program is offered throughout the district.

Such processes are developed to respond to the unique needs of the circumstance and reports to the Board of Trustees will identify staff involved in such a review and the public engagement process.

Planning Tools to Address Overutilization

Additions - Where overutilization at a school is projected to be sustained over a long-term period, and where a boundary review would not be an effective solution to address the utilization issue, it may be appropriate to consider adding additional capacity to a school. Increasing the number of pupil places is accomplished by adding Gross Floor Area (GFA) in the form of classrooms and / or the conversion of existing space to create more classroom spaces.

The Board must apply for funding from the Ministry of Education through the Capital Priorities Grant Program to construct additions. Business cases may only be submitted when a funding program is announced.

Constructing New Schools - The construction of new schools is typically triggered by the following factors:

- Where enrolment exceeds the capacity of existing schools.
- If aging school buildings in existing communities are prohibitive to repair (high FCI), they may be replaced by newly constructed schools.
- If multiple schools are consolidated because of a Pupil Accommodation Review (school closure review), a new school or schools may be constructed to replace closed facilities.
- As intensification places accommodation pressure on existing schools in established communities, the board may increasingly have to consider constructing new schools in urbanized areas.

Portable Classrooms - Portables are self-contained classrooms used to provide accommodation for schools with a shortage of pupil places. Portables are used to manage growth-related enrolment pressures on both new and existing school sites.

Portables are necessary to accommodate students as a new school and / or addition projects are approved, funded, and constructed.

Portables can help reduce disruption by keeping students in their neighbourhood school for as long as possible. Every school is reviewed annually by the Planning Department to determine portable needs.

Closing School to Out of Boundary Permissions – APA003 allows schools to be closed or capped to Out of Boundary attendance. Schools with enrolment pressure or a high number of Out of Boundary students attending may be closed, by a decision of Executive Council at any time.

Holding Zone / Holding School Designation – APF018 permits areas of future development which may place pressure on already over capacity or without sufficient capacity for portables. These areas may be designated as Holding Zones and future students directed to schools where capacity exists or portable accommodation pressure can be effectively managed, until such time as a boundary takes place or a capital project adds capacity.

Planning Tools to Address Underutilization

Community Planning and Partnerships – In accordance with APF012 the board annually examines opportunities to offer space to prescribed community partners where surplus space exists in schools. Where there is interest, proposals will be reviewed on a case-by-case basis.

Pupil Accommodation Review (PAR) - Pupil Accommodation Reviews initiated in accordance with APF008 are used to reduce surplus pupil places at underutilized school facilities.

This process can lead to school consolidation and closures. Schools with sustained underutilization may be considered part of a PAR.

> *Note: There remains a moratorium on PARs. Until the Ministry of Education issues a new Pupil Accommodation Review Guideline, no PAR may be initiated, without Ministerial approval.*

Repurposing - The OTG of a school may also be reduced if classrooms are converted to an alternative use for school board administration purposes.

Repurposing classroom space can be used in schools with sustainable enrolments which continue to have excessive surplus space.

SECTION 2 REGIONAL PLANNING OVERVIEW

Regional Overview

The Waterloo Catholic District School Board is located within the Region of Waterloo and delivers Catholic education curriculum to schools in the region's member municipalities of Cambridge, Kitchener, Waterloo, North Dumfries, Wilmot, Woolwich, and Wellesley.

As of the end of 2024, the region's population was estimated at 678,170. This includes university and college students who reside in the region while they study at our local post-secondary institutions. This population increase represents 0.63% growth from year-end 2023.[1]

Over 4,000 new households were added in the past year, representing a year over year change of 1.71%. The City of Kitchener led the region in new household creation, adding 2,090 new households in 2024, followed by Cambridge with 940, Waterloo with 800.

Regional Official Plan

Based on the Regional Official Plan (ROP) amendments adopted by the Region of Waterloo in August 2022, the region's population is expected to reach 923,000 people and 470,000 jobs by the year 2051 (Table 4 and Table 5).

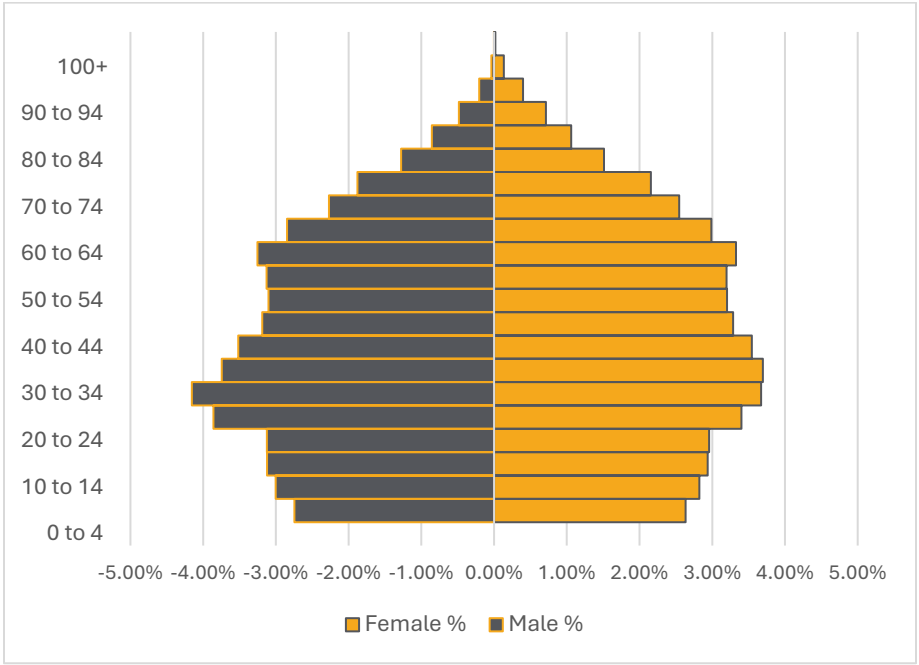
Regional Official Plan Amendment No. 6 (ROPA6)

ROPA6 established the land use planning framework to accommodate region's forecasted population and employment growth to 2051.

The board has relied on the ROP and its amendments to understand the direction of development throughout the district. This aides in understanding the strategic approach to meeting future accommodation needs.

Bill 162, the Get It Done Act, 2024, was introduced on February 20, 2024, and received Royal Assent on May 16, 2024. This legislation made changes to the legislatively approved official plans of the province's fastest-growing municipalities, including Waterloo Region, to address local needs, while continuing to support the government's goal of building 1.5 million new homes by 2031.

FIGURE 3 - 2021 CENSUS OF POPULATION REGIONAL AGE COHORT PYRAMID



On December 31, 2024, the upper tier planning authority of the Region of Waterloo ceased. Local area municipalities are now responsible for adopting the Bill 162 changes to their local official plans, including updating population projections to 2051 to reflect additional development land added to their jurisdictions.

The board has not received update population information yet reflecting these changes.

[1] Region of Waterloo, Year-End 2024 Population and Household Estimates for Waterloo Region

TABLE 4 - REGION OF WATERLOO POPULATION TARGETS, AUGUST 2022

Area Municipality	Population		Change
	2021	2051	
Cambridge	146,000	214,900	68,900
Kitchener	269,100	409,200	140,100
North Dumfries	11,300	19,600	8,300
Waterloo	127,300	185,000	57,700
Wellesley	11,900	13,600	1,700
Wilmot	22,700	29,500	6,800
Woolwich	28,700	51,200	22,500
Regional Total	**617,000**	**923,000**	**306,000**

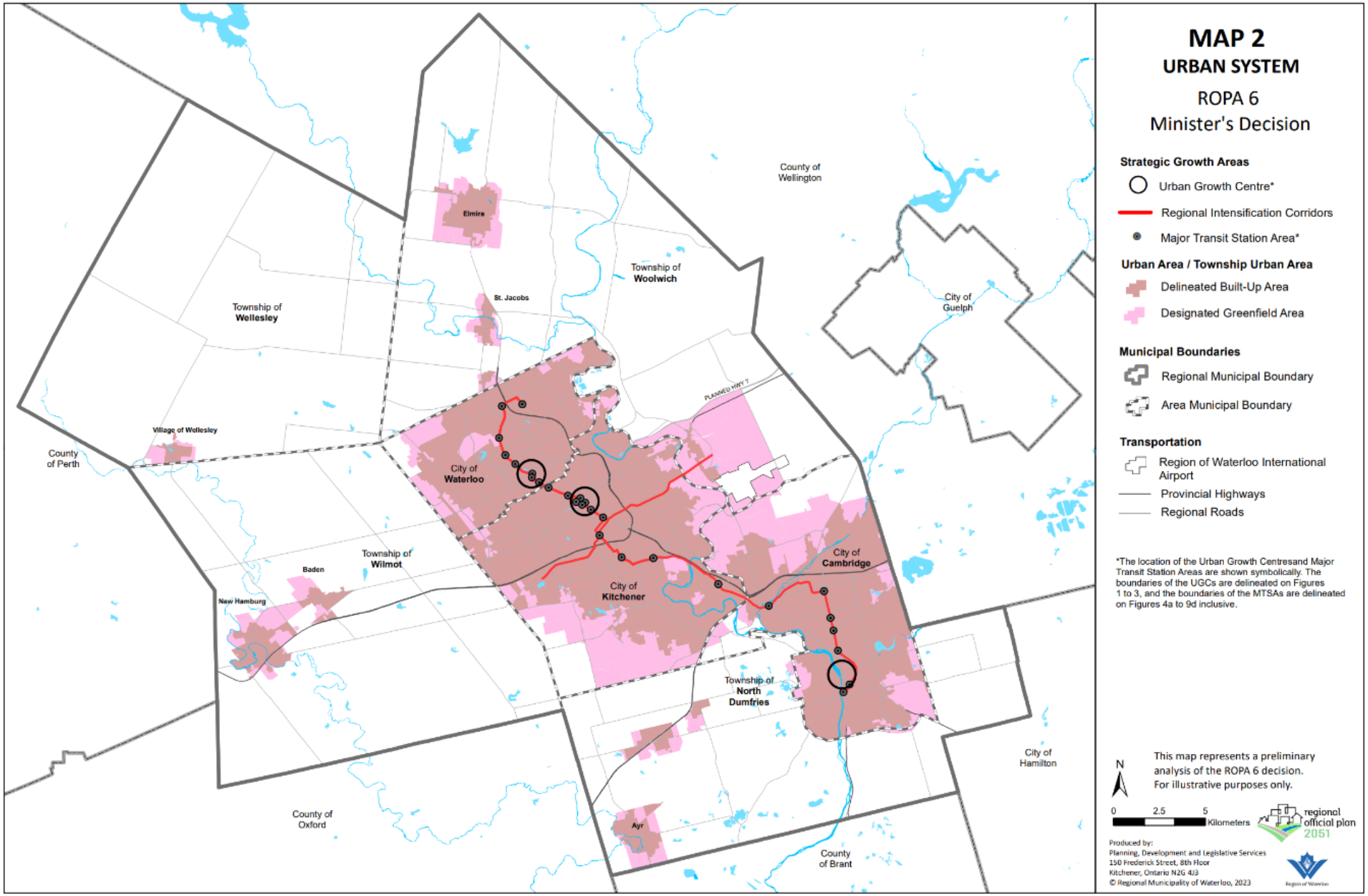
TABLE 5 - REGION OF WATERLOO INTENSIFICATION TARGETS, AUGUST 2022

Area Municipality	Minimum Intensification Target	Total Min. Units in Built-Up Area 2022-2051
Cambridge	65%	16,665
Kitchener	60%	31,660
North Dumfries	18%	540
Waterloo	83%	19,740
Wellesley	14%	100
Wilmot	35%	830
Woolwich	20%	1,620
Regional Total	**61%**	**71,150**

Existing and Future Major Transportation Station Areas (MTSA)

Future development is to be focused in MTSA and select greenfield growth areas shown in pink on Figure 4.

FIGURE 4 – URBAN SYSTEM MAP (APRIL 11, 2023, MMAH APPROVAL)



Enrolment Projections

Introduction

As of October 31, 2024, total enrolment for the Board is as follows:

- Elementary students – 19,822
- Secondary students – 8,144
- International – 34 elementary, 167 secondary

Elementary (JK-8) enrolment has increased for the fourth year in a row after a minor COVID-19 related downturn in 2020/21. At the secondary level (9-12) enrolments has gradually increased since 2016/17. Figures 5 and 6 show enrolment and the percentage change in enrolment from year to year since 2014/15.

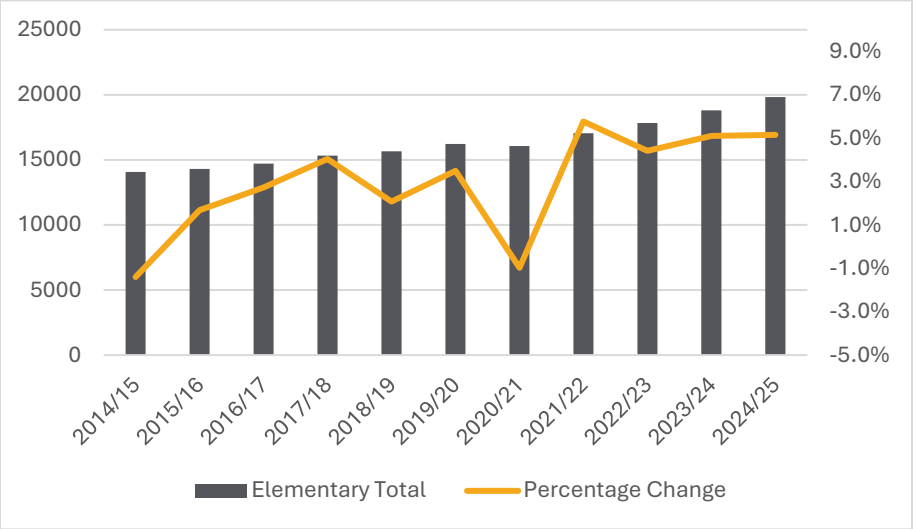
Enrolment growth is primarily driven by population growth in the region. Suburban growth and intensification are expected to drive enrolment increases during the forecast period. However, as housing in mature neighbourhoods turns over, existing schools will experience enrolment growth as well.

Utilization will fluctuate during the forecast period as new schools open, boundaries are adjusted, and to reflect OTG changes and future Ministry loading factors of high schools.

Elementary Enrolment Trends

Enrolment is projected to continue to increase over the next ten years. Enrolment growth can be attributed to changing demographics, including a larger population in their childbearing years, as well as the growing appeal of WCDSB to families that are new to Canada.

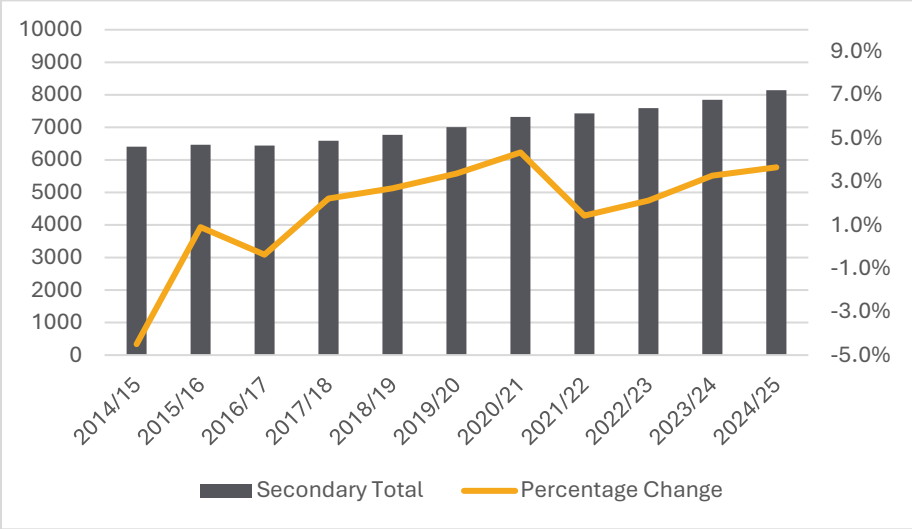
FIGURE 5 - ELEMENTARY ENROLMENT CHANGES 2014/15 TO 2024/25



Secondary Enrolment Trends

Secondary enrolment was stable from 2014 through 2016 but has been increasing as larger cohorts of elementary students move into high school. Secondary schools are “open access”, accepting both Catholic and non-Catholic students which also impacts growth.

FIGURE 6 - SECONDARY ENROLMENT CHANGES 2014/15 TO 2024/25



Enrolment by Municipality

Throughout the projection period, enrolment distribution by municipality is expected to remain constant.

Elementary

- Enrolment in the cities of Kitchener, Waterloo and Cambridge make up 92% of the board's elementary panel.
- Kitchener has the highest enrolment in elementary schools, representing 47% of the total elementary enrolment.
- Enrolment in township area schools is expected to remain relatively constant throughout the forecast period.

Secondary

- Secondary school enrolments by municipality are reflective of the location of the board's schools.
- Kitchener consistently has the highest proportion of enrolment throughout the forecast period.
- Forecasted growth in Waterloo is expected to shift the distribution of enrolment slightly between Cambridge and Kitchener during the forecast period.

