



Report to Board

September 28, 2026

Subject: New Breslau-Hopewell Crossing Elementary School Boundary Review – Initial Report

Recommendation

This report is provided for information.

Status

This covering report presents the New Breslau-Hopewell Crossing Elementary School Boundary Review Initial Report, attached as Appendix A. Its receipt formally notifies the Board that staff have initiated the standard boundary review process in accordance with [Administrative Procedure 4991 – Boundary Reviews](#) (AP 4991). No decision or voting action is requested at this stage.

Appendix A defines the review area, identifies the schools included in the review, explains the reasons for the review, summarizes current and projected enrolment and facility utilization, and introduces an initial boundary scenario for public input. The initial scenario is a starting point for engagement and may be refined or replaced following further analysis and consideration of community feedback.

Anticipated Milestones

- September 2026: Confirm the Boundary Review Steering Committee (BRSC), present the Initial Report, launch the boundary review webpage, and begin information sharing.
- October to November 2026: Conduct public and school-community engagement through feedback tools, open house(s) and school-based communication and engagement.
- November 2026: Review input and refine the initial scenario or develop additional scenarios, as required.
- November 16, 2026: Publish the draft preferred scenario and rationale for a final public input period of at least 21 days.
- December 14, 2026: Present the Final Report and BRSC recommendations to the Board of Trustees for decision. Public comments and questions will be received in accordance with AP 4991, and the Board will provide an opportunity for delegation before making a decision.

- January to June 2027: Complete transition planning, subject to Board approval.
- September 2027: Implement any approved boundary changes and begin annual enrolment and utilization monitoring.

Background

This review is required to establish a sustainable attendance boundary for the new elementary school at 95 Loxleigh Lane, Breslau, which is scheduled to open in September 2027. The review also responds to continued residential growth, projected enrolment pressure at Breslau Public School, capacity and utilization imbalances across the review area, and Development Area assignments. The new school is being delivered before full residential build-out, which is common in growth areas and means it is expected to open below 100% utilization. Enrolment is expected to increase over time as development progresses, and community uptake grows.

Review Scope

The schools included in the review are:

- Breslau Public School
- Mackenzie King Public School (holding school for the Hopewell Creek Development Area)
- Stanley Park Public School (holding school for the Hopewell Creek Development Area and the Walden Development Area)
- Crestview Public School (holding school for the Walden Development Area; however, there are no students residing in this Development Area)

Scenario development will focus primarily on Breslau Public School and the Development Areas assigned to other facilities. French immersion program delivery, grade configuration and school closures are outside the scope of this review. Detailed boundary maps, facility information, enrolment projections, and the initial scenario are provided in Appendix A.

AP 4991 Process and Community Engagement

AP 4991 establishes the standard process for boundary reviews where no school closure or consolidation is proposed. It requires the BRSC to prepare an Initial Report and present it to the Board for information. Presentation of Appendix A fulfills the required initiation milestone by defining the review area and included schools, providing the rationale and supporting enrolment and utilization information, and setting out the proposed engagement plan and initial scenario. Development Areas continue to be

administered in accordance with Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas.

The BRSC will meet regularly throughout the review to assess information, consider school and neighbourhood factors, guide scenario development and support community engagement. Families, parents, caregivers, students, staff, school councils and community members will be invited to participate through public information meetings, online feedback opportunities, interactive mapping, and school-based communication. Engagement results will be summarized publicly and will inform the draft and final recommendations.

Any change to an established school attendance boundary requires Board approval. Consistent with AP 4991, a decision that may affect existing students should not be made after February 28th for implementation the following school year.

Financial implications

Expenditures associated with the boundary review process, including communications and community engagement activities, are accounted for within existing budgets. Any material financial implications associated with a recommended boundary change will be identified in the Final Report, as applicable.

Communications

A communications plan has been developed. It includes a dedicated boundary review webpage, a schedule of school communications and social media notices, and public engagement opportunities. The BRSC will meet regularly to guide the process and facilitate engagement. Reports, maps, engagement opportunities, feedback summaries, and process updates will be posted publicly throughout the review. Communications will also explain the new school is scheduled to open in September 2027 to provide students in the Hopewell-Crossing community with a local public school option; that growth area