FIGURE 7 - 2024/25 ELEMENTARY ENROLMENT DISTRIBUTION

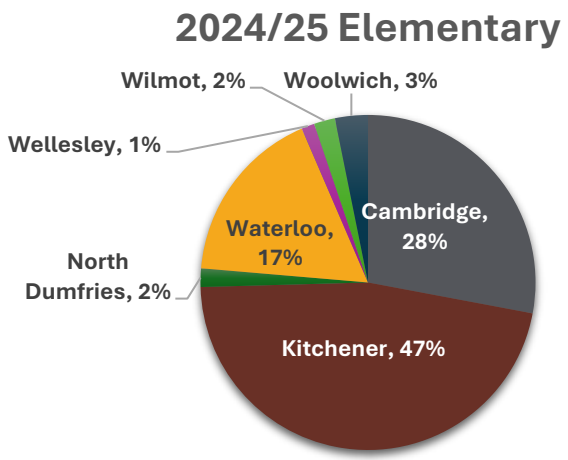


FIGURE 8 - 2032/33 ELEMENTARY ENROLMENT DISTRIBUTION

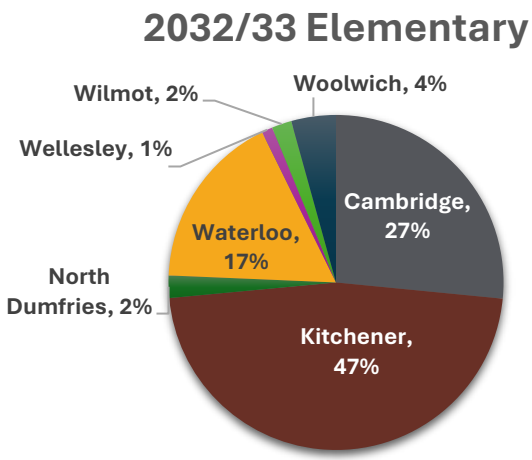


FIGURE 9 - 2024/25 SECONDARY ENROLMENT DISTRIBUTION

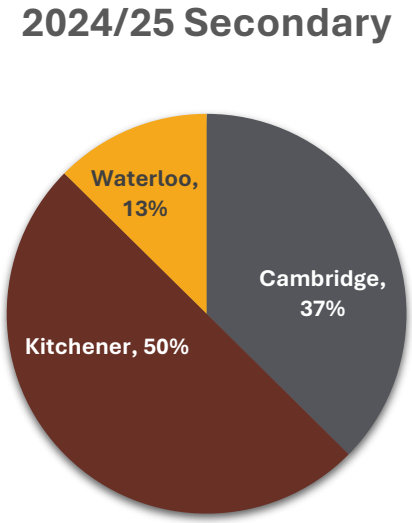
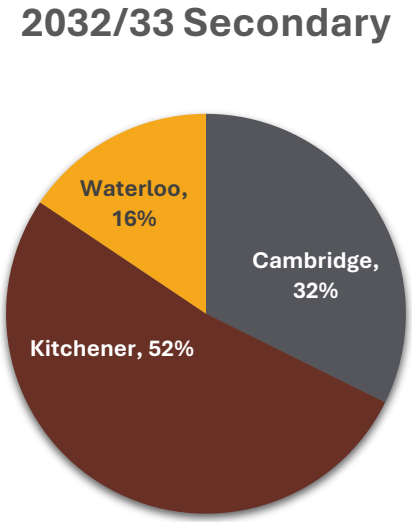


FIGURE 10 - 2032/33 SECONDARY ENROLMENT DISTRIBUTION



Enrolment Summary

Enrolment projections, utilization rates and forecasted surplus pupil places in 5-year increments are presented on the following page. The information reinforces the projected continual increase in enrolment during the forecast period.

Specific to the next four years, by the 2027/28 school year:

- Elementary enrolment is projected to increase from 19,822 to 23,594 students, which is approximately 19% increase.
- Elementary utilization will increase from 110% to 131% in the next 3 years, net of any approved but unopened / under construction capacity.
- Secondary enrolment is projected to increase from 8,144 to 9,309 students, which is approximately a 14% increase.
- Secondary utilization will increase from 123% to 141% in the next 3 years without any added capacity.

By the end of the forecast period in 2032/33:

- Elementary enrolments are projected to increase to 29,928, which represents an overall increase of 51%.
- Elementary utilization is projected to increase a further 35%, net of any approved but unbuilt capacity.
- Secondary enrolments are projected to increase to 13,117 students, which represents an overall increase of 61%.
- Secondary utilization is projected to increase a further 58% without any added capacity.

Notes:

- *Planned schools (i.e., not yet under construction) or associated boundary changes are not reflected in forecasted enrolment or utilization.*
- *OTG (On-the-Ground Capacity) is a provincially recognized rating of pupil place capacity of a school facility. OTG reflects the original school build, additions, and alterations to the school's instructional spaces within the building. Each instructional space type has a provincially specified loading (i.e., regular classroom = 23). OTG does not include portables.*
- *Utilization is the relationship between enrolment and OTG capacity of the school. This mathematical relationship does not reflect how a school's grades are organized. As such, a school less than 100% full, may still have all classrooms in use or require portables. Staffing / organizing a school is directed by Ministry of Education class size regulations, central and local collective agreements.*

FIGURE 11 - ELEMENTARY ENROLMENT FORECAST

Elementary School	OTG (Capacity)	24/25 Portables	2024/25 Actual	24/25 Util.	24/25 Avail. PP	2025/26	25/26 Util.	25/26 Avail. PP	2027/28	27/28 Util.	27/28 Avail. PP	2032/33	32/33 Util.	32/33 Avail. PP	Facility Partnership Opportunity	
															Utiliz. (<70%)	Pupil Places (200+)
Blessed Sacrament	360	0	291	81%	69	312	87%	48	358	100%	2	453	126%	0		
Canadian Martyrs	314	9	521	166%	0	545	174%	0	631	201%	0	787	251%	0		
Christ the King	291	0	234	80%	57	240	82%	51	253	87%	38	288	99%	3		
Holy Family	245	7	404	165%	0	412	168%	0	458	187%	0	575	235%	0		
Holy Rosary	458	6	561	122%	0	628	137%	0	759	166%	0	1006	220%	0		
Holy Spirit	622	0	590	95%	32	615	99%	7	627	101%	0	1078	173%	0		
Holy Trinity	527					229	44%	298	454	86%	73	788	149%	0	44%	298
John Sweeney	611	5	720	118%	0	712	117%	0	729	119%	0	806	132%	0		
Monsignor Haller	245	8	400	163%	0	444	181%	0	539	220%	0	696	284%	0		
Our Lady of Fatima	495	0	376	76%	119	381	77%	114	378	76%	117	404	82%	91		
Our Lady of Grace	268	5	353	132%	0	378	141%	0	394	147%	0	407	152%	0		
Our Lady of Lourdes	337	5	386	115%	0	412	122%	0	502	149%	0	750	222%	0		
Saint John Paul II	611	4	655	107%	0	598	98%	13	566	93%	45	599	98%	12		
Sir Edgar Bauer	481	0	442	92%	39	456	95%	25	500	104%	0	627	130%	0		
St. Agnes	481	8	598	124%	0	638	133%	0	717	149%	0	822	171%	0		
St. Aloysius	363	10	551	152%	0	589	162%	0	671	185%	0	866	239%	0		
St. Anne (C)	418	2	428	102%	0	442	106%	0	602	144%	0	727	174%	0		
St. Anne (K)	510	10	745	146%	0	733	144%	0	789	155%	0	840	165%	0		
St. Augustine	352	9	525	149%	0	593	169%	0	679	193%	0	877	249%	0		
St. Bernadette	291	7	433	149%	0	510	175%	0	677	233%	0	1192	410%	0		
St. Boniface	268	7	404	151%	0	479	179%	0	635	237%	0	952	355%	0		
St. Brigid	234	6	354	151%	0	386	104%	0	481	129%	0	646	174%	0		
St. Clement	268	0	250	93%	18	260	97%	8	278	104%	0	314	117%	0		
St. Daniel	317	12	590	186%	0	320	101%	0	312	99%	5	411	130%	0		
St. Dominic Savio	447	6	562	126%	0	574	128%	0	610	136%	0	685	153%	0		
St. Elizabeth	352	4	413	117%	0	435	123%	0	475	135%	0	613	174%	0		
St. Gabriel	375	8	530	141%	0	603	161%	0	776	207%	0	1075	287%	0		
St. Gregory	242	0	143	59%	99	145	60%	97	144	59%	98	151	63%	91	59%	99
St. John	468	1	464	99%	4	474	101%	0	534	114%	0	770	165%	0		
St. Joseph	257	3	280	109%	0	298	116%	0	325	127%	0	522	203%	0		
St. Josephine Bakhita	657	8	813	124%	0	688	105%	0	739	113%	0	910	139%	0		
St. Kateri Tekakwitha	349	9	510	146%	0	531	152%	0	561	161%	0	695	199%	0		
St. Luke	668	0	503	75%	165	522	78%	146	573	86%	95	753	113%	0		
St. Margaret	314	0	314	100%	0	306	97%	8	287	91%	27	303	96%	11		
St. Mark	245	7	390	159%	0	402	164%	0	432	176%	0	451	184%	0		
St. Matthew	386	2	427	111%	0	443	115%	0	448	116%	0	491	127%	0		
St. Michael	360	0	311	86%	49	309	86%	51	304	85%	56	306	85%	54		
St. Nicholas	478	2	489	102%	0	512	107%	0	568	119%	0	656	137%	0		
St. Patrick	527					431	82%	96	533	101%	0	657	125%	0		
St. Paul	291	10	505	174%	0	531	183%	0	585	201%	0	630	216%	0		
St. Peter	386	0	310	80%	76	328	85%	58	364	94%	22	412	107%	0		
St. Teresa (K)	291	4	358	123%	0	397	136%	0	474	163%	0	775	266%	0		
St. Teresa of Avila	271	0	224	83%	47	234	86%	37	269	99%	2	336	124%	0		
St. Teresa of Calcutta	479	0	398	83%	81	386	81%	93	397	83%	82	426	89%	53		
St. Timothy	291	5	377	130%	0	411	141%	0	490	168%	0	638	219%	0		
St. Vincent de Paul	562	7	690	123%	0	724	129%	0	716	127%	0	763	136%	0		
Total	**18063**	**196**	**19822**	**110%**	**0**	**20993**	**116%**	**0**	**23594**	**131%**	**0**	**29928**	**166%**	**0**		

FIGURE 12 - SECONDARY ENROLMENT FORECAST

Secondary School	OTG (Capacity)	Portables	2024/25 Actual	24/25 Util.	24/25 Avail. PP	2025/26	25/26 Util.	25/26 Avail. PP	2027/28	27/28 Util.	27/28 Avail. PP	2032/33	32/33 Util.	32/33 Avail. PP	Facility Partnership Opportunity	
															Utiliz. (<70%)	Pupil Places (200+)
Monsignor Doyle	1095	8	1118	102%	0	1079	99%	16	1140	104%	0	1717	157%	0		
Resurrection	1404	26	1867	133%	0	1932	138%	0	2097	149%	0	2959	211%	0		
St. Benedict	1521	15	1929	127%	0	2046	135%	0	2156	142%	0	2522	166%	0		
St. David	1038	4	1027	99%	11	1106	107%	0	1301	125%	0	2045	197%	0		
St. Mary's	1542	32	2203	143%	0	2294	149%	0	2616	170%	0	3874	251%	0		
Total	**6600**	**85**	**8144**	**123%**	**0**	**8457**	**128%**	**0**	**9309**	**141%**	**0**	**13117**	**199%**	**0**		

Facilities Overview

Introduction

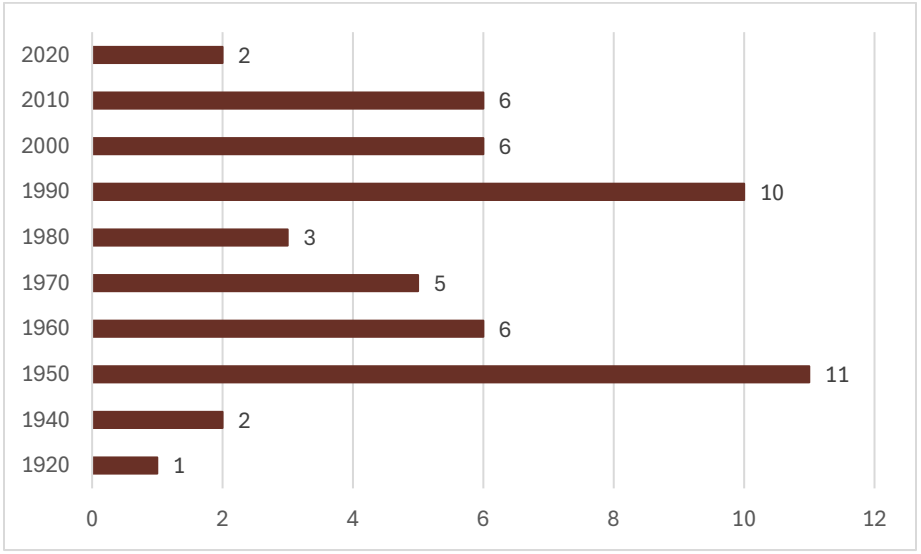
Facility Services is responsible for managing the maintenance and operation of over 272,782 square metres (2.936 million square feet) of school and administrative facility building space, and approximately 363 hectares of land (421 acres).

As of October 2024, the Board has a fleet of 281 owned and leased classroom portables, plus washroom units in secondary portapaks, deployed throughout the district.

Key Facility Statistics

- The current average FCI is 30% for the elementary panel and 24% for the secondary panel.
- The average age of the board's operating schools (i.e., original building not including additions) is 45 years and 35 years for the elementary and secondary panel, respectively.

FIGURE 13 - COUNT OF OPERATING SCHOOL FACILITIES BY DECADE OF ORIGINAL CONSTRUCTION



SECTION 3 PLANNING AREA PROFILES

Planning Review Area Overview

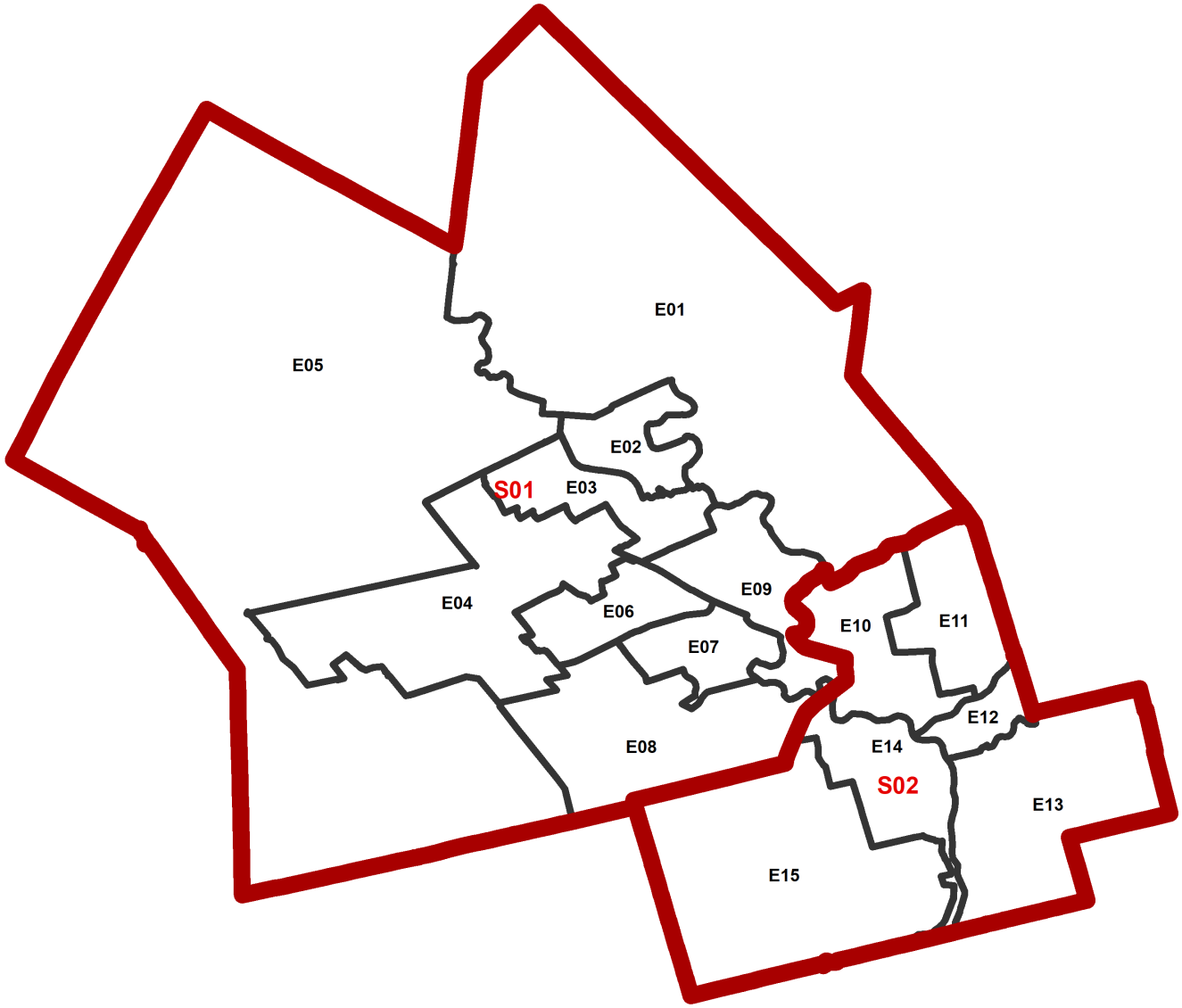
To analyse accommodation issues, the region is divided into fifteen (15) elementary review areas and two (2) secondary review areas.

Schools are grouped together based on geography. Profiles provide an overview of facility utilization, enrolment, and residential growth patterns.

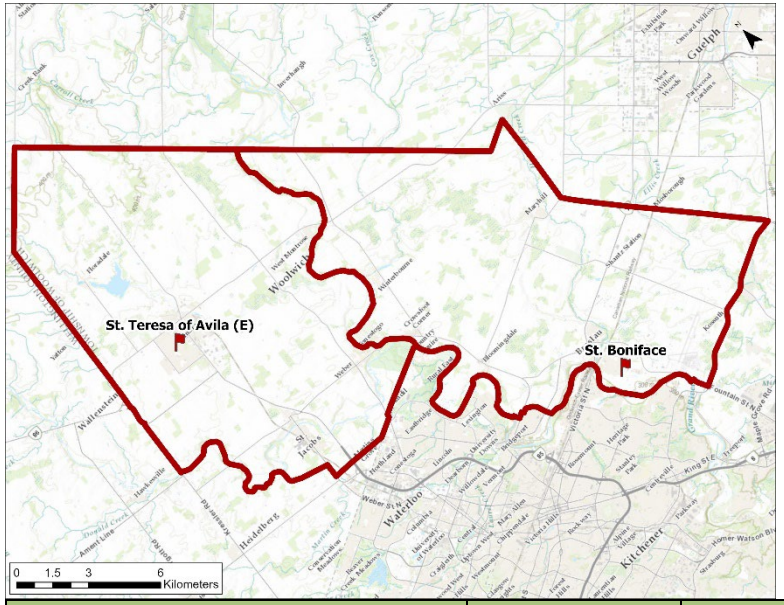
The development information provided in this section reflects unbuilt units in known residential plans at a point in time (Fall 2024). The board tracks this information for projecting enrolment in 2025 onwards, and therefore the summaries in this section do not reflect units expected to be built within the current school year. The development information is continuously updated as additional plans for future residential development are circulated by area municipalities and is reflected in future projections.

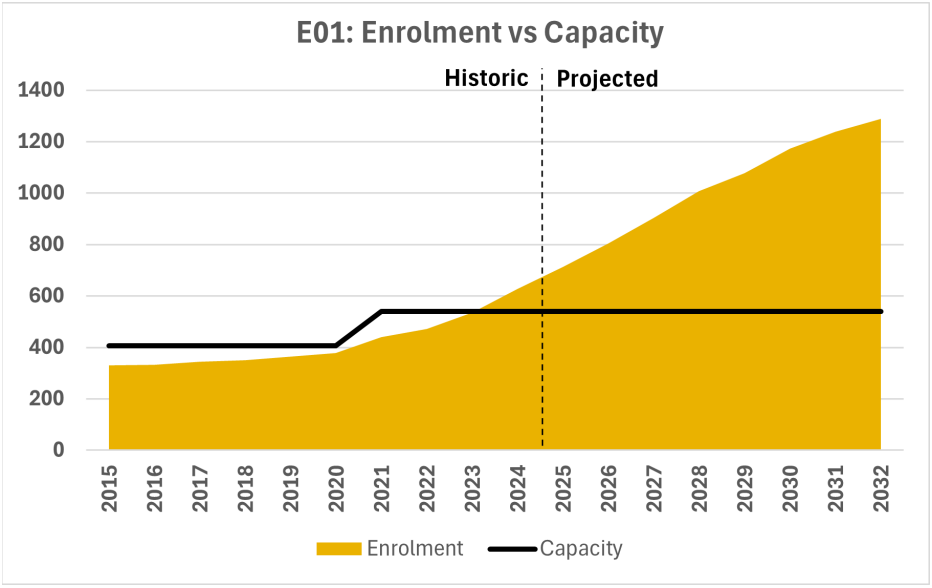
Planning Review Area	Schools
Elementary	
E01 Rural North	St. Boniface, St. Teresa of Avila
E02 Waterloo East	St. Luke, St. Matthew
E03 Waterloo Central	Sir Edgar Bauer, St. Agnes, St. Teresa (K)
E04 Waterloo West	Holy Rosary, Our Lady of Lourdes, St. Nicholas
E05 Rural West	Holy Family, St. Clement
E06 Kitchener West	St. Bernadette, St. Dominic Savio, St. John, St. Mark, St. Paul
E07 Kitchener Central	Blessed Sacrament, Monsignor Haller, Our Lady of Grace, St. Aloysius
E08 Kitchener Southwest	Holy Trinity, John Sweeney, St. Josephine Bakhita, St. Kateri Tekakwitha, St. Timothy
E09 Kitchener East	Canadian Martyrs, Saint John Paul II, St. Anne (K), St. Daniel, St. Patrick
E10 Cambridge Preston	St. Joseph, St. Michael
E11 Cambridge Hespeler	Our Lady of Fatima, St. Elizabeth, St. Gabriel
E12 Cambridge North Galt	Christ the King, St. Margaret, St. Peter, St. Teresa of Calcutta
E13 Cambridge South Galt	Holy Spirit, St. Anne (C), St. Vincent de Paul
E14 Cambridge West Galt	St. Augustine, St. Gregory
E15 Rural South	St. Brigid
Secondary	
S01 Kitchener - Waterloo	Resurrection, St. David, St. Mary's
S02 Cambridge	Monsignor Doyle, St. Benedict

FIGURE 14 - PLANNING REVIEW AREAS MAP



E01 Rural North Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
St. Boniface	479	179%	635	237%	952	355%
St. Teresa of Avila	234	86%	269	99%	336	124%

Development Overview

Approximately 3,100 unbuilt units in St. Boniface boundary.

Approximately 3,000 unbuilt units in St. Teresa of Avila boundary.

Future Actions

Construct funded 12-classroom addition at St. Boniface.

Reserve school site in future Breslau development area.

E01 Rural North

Facility

St. Boniface (B)

Year Built	2021
Additions	
Site Size (ac.)	4.91
Next to Park	Yes (future)
Capacity	268
Yield	0.361

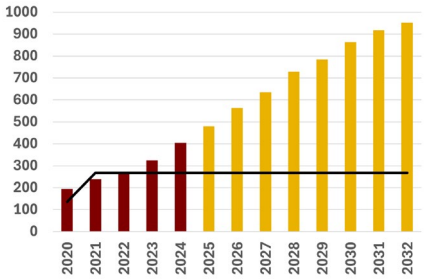
St. Teresa of Avila

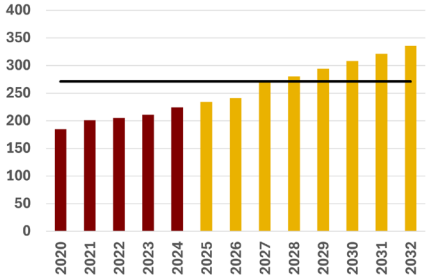
Year Built	1964
Additions	1968, 2012
Site Size (ac.)	5.92
Next to Park	No
Capacity	271
Yield	0.131

Partners

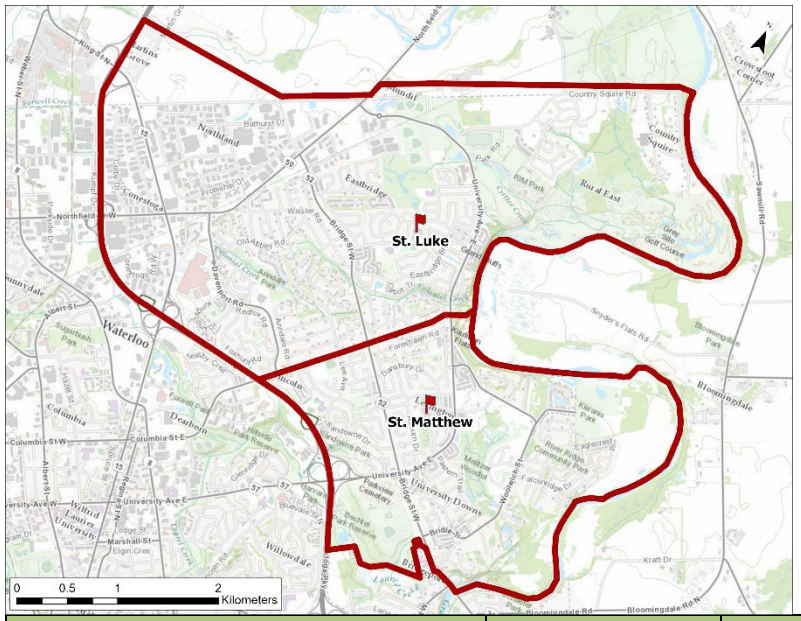
YMCA of Three Rivers EarlyON
YMCA of Three Rivers Child Care

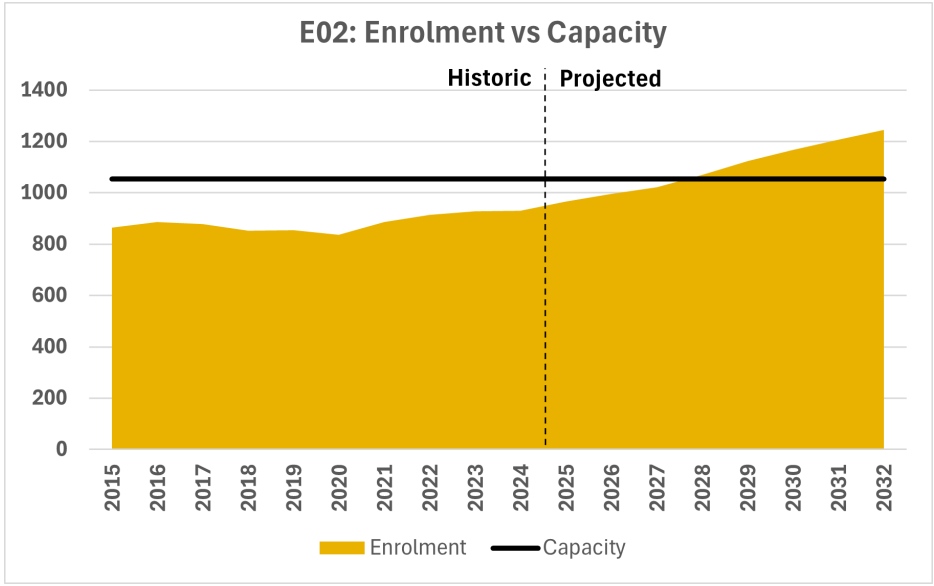
Projection





E02 Waterloo East Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
St. Luke	522	78%	573	86%	753	113%
St. Matthew	443	115%	448	116%	491	127%

Development Overview

Approximately 4,600 unbuilt units in the review area boundary.

Future Actions

Continue to monitor enrolment in the review area and consider opportunities for future boundary adjustments including review area schools or together with Review Areas E03 and E04.

E02 Waterloo

Facility

St. Luke

Year Built	2001
Additions	2002, 2012
Site Size (ac.)	4.11
Next to Park	Yes
Capacity	668
Yield	0.302

St. Matthew

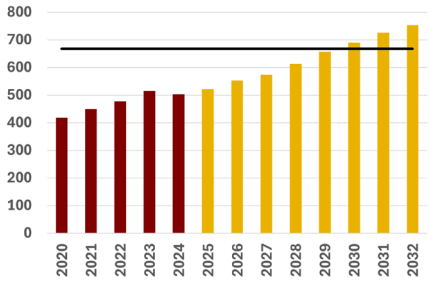
Year Built	1995
Additions	
Site Size (ac.)	7.02
Next to Park	Yes
Capacity	386
Yield	0.348

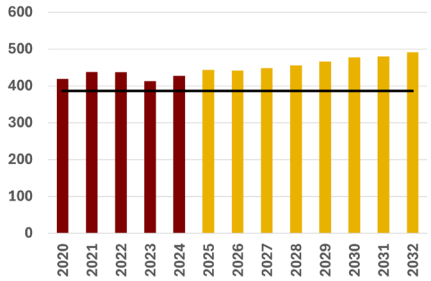
Partners

RisingOaks Early Learning Child Care

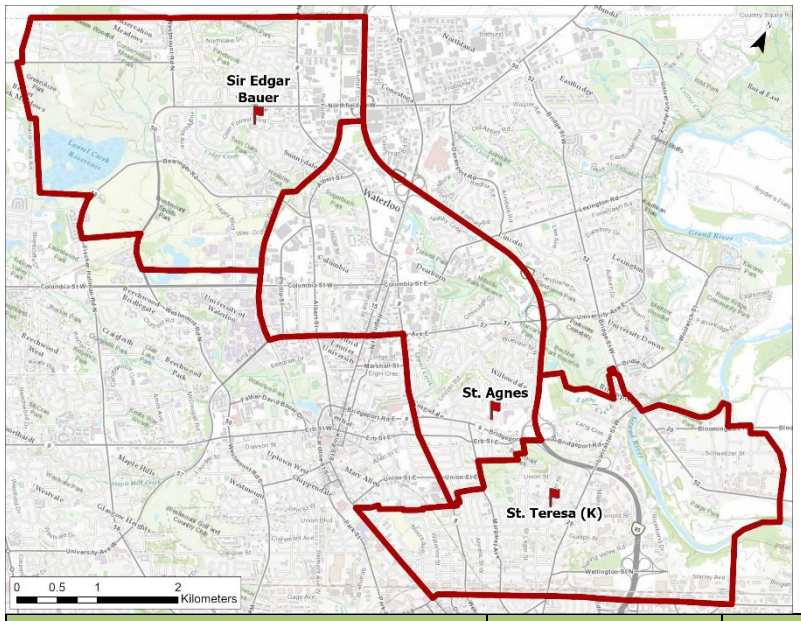
YMCA of Three Rivers Child Care
City of Waterloo park space

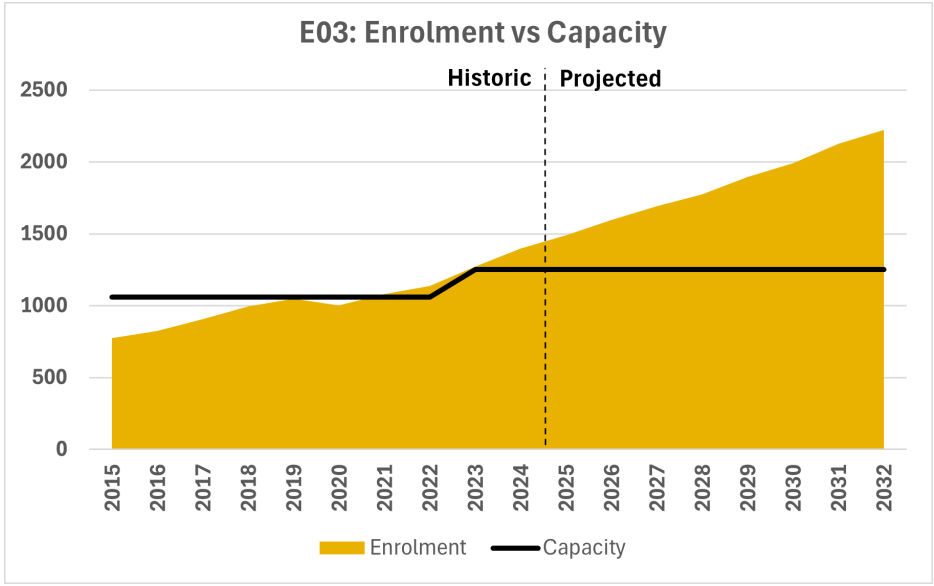
Projection





E03 Waterloo Central Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Sir Edgar Bauer	456	95%	500	104%	627	130%
St. Agnes	638	133%	717	149%	822	171%
St. Teresa (K)	397	136%	474	163%	775	266%

Development Overview

Approximately 5,300 unbuilt residential units in the Sir Edgar Bauer boundary.

Approximately 13,300 unbuilt residential units in St. Agnes boundary.

Approximately 8,200 unbuilt residential units in the St. Teresa (K) boundary.

Future Actions

Consider future boundary review, including Review Areas E02 and E04.

Reserve future elementary school site in Beaver Creek Meadows District Plan area.

Reserve future elementary school site to service future employment conversion areas.

Identify other opportunities to accommodate core area residential development.

E03 Waterloo

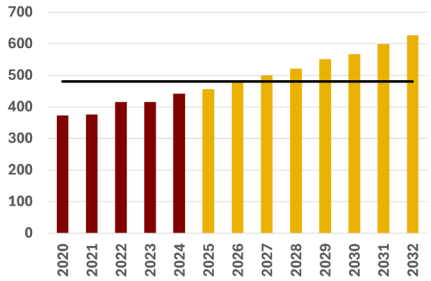
Sir Edgar Bauer

Facility

Year Built	1970
Additions	1995
Site Size (ac.)	9.99
Next to Park	Yes
Capacity	481
Yield	0.297

Partners

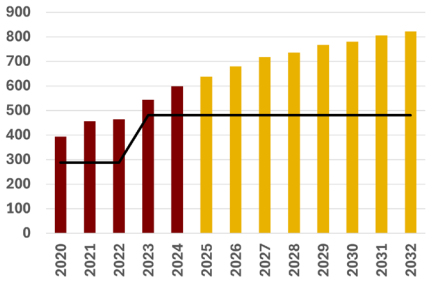
Projection



St. Agnes

Year Built	1956
Additions	1962, 1965, 2001, 2023
Site Size (ac.)	7.22
Next to Park	No
Capacity	481
Yield	0.380

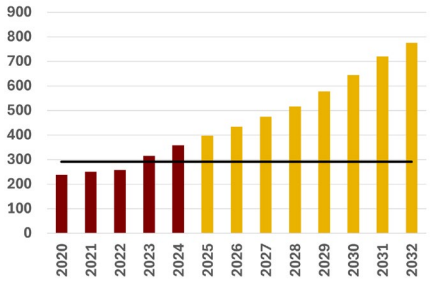
License for parking at adjacent church.



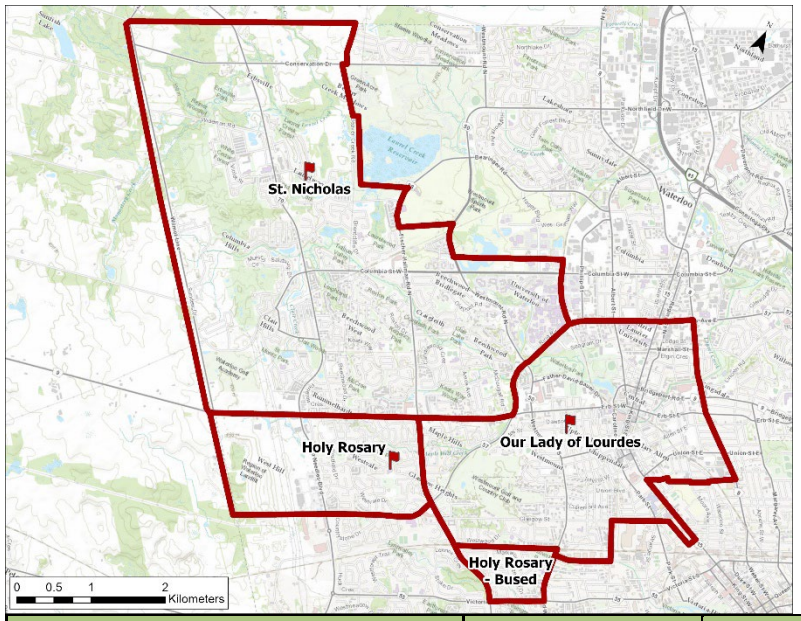
St. Teresa (K)

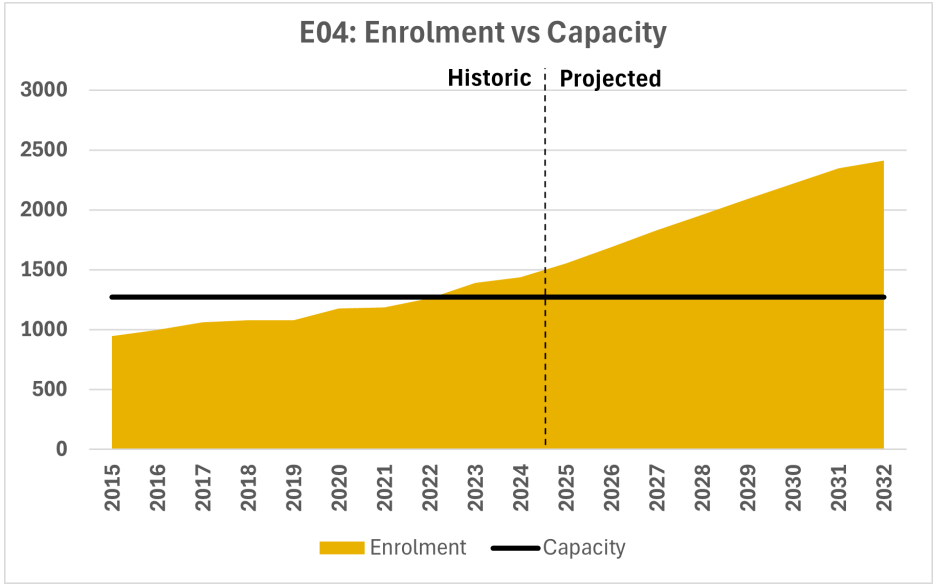
Year Built	1953
Additions	1955, 1957, 1960, 1968
Site Size (ac.)	3.17
Next to Park	No
Capacity	291
Yield	0.365

License for parking at adjacent church.



E04 Waterloo West Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Holy Rosary[2]	628	137%	759	166%	1006	220%
Our Lady of Lourdes	412	122%	502	149%	750	222%
St. Nicholas	512	107%	568	119%	656	137%

Development Overview

Approximately 1000 unbuilt residential units in the Holy Rosary boundary.

Approximately 4,500 unbuilt residential units in the Our Lady of Lourdes boundary.

Approximately 4,500 unbuilt residential units in the St. Nicholas boundary.

Future Actions

Reserve and acquire future school site in Beaver Creek Meadows District Plan area. Submit Capital Priorities request for new elementary school in Beaver Creek Meadows District Plan area when school site becomes available.

Initiate boundary review for new school in Beaver Creek Meadows District Plan area together with Review Area E03.

Identify opportunities to accommodate core area development.

[2] Holy Rosary enrolment includes those student living in the Bused to Holy Rosary boundary in the E05 Rural West Planning Area.

E04 Waterloo

Holy Rosary

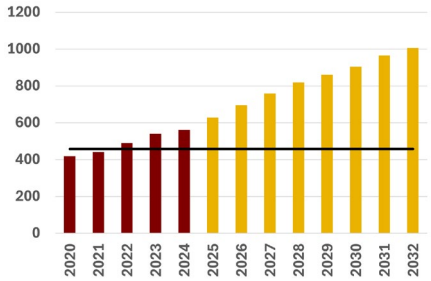
Facility

Year Built	1989
Additions	1994
Site Size (ac.)	4.83
Next to Park	Yes
Capacity	458
Yield	0.374

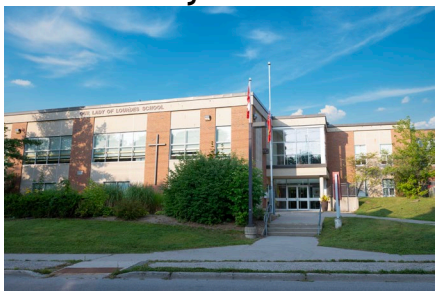
Partners

YMCA of Three Rivers Child Care

Projection



Our Lady of Lourdes



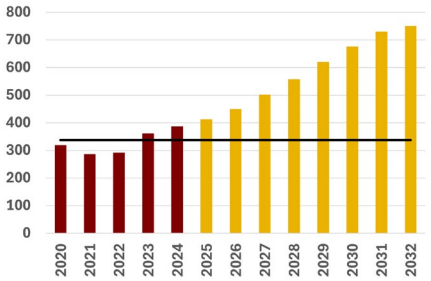
Facility

Year Built	1948
Additions	1959, 1986, 2001
Site Size (ac.)	5.14
Next to Park	No
Capacity	337
Yield	0.249

Partners

License for parking at adjacent church.
License for community use of ice rink.

Projection



St. Nicholas

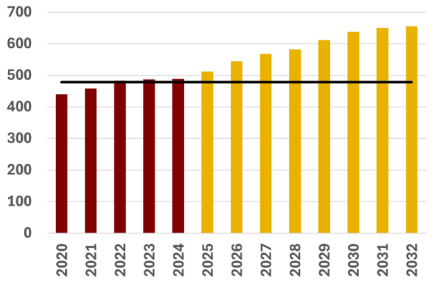
Facility

Year Built	2001
Additions	2009
Site Size (ac.)	7.85
Next to Park	Yes
Capacity	478
Yield	0.135

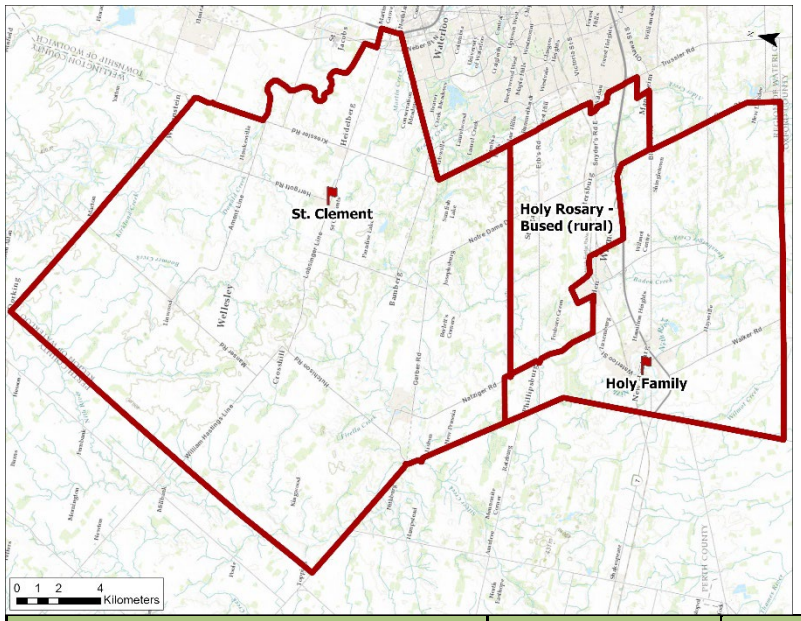
Partners

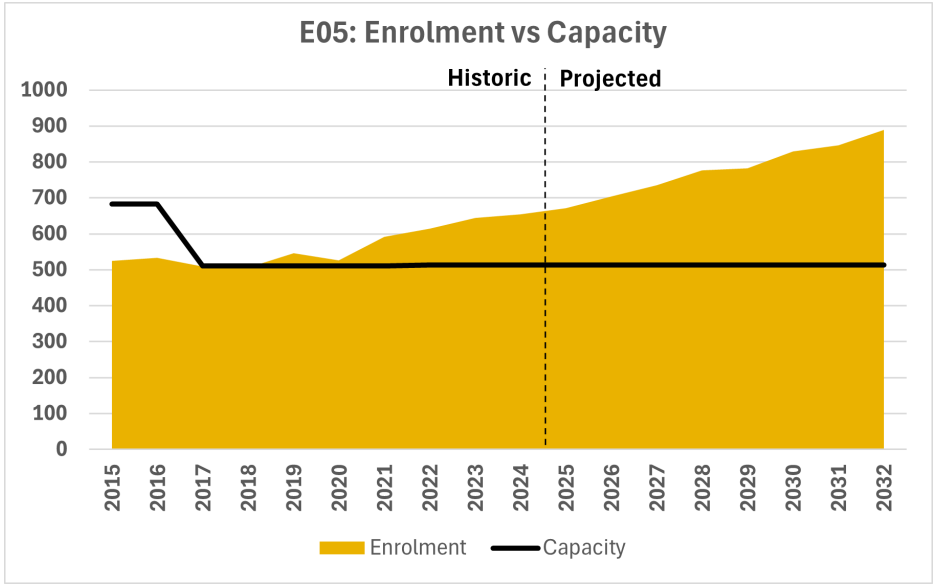
RisingOaks Early Learning Child Care

Projection



E05 Rural West Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Holy Family	412	168%	458	187%	575	235%
St. Clement	260	97%	278	104%	314	117%

Development Overview

Approximately 2,800 unbuilt residential units in the Holy Family boundary.

Approximately 240 unbuilt residential units in the St. Clement boundary.

Future Actions

Acquire school site in Snyder's Road (Baden) Developments Inc. draft plan of subdivision.

Construct funded 294 pupil place elementary school and 88 space child care centre.

Initiate boundary review for New Baden CES prior to planned opening of new school.

E05 Rural West

Facility

Holy Family

Year Built	1959
Additions	1963, 1986, 2000
Site Size (ac.)	2.83
Next to Park	No
Capacity	245
Yield	0.195

St. Clement

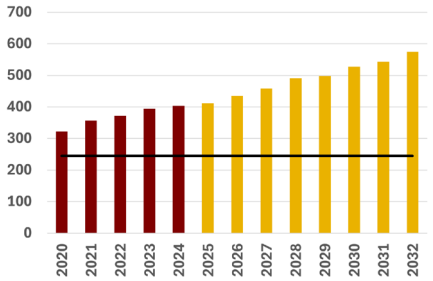
Year Built	1958
Additions	1970
Site Size (ac.)	3.14
Next to Park	No
Capacity	268
Yield	0.183

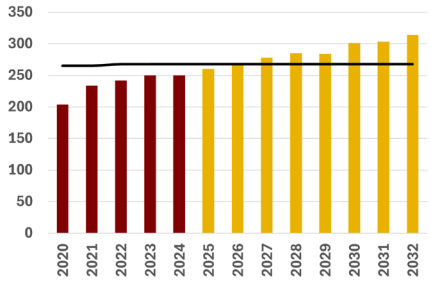
Partners

License for use of nearby Township park.

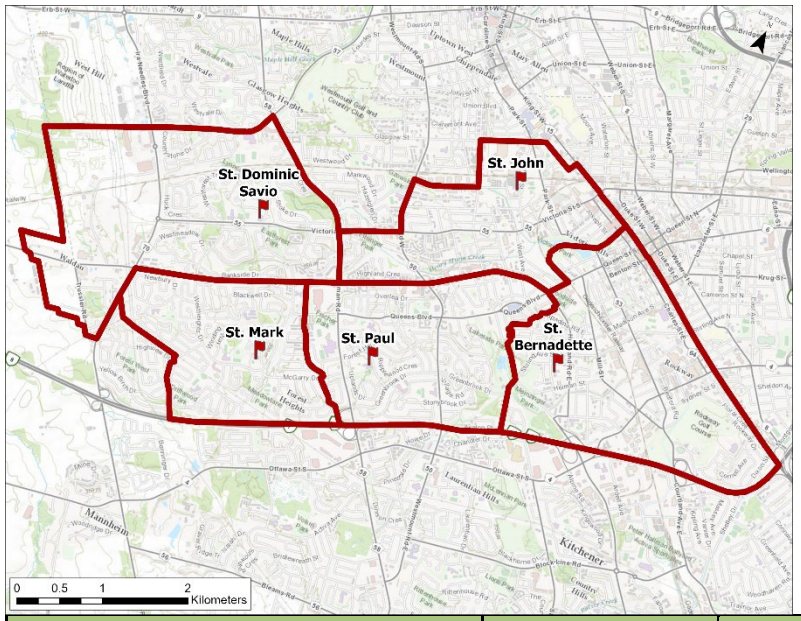
License for shared use of parking and driveway with church.

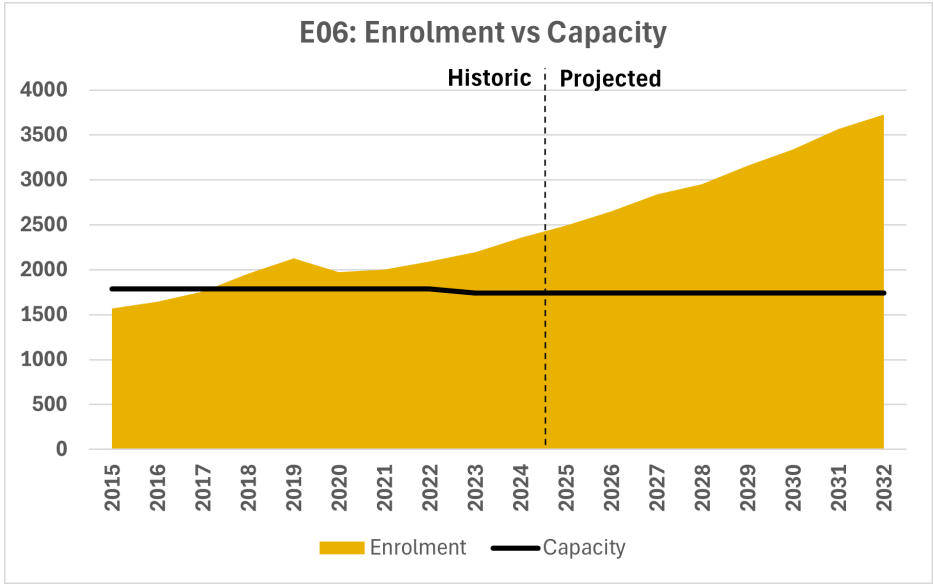
Projection





E06 Kitchener West Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
St. Bernadette	510	175%	677	233%	1192	410%
St. Dominic Savio	574	128%	610	136%	685	153%
St. John	474	101%	534	114%	770	165%
St. Mark	402	164%	432	176%	451	184%
St. Paul	531	183%	585	201%	630	216%

Development Overview

Approximately 15,300 unbuilt residential units in the St. Bernadette boundary consisting primarily of multi-residential / apartment units.

Approximately 600 unbuilt residential units in the St. Dominic Savio boundary.

Approximately 3,400 unbuilt residential units in the St. John boundary.

Future Actions

Construct funded 11 classroom addition to St. Paul CES.

Construct funded 8 classroom addition to St. Mark CES.

Re-submit Capital Priorities request to re-build St. Bernadette CES.

If Capital Priorities funding is approved, initiate boundary review in Kitchener West Planning Area.

Re-purpose St. Louis – St. Francis campus as necessary.

E06 Kitchener

Facility

St. Bernadette

Year Built	1953
Additions	1954, 1961, 1965,
Site Size (ac.)	4.17
Next to Park	No
Capacity	291
Yield	0.385

St. Dominic Savio

Year Built	1999
Additions	
Site Size (ac.)	6.48
Next to Park	Yes
Capacity	447
Yield	0.351

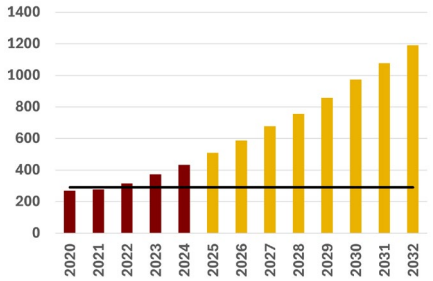
St. John

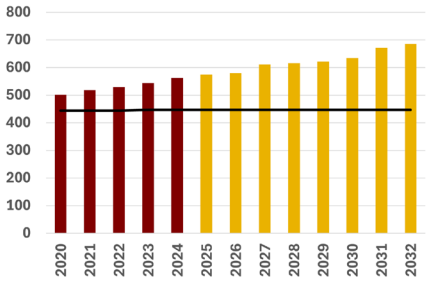
Year Built	1929
Additions	1954, 1955, 2011
Site Size (ac.)	2.92
Next to Park	No
Capacity	468
Yield	0.351

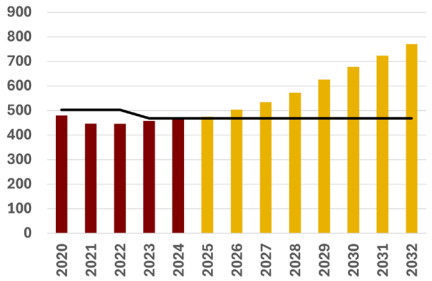
Partners

License for shared use of parking and driveway with church.

Projection







E06 Kitchener

Facility

St. Mark

Year Built	1978
Additions	
Site Size (ac.)	6.49
Next to Park	Yes
Capacity	245
Yield	0.351

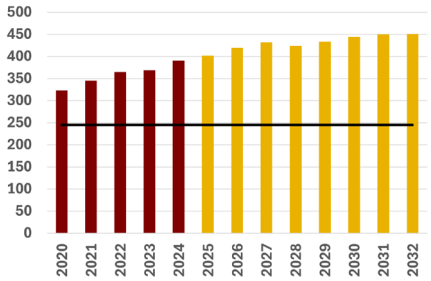
St. Paul

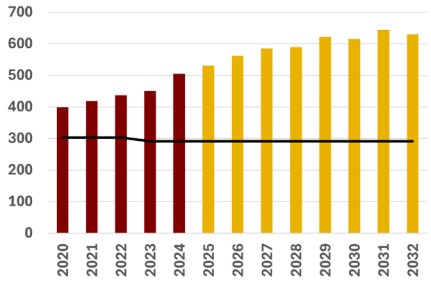
Year Built	1964
Additions	1965, 1968
Site Size (ac.)	7.86
Next to Park	Yes
Capacity	291
Yield	0.359

Partners

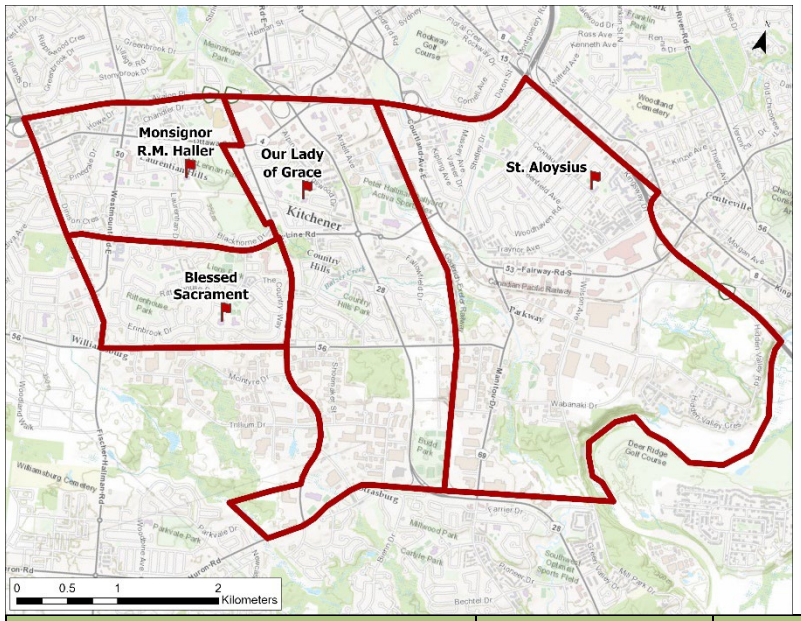
YW-KW Child Care

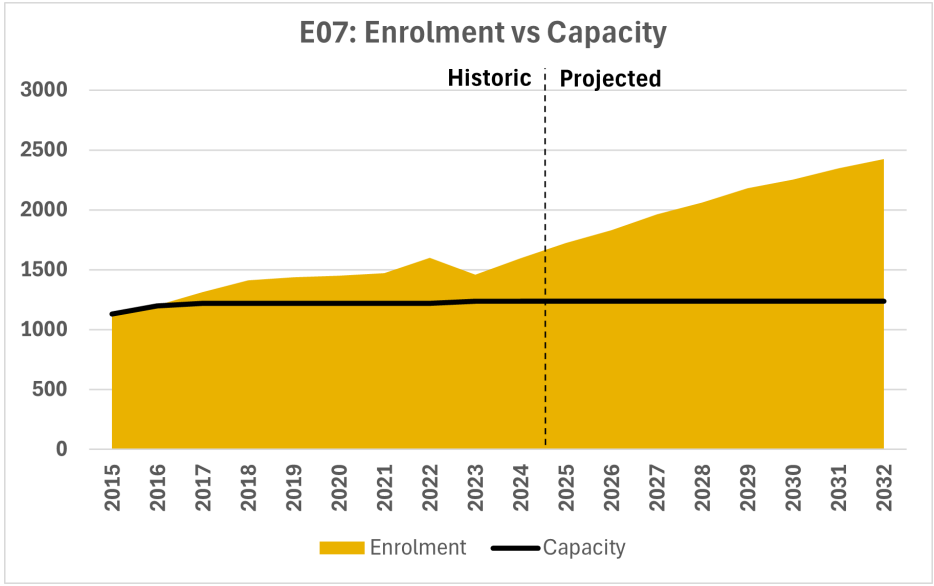
Projection





E07 Kitchener Central Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Blessed Sacrament	312	87%	358	100%	453	126%
Monsignor Haller	444	181%	539	220%	696	284%
Our Lady of Grace	378	141%	394	147%	407	152%
St. Aloysius	589	162%	671	185%	866	239%

Development Overview

- Approximately 600 unbuilt residential units in Blessed Sacrament boundary.
- Approximately 450 unbuilt residential units in Monsignor Haller boundary.
- Approximately 300 unbuilt residential units in Our Lady of Grace boundary.
- Approximately 4,400 unbuilt residential units in St. Aloysius boundary.

Future Actions

Construct funded 8 classroom addition at St. Aloysius CES.

Future Addition Capital Priority at Monsignor Haller.

E07 Kitchener

Blessed Sacrament

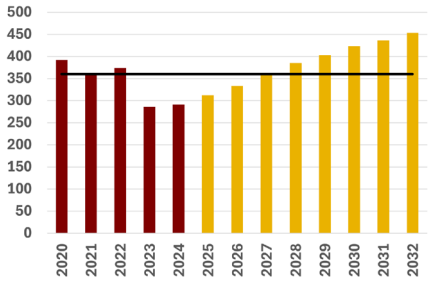
Facility

Year Built	1988
Additions	
Site Size (ac.)	5.84
Next to Park	Yes
Capacity	360
Yield	0.404

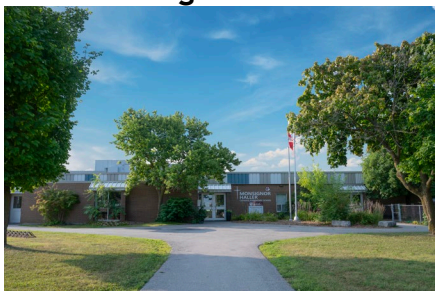
Partners

City of Kitchener gym use by Country Hills Neighbourhood Association

Projection



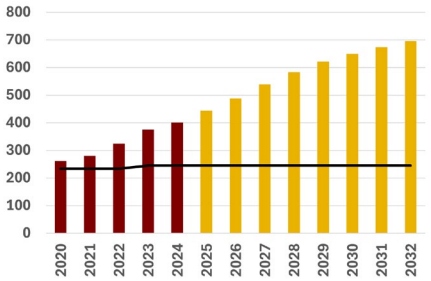
Monsignor Haller



Facility

Year Built	1971
Additions	
Site Size (ac.)	7.17
Next to Park	Yes
Capacity	245
Yield	0.399

Projection

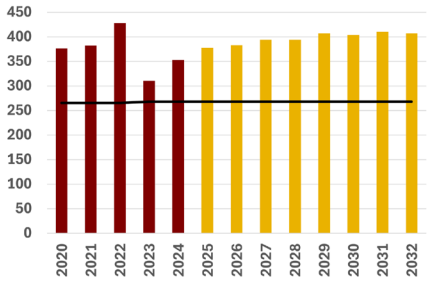


Our Lady of Grace

Facility

Year Built	1977
Additions	
Site Size (ac.)	5.04
Next to Park	Yes
Capacity	268
Yield	0.339

Projection



E07 Kitchener

St. Aloysius

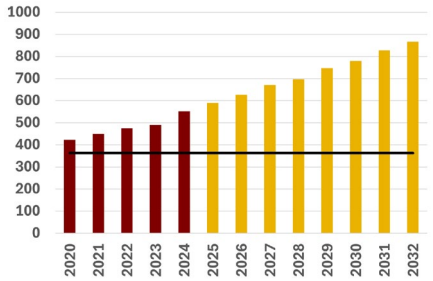
Facility

Year Built	1953
Additions	1954, 1962, 1965, 2014, 2016
Site Size (ac.)	5.16
Next to Park	Yes
Capacity	363
Yield	0.377

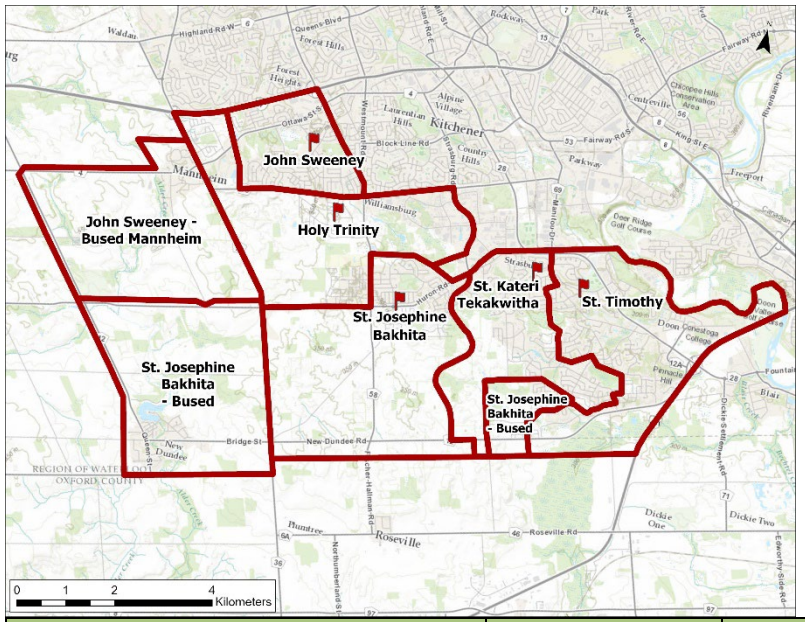
Partners

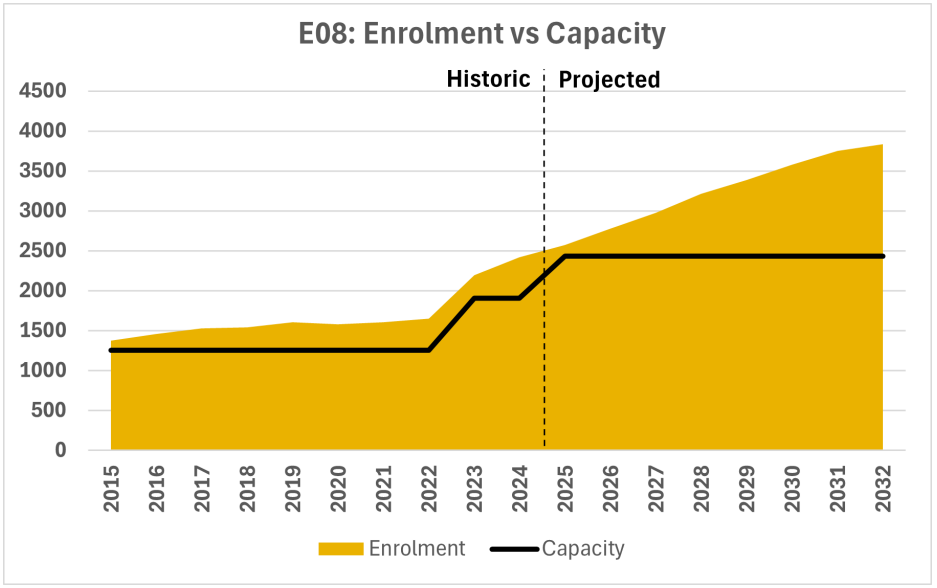
License for shared use of parking with the church.

Projection



E08 Kitchener Southwest Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Holy Trinity	229	44%	454	86%	788	149%
John Sweeney	712	117%	729	119%	806	132%
St. Josephine Bakhita	688	105%	739	113%	910	139%
St. Kateri Tekakwitha	531	152%	561	161%	695	199%
St. Timothy	411	141%	490	168%	638	219%

Development Overview

Approximately 4,700 unbuilt residential units in the John Sweeney boundary.

Approximately 9,000 unbuilt units in the St. Josephine Bakhita boundary.

Approximately 1,000 unbuilt residential units in the St. Kateri Tekakwitha boundary.

Approximately 1,000 unbuilt residential units in the St. Timothy boundary.

Future Actions

527 pupil place Holy Trinity CES to open September 2025.

Acquire New Doon South CES site.

Submit Capital Priorities request for New Doon South CES.

Acquire New West Rosenberg CES site.

Submit Capital Priorities request for New West Rosenberg CES.

Secure designation of future school site(s) in Dundee Secondary Plan area.

E08 Kitchener

Facility

Holy Trinity

Year Built	2025
Additions	
Site Size (ac.)	5.83
Next to Park	Yes
Capacity	527
Yield	N/A

John Sweeney

Year Built	2003
Additions	2010
Site Size (ac.)	8.25
Next to Park	Yes
Capacity	611
Yield	0.321

St. Josephine Bakhita

Year Built	2023
Additions	
Site Size (ac.)	6.19
Next to Park	No
Capacity	657
Yield	0.233

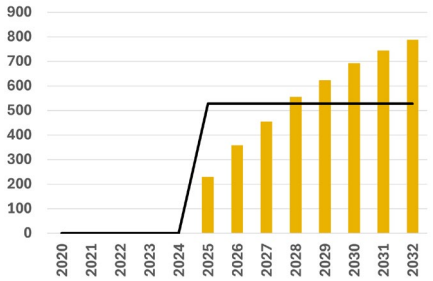
Partners

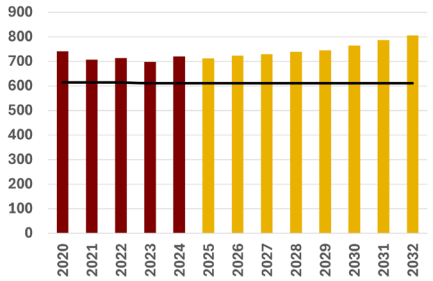
City of Kitchener

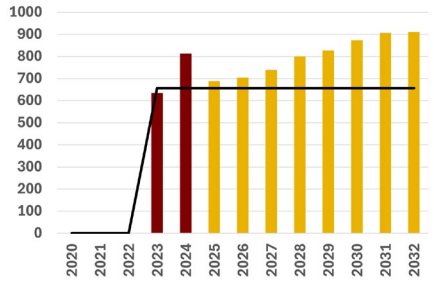
RisingOaks Early Learning Child Care

YMCA of Three Rivers Child Care

Projection







E08 Kitchener

Facility

St. Kateri Tekakwitha

Year Built	1991
Additions	
Site Size (ac.)	6.49
Next to Park	Yes
Capacity	349
Yield	0.276

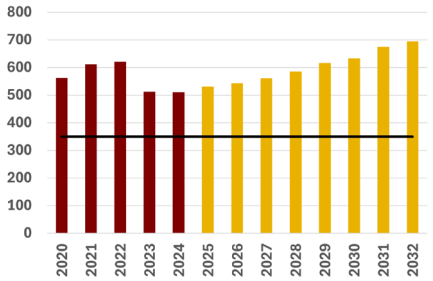
St. Timothy

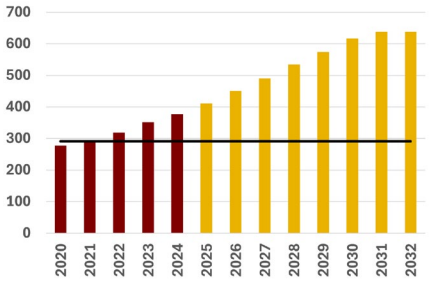
Year Built	1981
Additions	2014
Site Size (ac.)	7.77
Next to Park	Yes
Capacity	291
Yield	0.281

Partners

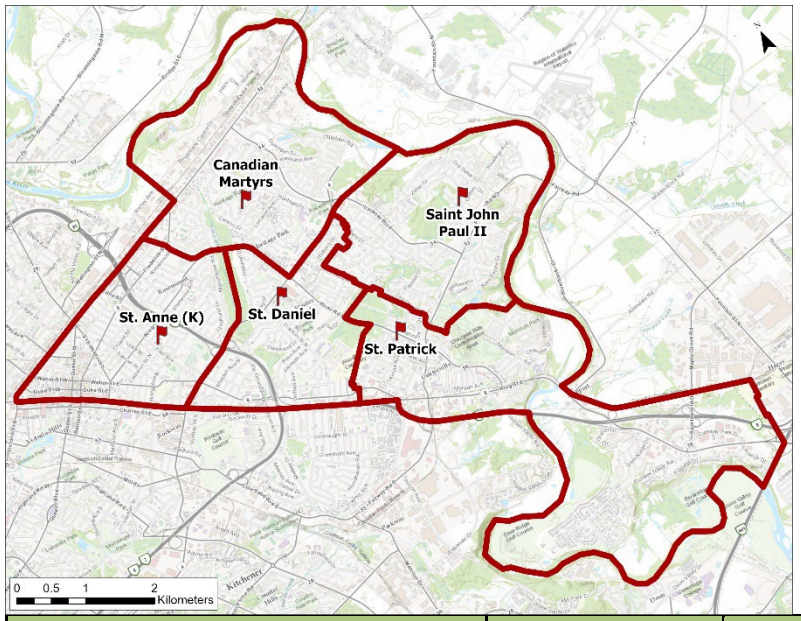
YMCA of Three Rivers Child Care

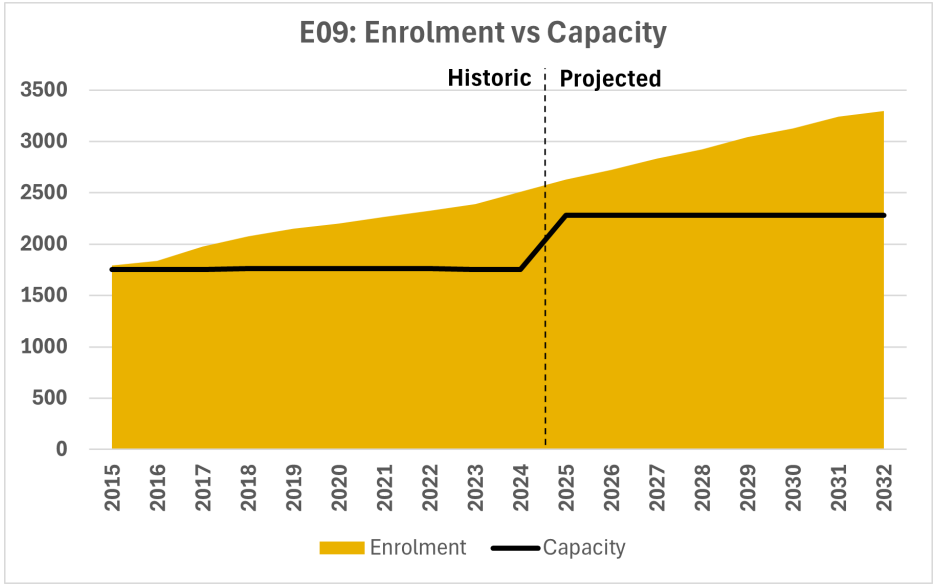
Projection





E09 Kitchener East Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Canadian Martyrs[3]	545	174%	631	201%	787	251%
Saint John Paul II	598	98%	566	93%	599	98%
St. Anne (K)	733	144%	789	155%	840	165%
St. Daniel	320	101%	312	99%	411	130%
St. Patrick	431	82%	533	101%	657	125%

Development Overview

Approximately 1,900 unbuilt residential units in the Canadian Martyrs boundary.

Around 260 unbuilt residential units in Saint John Paul II boundary.

Approximately 6,300 unbuilt residential units in the St. Anne (K) boundary.

Approximately 1,200 unbuilt density residential units in the St. Daniel boundary.

Future Actions

527 pupil place St. Patrick CES and 88 space child care centre to open September 2025.

1,400 pupil place East Kitchener 7-12 school to open September 2026.

Approved East Kitchener boundary changes to take effect with opening of new schools.

[3] Canadian Martyrs, Saint John Paul II, and St. Daniel projections do not yet reflect opening of the 7-12 school.

123

E09 Kitchener

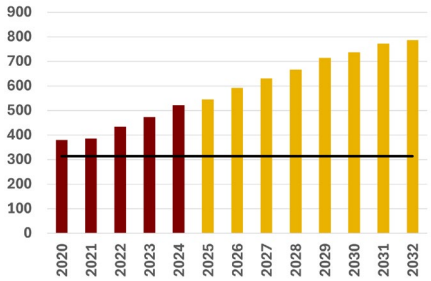
Canadian Martyrs

Facility

Year Built	1967
Additions	1970, 2013
Site Size (ac.)	6.61
Next to Park	Yes
Capacity	314
Yield	0.323

Partners

Projection



Saint John Paul II

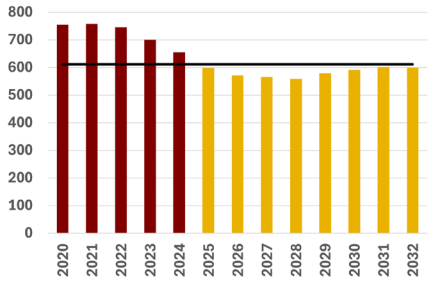
Facility

Year Built	2009
Additions	2013
Site Size (ac.)	4.95
Next to Park	Yes
Capacity	611
Yield	0.344

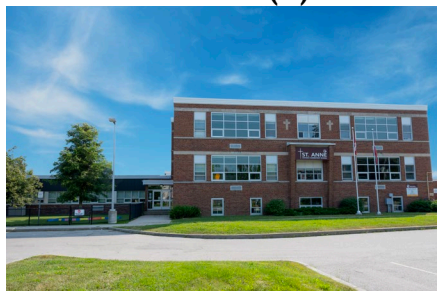
Partners

RisingOaks Early Learning Child Care

Projection



St. Anne (K)



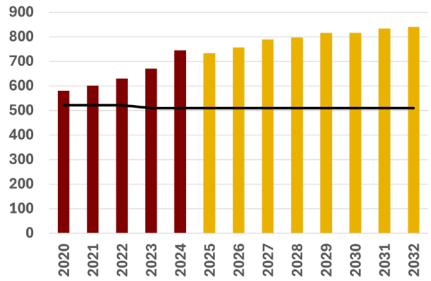
Facility

Year Built	1947
Additions	1949, 1954, 1960, 1964, 2011
Site Size (ac.)	5.43
Next to Park	No
Capacity	510
Yield	0.315

Partners

License for shared use of parking with the church.

Projection



E09 Kitchener

St. Daniel

St. Patrick

Facility

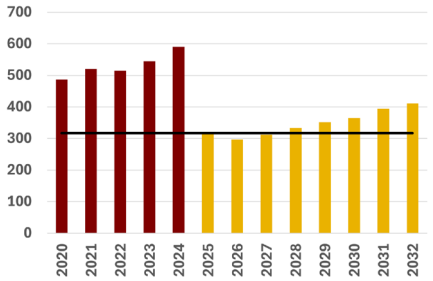
	St. Daniel	St. Patrick
Year Built	1958	2025
Additions	1967, 2014	
Site Size (ac.)	6.89	4.64
Next to Park	Yes	Yes
Capacity	317	527
Yield	0.375	N/A

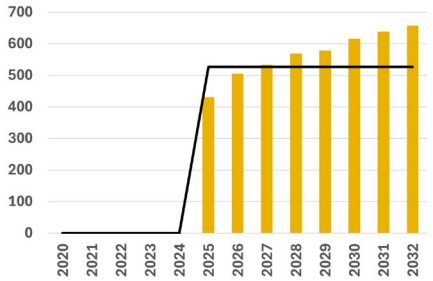
Partners

St. Daniel: Shared use of gymnasiums with Stanley Park Community Centre.
Shared use of parking with church and community centre.

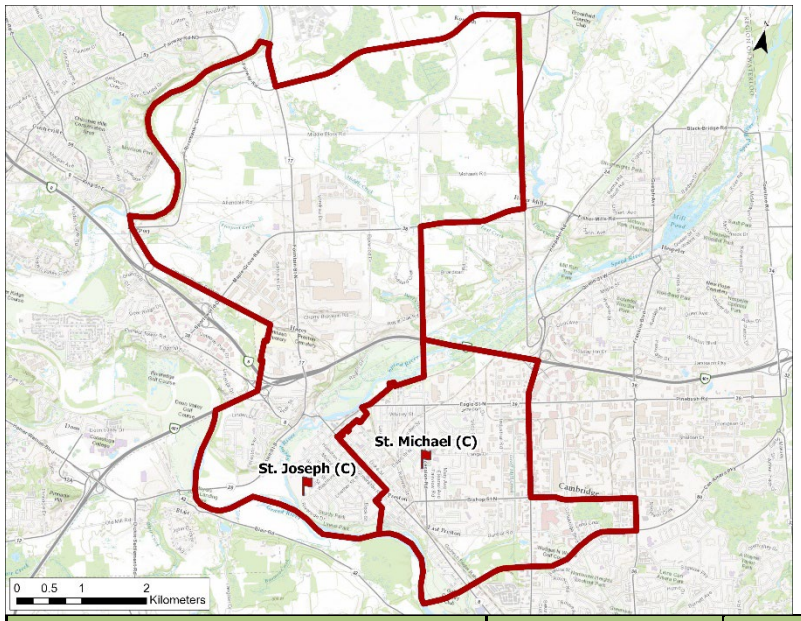
St. Patrick: RisingOaks Early Learning Child Care

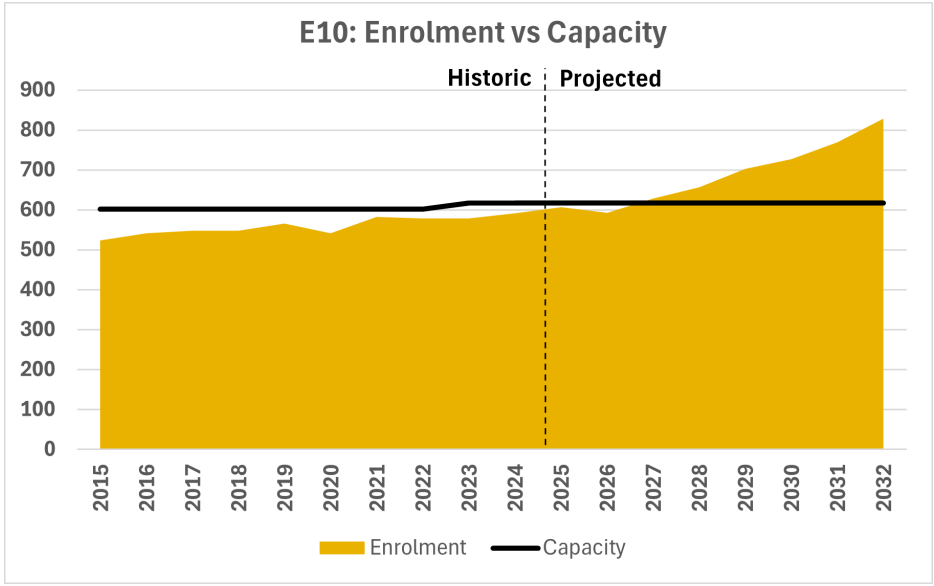
Projection





E10 Cambridge Preston Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
St. Joseph	298	116%	325	127%	522	203%
St. Michael	309	86%	304	85%	306	85%

Development Overview

Approximately 5,900 unbuilt residential units in the St. Joseph boundary primarily located in the future North Cambridge Secondary Plan area.

Approximately 2,900 unbuilt residential units in the St. Michael boundary.

Future Actions

Re-submit Capital Priorities request for New North Cambridge CES.

Acquire New North Cambridge CES site.

Include E10 – Cambridge Preston schools in future boundary review if Capital Priorities request for New North Cambridge CES, in E11 – Cambridge Hespeler, is approved.

Reserve New North West Cambridge elementary school site.

E10 Cambridge

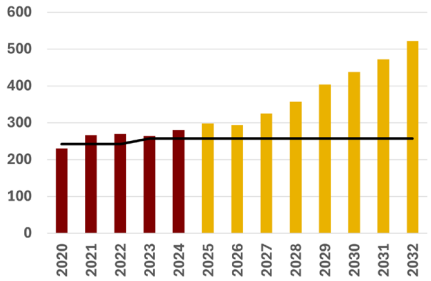
Facility

Partners

Projection

St. Joseph

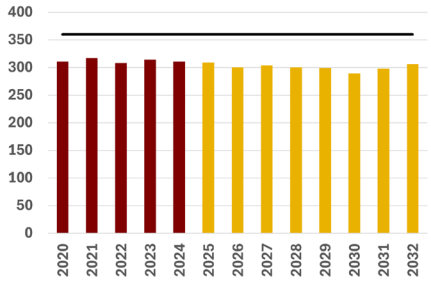
Year Built	1959
Additions	1962, 1967
Site Size (ac.)	7.72
Next to Park	No
Capacity	257
Yield	0.287



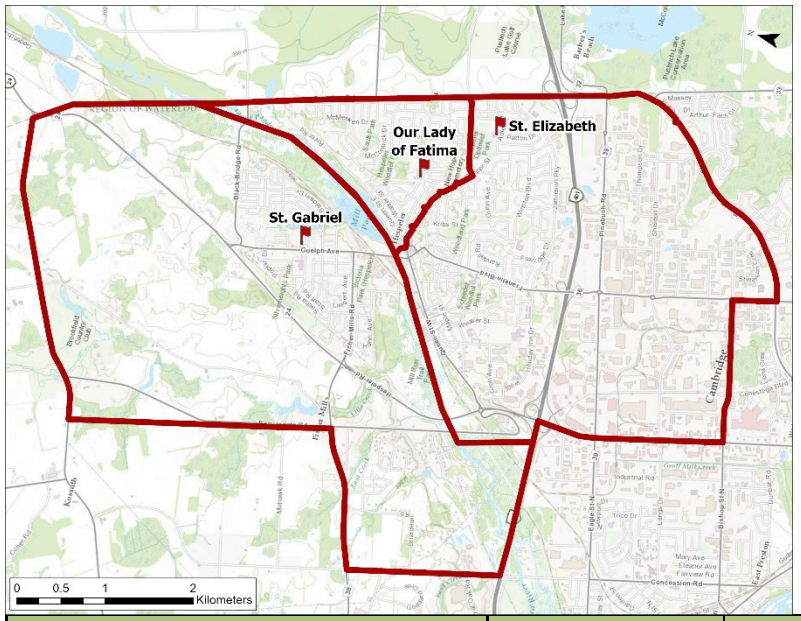
St. Michael

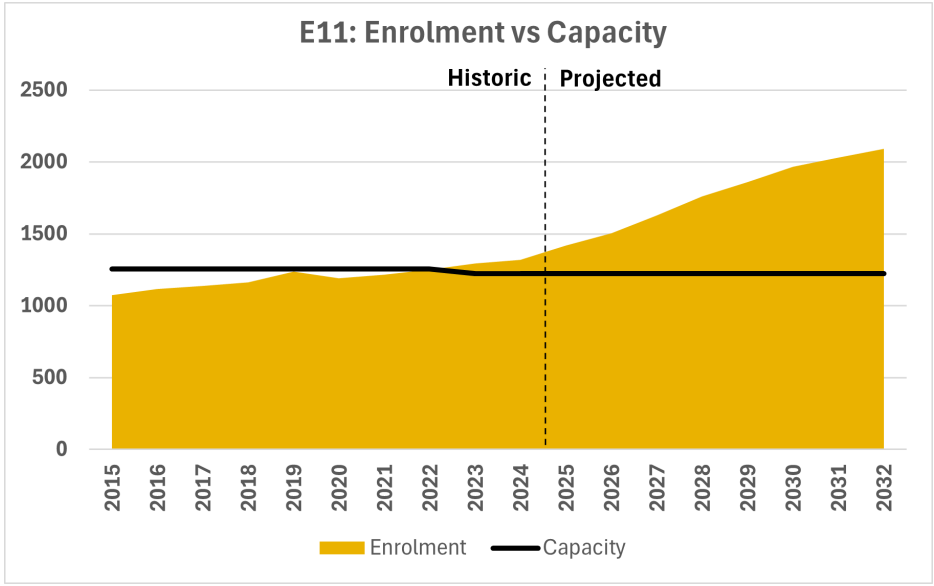
Year Built	1952
Additions	1957, 1965, 1970
Site Size (ac.)	5.92
Next to Park	No
Capacity	360
Yield	0.280

Parking area licensed by Lang's.



E11 Cambridge Hespeler Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Our Lady of Fatima	381	77%	378	76%	404	82%
St. Elizabeth	435	123%	475	135%	613	174%
St. Gabriel	603	161%	776	207%	1075	287%

Development Overview

Approximately 20 unbuilt low density residential units in the Our Lady of Fatima boundary.

Approximately 2,000 unbuilt residential units in the St. Elizabeth boundary.

Approximately 4,000 unbuilt residential units in the St. Gabriel boundary.

Future Actions

Acquire New North Cambridge CES school site in River Mill Development Corporation draft plan of subdivision.

Re-submit Capital Priority request for funding to construct New North Cambridge CES.

Initiate boundary review to include E10 – Cambridge Preston and E11 – Cambridge Hespeler schools if Capital Priority funding is approved.

E11 Cambridge

Our Lady of Fatima

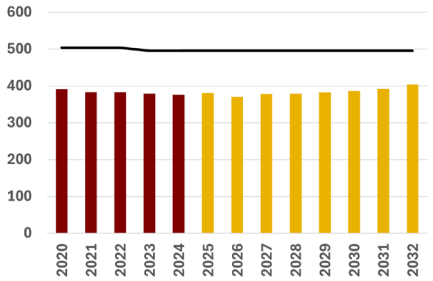
Facility

Year Built	1959
Additions	1969, 2004, 2013
Site Size (ac.)	7.12
Next to Park	No
Capacity	495
Yield	0.326

Partners

RisingOaks Early Learning Child Care

Projection



St. Elizabeth

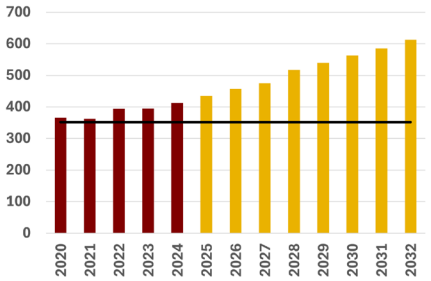
Facility

Year Built	1992
Additions	
Site Size (ac.)	4.95
Next to Park	Yes
Capacity	352
Yield	0.326

Partners

YWCA of Cambridge Child Care

Projection



St. Gabriel

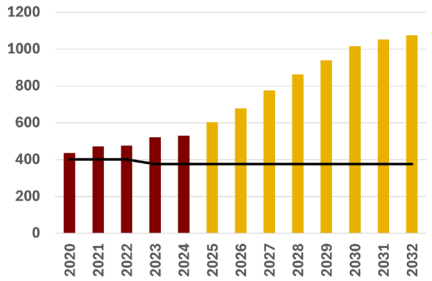
Facility

Year Built	2014
Additions	
Site Size (ac.)	5.44
Next to Park	No
Capacity	375
Yield	0.366

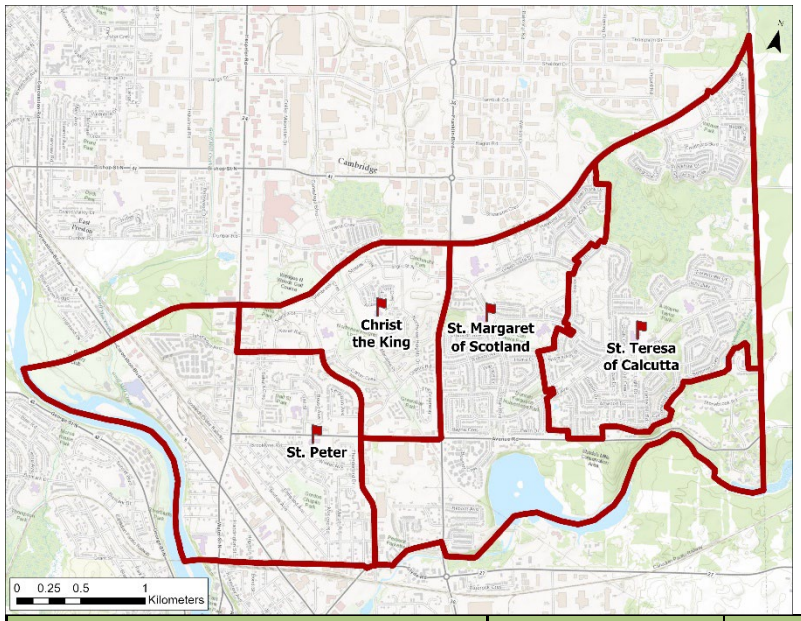
Partners

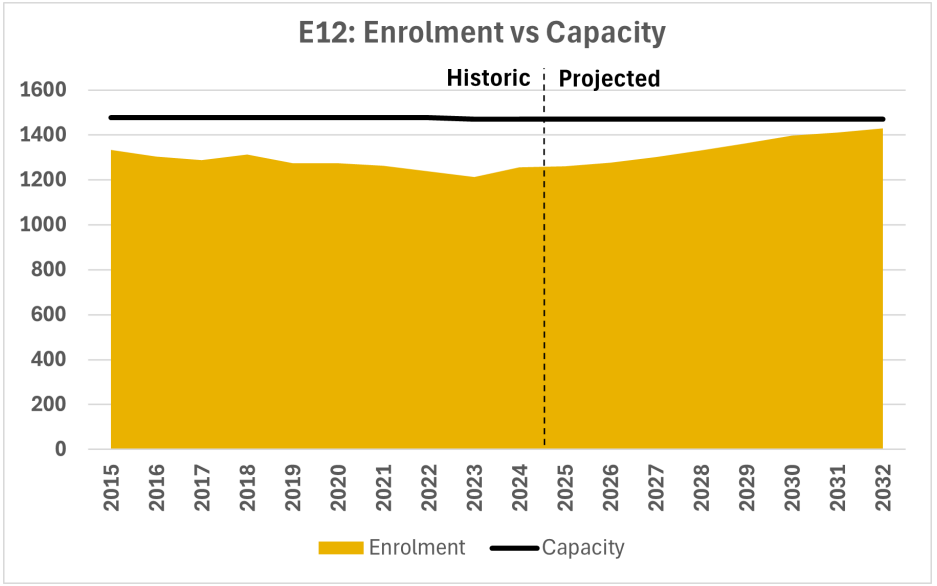
Silverheights Neighbourhood Association

Projection



E12 Cambridge North Galt Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Christ the King	240	82%	253	87%	288	99%
St. Margaret	306	97%	287	91%	303	96%
St. Peter	328	85%	364	94%	412	107%
St. Teresa of Calcutta	386	81%	397	83%	426	89%

Development Overview

Approximately 300 unbuilt residential units in the Christ the King boundary.

Approximately 250 unbuilt residential units in the St. Margaret of Scotland boundary.

Approximately 60 unbuilt residential units in the St. Peter boundary.

Approximately 100 unbuilt residential units in the St. Teresa of Calcutta boundary.

Future Actions

Continue to monitor enrolment.

E12 Cambridge

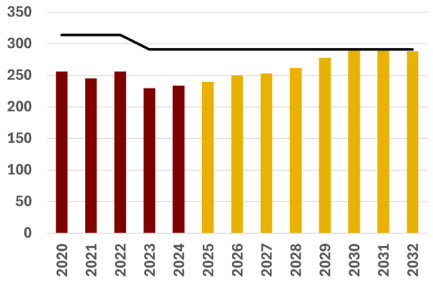
Christ the King

Facility

Year Built	1978
Additions	
Site Size (ac.)	14.51
Next to Park	Yes
Capacity	291
Yield	0.357

Partners

Projection



St. Margaret

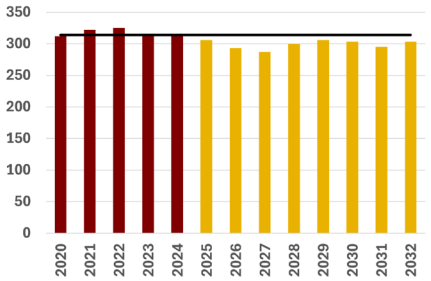
Facility

Year Built	1990
Additions	
Site Size (ac.)	12.68
Next to Park	No
Capacity	314
Yield	0.340

Partners

YWCA of Cambridge Child Care

Projection



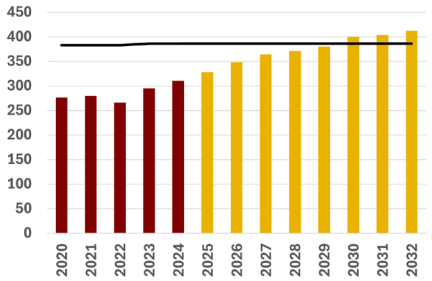
St. Peter

Facility

Year Built	1964
Additions	1966, 1967, 1969
Site Size (ac.)	6.60
Next to Park	No
Capacity	386
Yield	0.328

Partners

Projection



E12 Cambridge

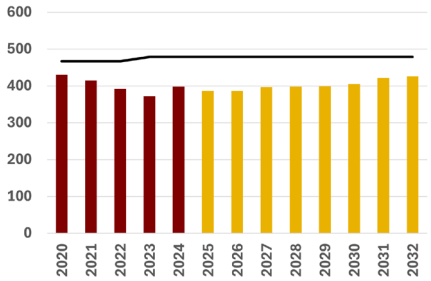
St. Teresa of Calcutta

Facility

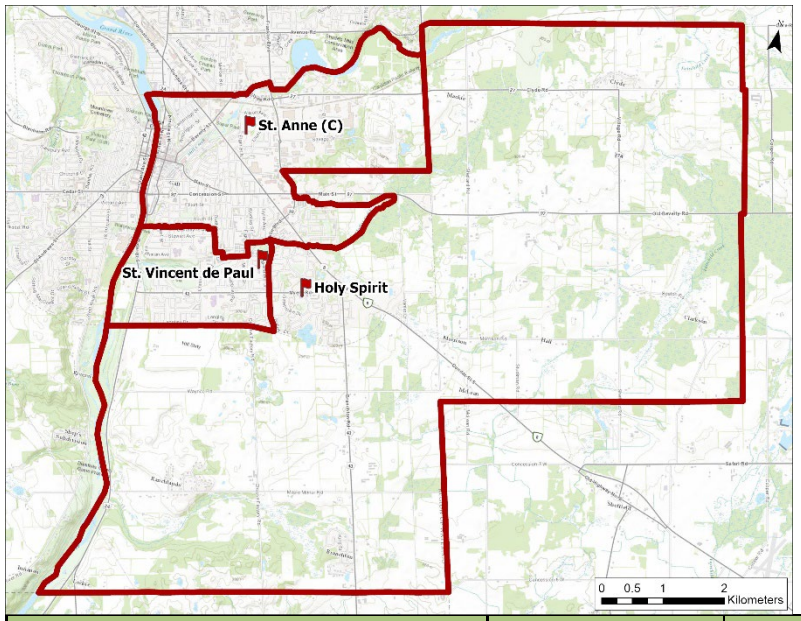
Year Built	1998
Additions	2000
Site Size (ac.)	6.47
Next to Park	Yes
Capacity	479
Yield	0.324

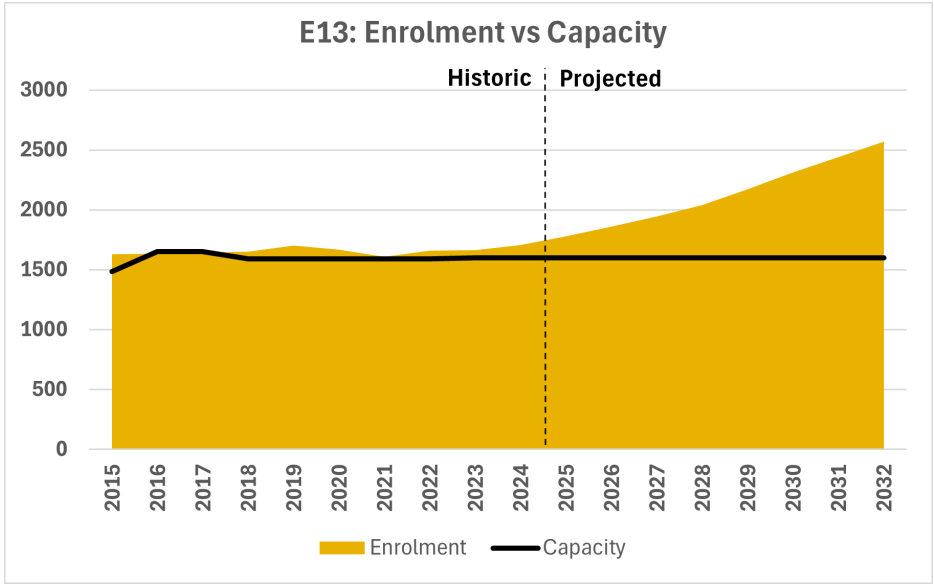
Partners

Projection



E13 Cambridge South Galt Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Holy Spirit[4]	615	99%	627	101%	1078	173%
St. Anne (C)	442	106%	602	144%	727	174%
St. Vincent de Paul	724	129%	716	127%	763	136%

Development Overview

Approximately 6,400 unbuilt residential units in the Holy Spirit boundary.

Approximately 2,000 unbuilt residential units in the St. Anne (C) boundary.

Approximately 1,500 unbuilt residential units in the St. Vincent de Paul boundary.

Future Actions

360 pupil place Southeast Galt Catholic school co-build school to open September 2026.

Southeast Galt Catholic elementary school boundary review to be completed May 2025.

[4] Review area school enrolment projections will be updated in 2026 prior to the opening of the new Southeast Galt Catholic school.

E13 Cambridge

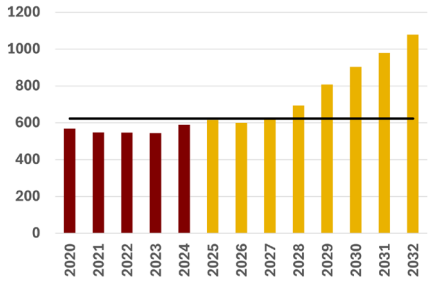
Holy Spirit

Facility

Year Built	2001
Additions	2005, 2015
Site Size (ac.)	5.78
Next to Park	Yes
Capacity	622
Yield	0.521

Partners

Projection



St. Anne (C)

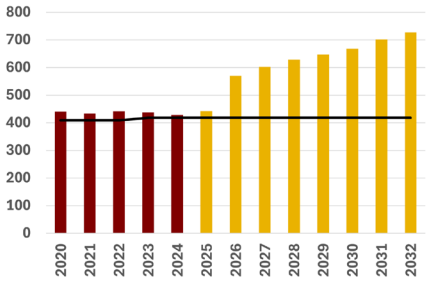
Facility

Year Built	1965
Additions	1998, 2016
Site Size (ac.)	5.52
Next to Park	No
Capacity	418
Yield	0.345

Partners

Alison Park Neighbourhood Group

Projection



St. Vincent de Paul

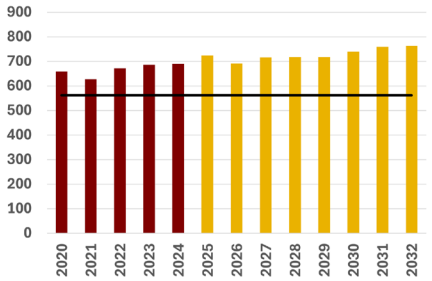
Facility

Year Built	2018 (gym 1991)
Additions	
Site Size (ac.)	6.28
Next to Park	No
Capacity	562
Yield	0.569

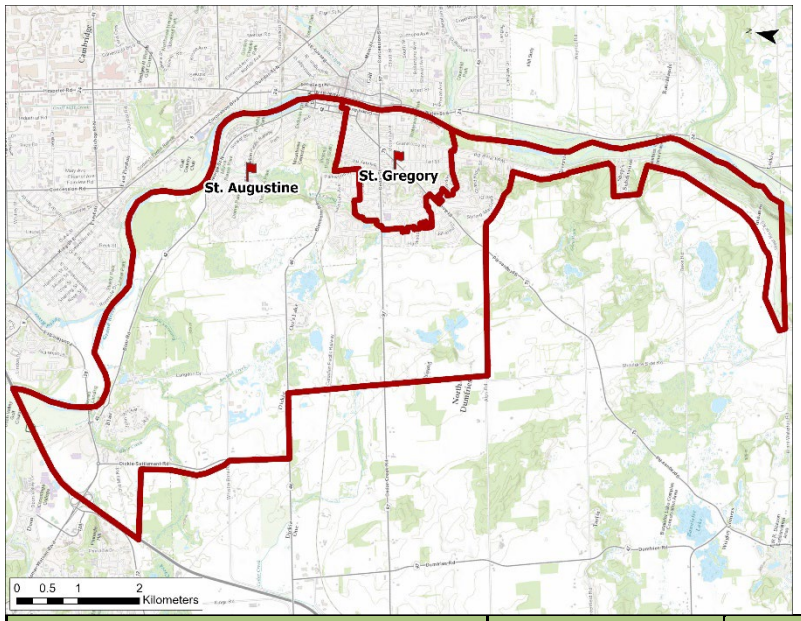
Partners

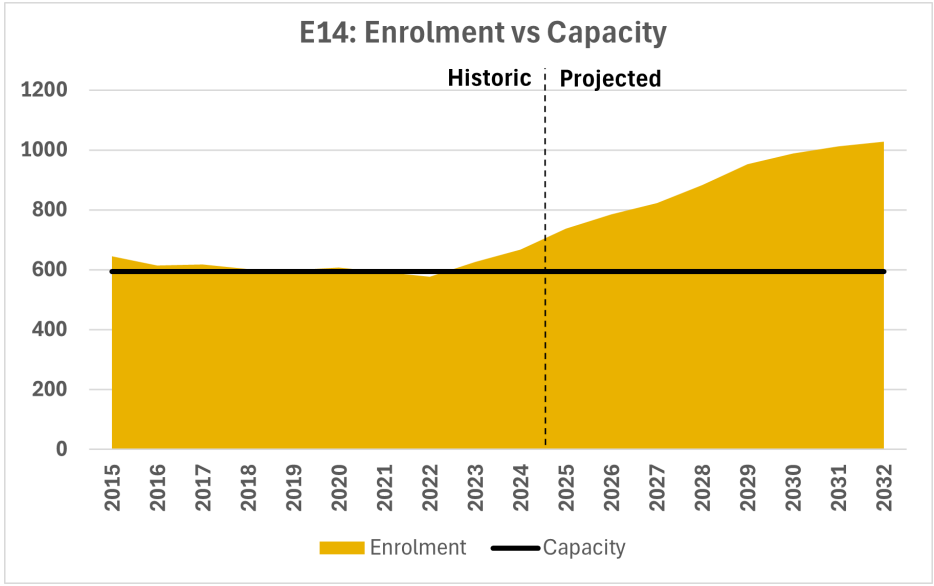
YMCA of Three Rivers Child Care License for shared use of parking with the church.

Projection



E14 Cambridge West Galt Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
St. Augustine	593	169%	679	193%	877	249%
St. Gregory	145	60%	144	59%	151	63%

Development Overview

Approximately 1,800 unbuilt residential units in the St. Augustine boundary.

Approximately 200 unbuilt residential units in the St. Gregory boundary.

Future Actions

Construct funded 6 classroom addition to St. Gregory.

Initiate boundary review in September 2025 involving West Galt schools to improve utilization of St. Gregory and relieve enrolment pressure at St. Augustine.

E14 Cambridge

St. Augustine

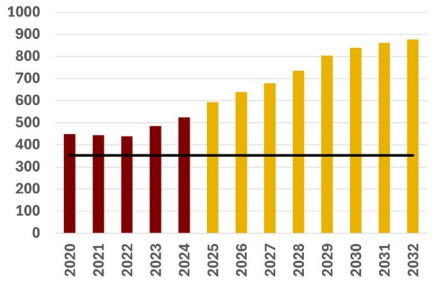
Facility

Year Built	1991
Additions	
Site Size (ac.)	8.64
Next to Park	No
Capacity	352
Yield	0.358

Partners

YMCA of Three Rivers Child Care

Projection



St. Gregory

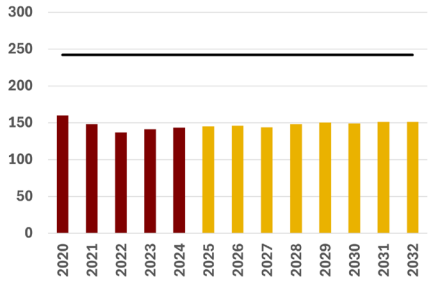
Facility

Year Built	1958
Additions	1964, 1967
Site Size (ac.)	3.81
Next to Park	No
Capacity	242
Yield	0.200

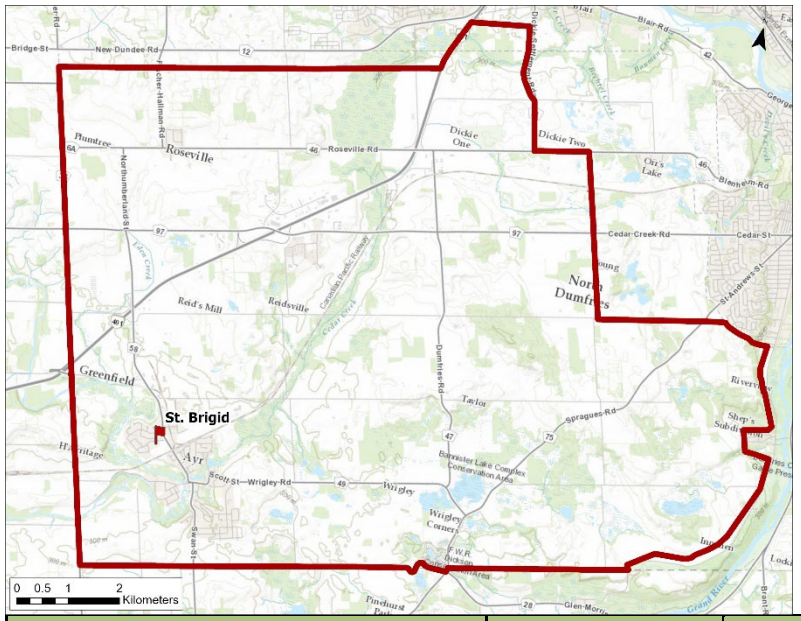
Partners

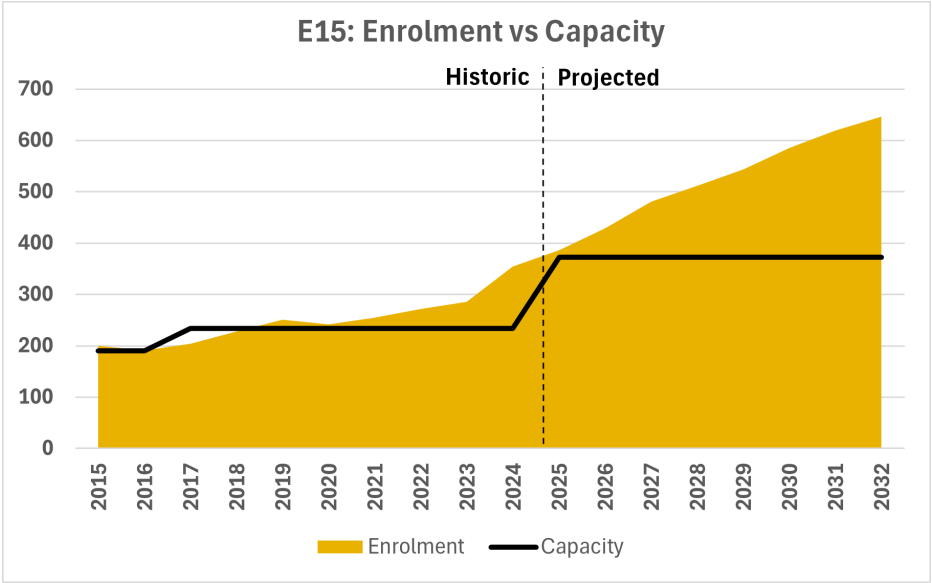
License for shared use of parking with the church.

Projection



E15 Rural South Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
St. Brigid	386	104%	481	129%	646	174%

Development Overview

Approximately 1,600 unbuilt residential units in the St. Brigid boundary.

Future Actions

138 pupil place addition to open September 2025.

E15 Rural South

St. Brigid

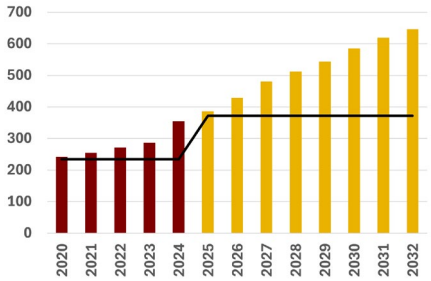
Facility

Year Built	2018
Additions	2025
Site Size (ac.)	11.49
Next to Park	No
Capacity	234 (372 in 2025)
Yield	0.316

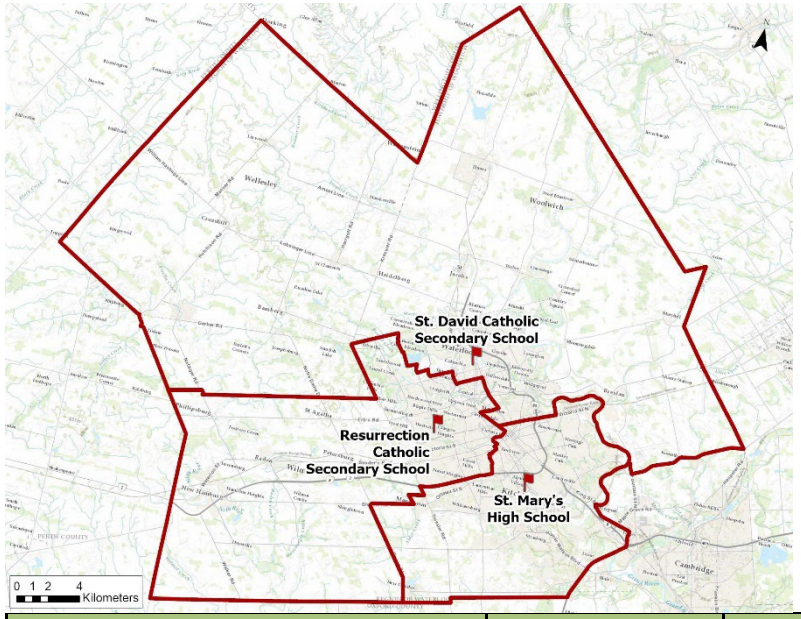
Partners

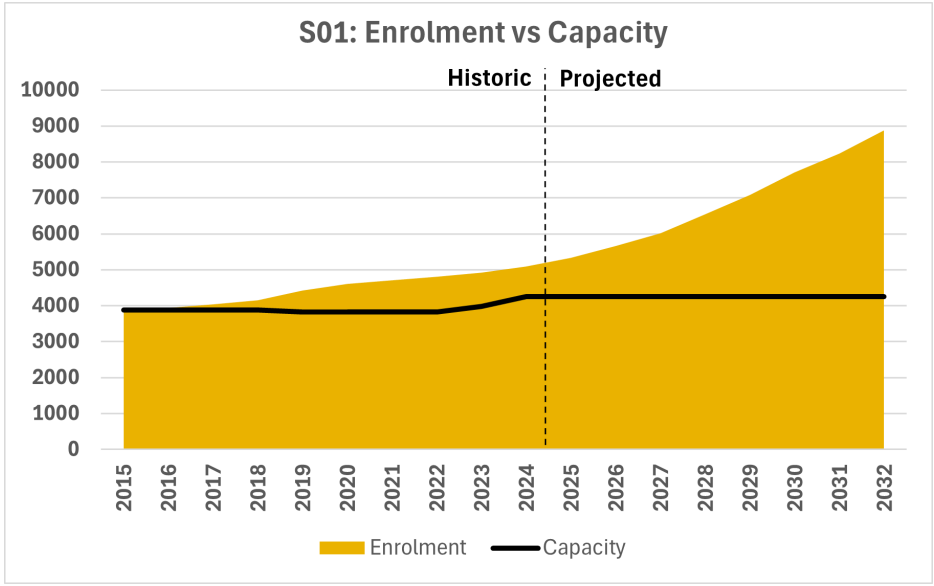
RisingOaks Early Learning Child Care

Projection



S01 Kitchener-Waterloo Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Resurrection	1932	138%	2097	149%	2959	211%
St. David	1106	107%	1301	125%	2045	197%
St. Mary's[5]	2294	149%	2616	170%	3874	251%

Development Overview

Over 101,000 unbuilt residential units are located throughout the S01 Kitchener – Waterloo Planning Area, including;

- Over 16,900 in the Resurrection boundary,
- Over 37,700 in the St. David boundary, and
- Over 46,500 in the St. Mary's boundary.

Future Actions

1,400 pupil place East Kitchener 7-12 school to open September 2026.
Approved East Kitchener boundary changes to take effect with opening of new school.
Re-submit Capital Priorities request for addition to St. David CSS.
Initiate boundary review involving St. David CSS and Resurrection CSS.
Identify future site of new high school.

[5] St. Mary's projection does not yet reflect opening of the 7-12 school.

S01 Kitchener -

Resurrection

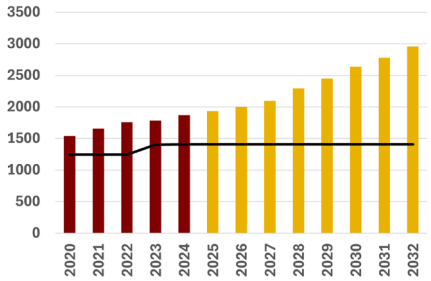
Facility

Year Built	1990
Additions	
Site Size (ac.)	24.76
Next to Park	Yes
Capacity	1,404
Yield	0.258

Partners

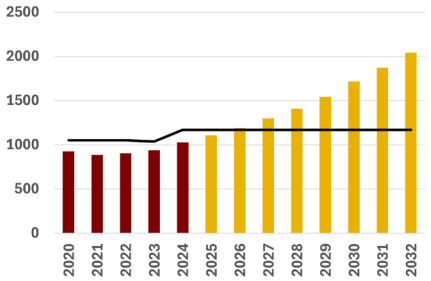
YMCA of Three Rivers Child Care
City of Kitchener field use

Projection



St. David

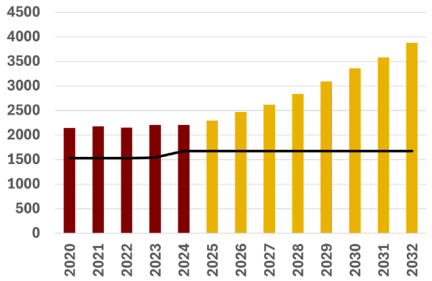
Year Built	1965
Additions	1966, 1991, 2005
Site Size (ac.)	15.80
Next to Park	No
Capacity	1,038
Yield	0.186



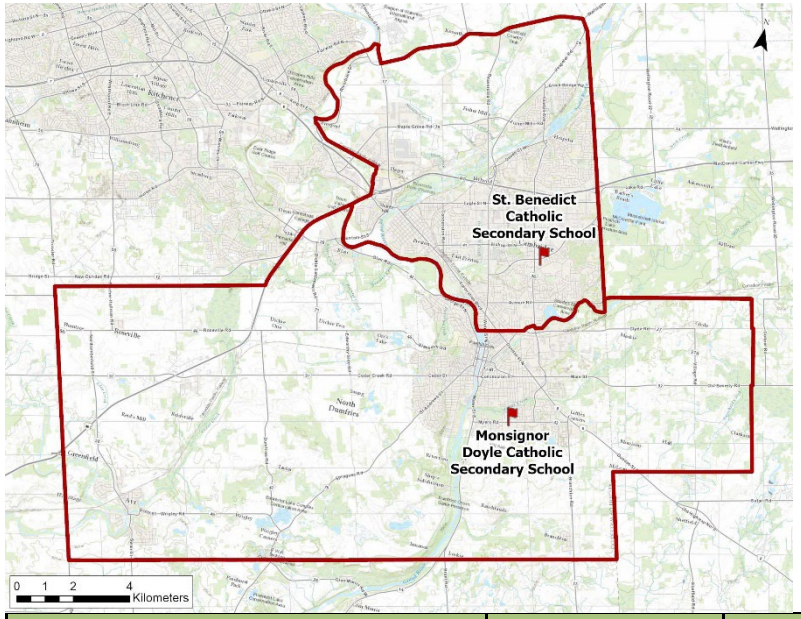
St. Mary's

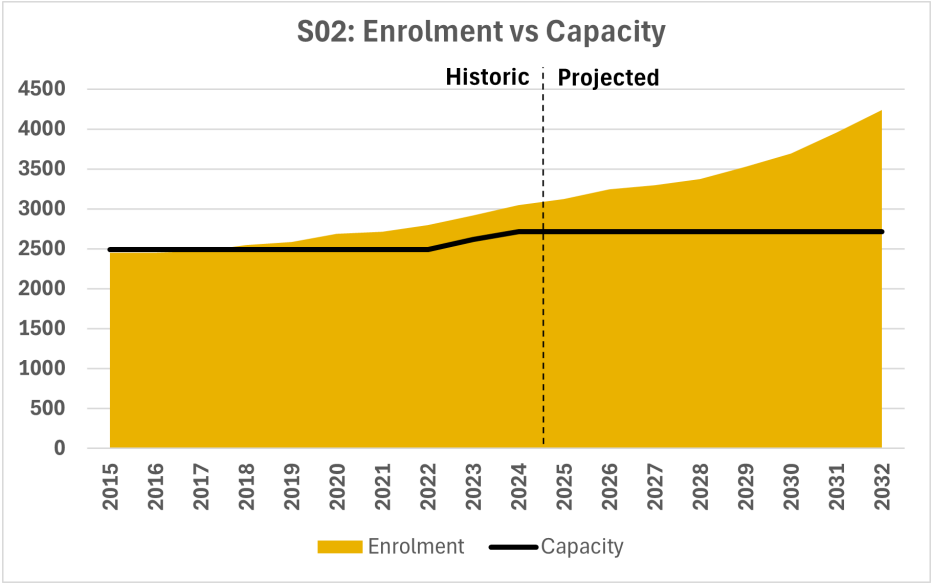
Year Built	2002
Additions	
Site Size (ac.)	24.12
Next to Park	No
Capacity	1,542
Yield	0.260

Kitchener Public Library - Country Hills Branch
City of Kitchener field use



S02 Cambridge Planning Area Overview





School	2025/26	25/26 Utilization	2027/28	27/28 Utilization	2032/33	32/33 Utilization
Monsignor Doyle	1079	99%	1140	104%	1717	157%
St. Benedict	2046	135%	2156	142%	2522	166%

Development Overview

Over 29,000 unbuilt residential units are located in the S02 Cambridge Planning Area, including;

- Over 13,500 units in the Monsignor Doyle boundary, and
- Over 15,500 units in the St. Benedict boundary.

Future Actions

Re-submit Capital Priority request for addition to Monsignor Doyle CSS.

Initiate boundary review involving Monsignor Doyle CSS and St. Benedict CSS.

Identify future site of new high school.

S02 Cambridge

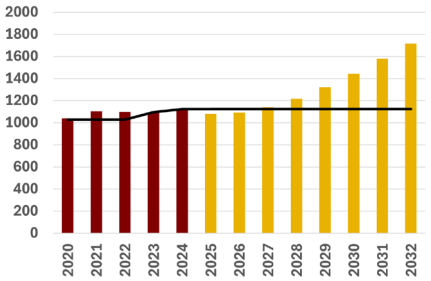
Monsignor Doyle

Facility

Year Built	1991
Additions	1994, 2005
Site Size (ac.)	16.67
Next to Park	Yes
Capacity	1,095
Yield	0.350

Partners

Projection



St. Benedict

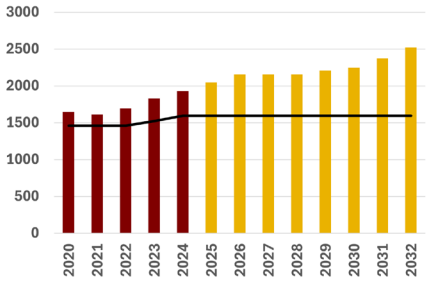
Facility

Year Built	1996
Additions	2003
Site Size (ac.)	20.46
Next to Park	No
Capacity	1,542
Yield	0.429

Partners

Cambridge Public Library – Clemens Mill Branch

Projection



SECTION 4 STRATEGIC PRIORITIES

Strategic Initiatives

Introduction

This section provides an overview of current and planned Capital Priority and other projects. This includes new schools, additions, and boundary reviews. Planned initiatives are identified as immediate, medium, and long term priority projects. However, board and ministerial approval may be required before advancing any project, which may impact timing.

In-Progress (Funded) Initiatives

Opening September 2025

- New Holy Trinity (formerly Rosenberg) CES – 527 pupil place elementary school co-build with a City of Kitchener community centre, Kitchener
- New St. Patrick CES – 527 pupil place elementary school and 88 space child care centre, Kitchener
- St. Brigid CES – 138 pupil place addition, Ayr

Opening September 2026

- East Kitchener 7-12 – 1,400 pupil place Grade 7-12 school
- South East Galt CES – 360 pupil place co-build elementary school with the Waterloo Region District School Board
- St. Aloysius CES – 8 classroom addition, Kitchener
- St. Boniface CES – 12 classroom addition, Breslau
- St. Gregory CES – 6 classroom addition, Cambridge
- St. Mark CES – 8 classroom addition, Kitchener
- St. Paul CES – 11 classroom addition, Kitchener

Post 2026 Opening

- New Baden CES – 294 pupil place elementary school and 88 space child care centre, Baden

Recommended Capital Priorities, Boundary Reviews and Other Initiatives

Immediate Term (2025/26 & 2026/27)

Re-submit Capital Priorities Applications
- New North Cambridge CES
- Monsignor Doyle CSS Addition
- St. Bernadette CES Reconstruction
- St. David CSS Addition

Submit Capital Priorities Application
- New Doon South CES
- Monsignor Haller Addition

Initiate West Galt Boundary Review
Initiate New Baden CES boundary review
Confirm site location for future New North West Cambridge CES

Immediate Term (2025/26 & 2026/27)

Confirm site location for future New Beaver Creek Meadows CES
Confirm interest in Catholic school site(s) in Dundee Secondary Plan
Identify locations of future high schools Review Areas S01 (Kitchener-Waterloo) and S02 (Cambridge)

Medium Term (2027/28 – 2028/29)

Identify Kitchener – Waterloo core area elementary accommodation solution
Initiate boundary review for New North Cambridge CES, subject to funding
Initiate boundary review for New Doon South CES, subject to funding

Long Term (2029/30+)

Submit Capital Priorities Applications

- New Beaver Creek Meadows CES
- New West Rosenberg CES
- New Breslau CES, Woolwich

Initiate boundary review for New West Rosenberg CES, subject to funding
Initiate Waterloo East boundary review, subject to funding
Initiate Kitchener / Waterloo secondary boundary review, subject to funding
Initiate Cambridge secondary boundary review, subject to funding

Planned Future School Site Purchases

Strategic Priority	Timing of Acquisition	Approx. Site Area (ac.)	Comment
New Baden CES	Immediate Term	5.46 ac.	Draft Plan of Subdivision approved
New Doon South CES	Immediate Term	6.05 ac.	Planning approvals under review
New North Cambridge CES	Immediate Term	5.96 ac.	Draft Plan of Subdivision approved
Kitchener-Waterloo Core Area	Immediate Term	TBD	
New West Rosenberg CES	Medium Term	6.30 ac.	Site interest reserved
New Beaver Creek Meadow CES	Long Term	6.00 ac.	Draft Plan of Subdivision pending
New Dundee Secondary Plan CES	Long Term	TBD	Site interests to be confirmed via city secondary plan review

Ongoing Initiatives

- Education Development Charges 5-Year Review (Spring 2026)
- Long Term Accommodation Plan Annual Review (Spring 2026)
- Long Term Accommodation Plan 3-Year Review (Spring 2027)

SECTION 5 APPENDICES

FIGURE 15 - 2025/26 FAMILY OF SCHOOLS

Holy Family	JK-8	Resurrection CSS
Holy Rosary	JK-8	
Our Lady of Lourdes	JK-8	
St. Dominic Savio	JK-8	
St. John	JK-8	
St. Mark	JK-8	
St. Nicholas	JK-8	
St. Paul	JK-8	

Sir Edgar Bauer	JK-8	St. David CSS
St. Agnes	JK-8	
St. Boniface	JK-8	
St. Clement	JK-8	
St. Luke	JK-8	
St. Matthew	JK-8	
St. Teresa (Elmira)	JK-8	
St. Teresa (K)	JK-8	

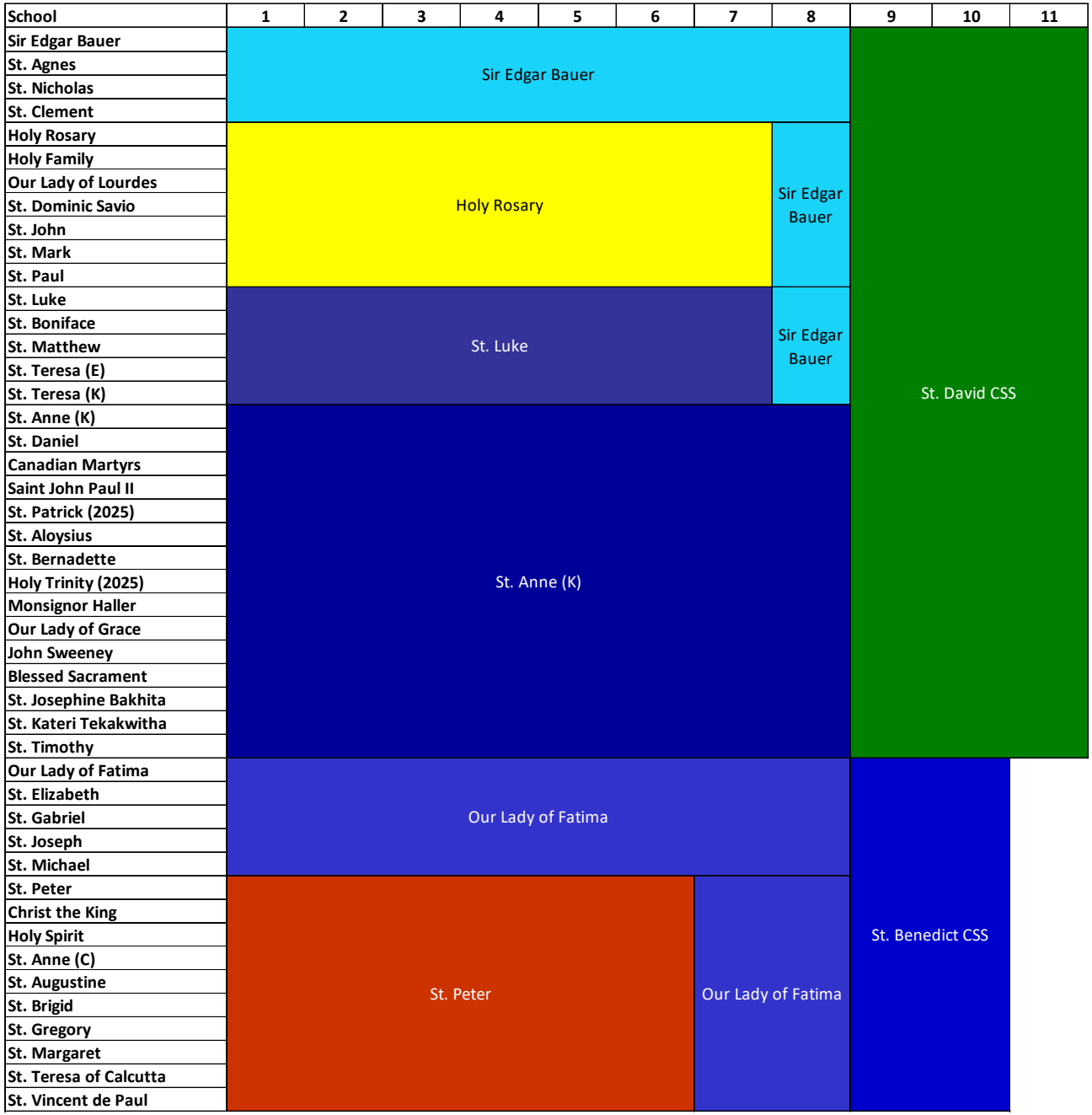
Holy Spirit	JK-8	Monsignor Doyle CSS
St. Anne (C)	JK-8	
St. Augustine	JK-8	
St. Brigid	JK-8	
St. Gregory	JK-8	
St. Vincent de Paul	JK-8	

Blessed Sacrament	JK-8	St. Mary's HS
Canadian Martyrs	JK-8	
Holy Trinity	JK-8	
John Sweeney	JK-8	
Monsignor Haller	JK-8	
Our Lady of Grace	JK-8	
Saint John Paul II	JK-8	
St. Aloysius	JK-8	
St. Anne (K)	JK-8	
St. Bernadette	JK-8	
St. Daniel	JK-8	
St. Josephine Bakhita	JK-8	
St. Kateri Tekakwitha	JK-8	
St. Patrick	JK-7*	
St. Timothy	JK-8	

Christ the King	JK-8	St. Benedict CSS
Our Lady of Fatima	JK-8	
St. Elizabeth	JK-8	
St. Gabriel	JK-8	
St. Joseph	JK-8	
St. Margaret	JK-8	
St. Michael	JK-8	
St. Peter	JK-8	
St. Teresa of Calcutta	JK-8	

*JK-7 2025/26, JK-8 2026/27

FIGURE 16 - FRENCH IMMERSION FEEDER SCHOOLS


School
1
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11
Sir Edgar Bauer
St. Agnes
St. Nicholas
St. Clement
Holy Rosary
Holy Family
Our Lady of Lourdes
St. Dominic Savio
St. John
St. Mark
St. Paul
Holy Rosary
Sir Edgar Bauer
St. Luke
St. Boniface
St. Matthew
St. Teresa (E)
St. Teresa (K)
St. Luke
Sir Edgar Bauer
St. David CSS
St. Anne (K)
St. Daniel
Canadian Martyrs
Saint John Paul II
St. Patrick (2025)
St. Aloysius
St. Bernadette
Holy Trinity (2025)
Monsignor Haller
Our Lady of Grace
John Sweeney
Blessed Sacrament
St. Josephine Bakhita
St. Kateri Tekakwitha
St. Timothy
St. Anne (K)
Our Lady of Fatima
St. Elizabeth
St. Gabriel
St. Joseph
St. Michael
Our Lady of Fatima
St. Peter
Christ the King
Holy Spirit
St. Anne (C)
St. Augustine
St. Brigid
St. Gregory
St. Margaret
St. Teresa of Calcutta
St. Vincent de Paul
St. Peter
Our Lady of Fatima
St. Benedict CSS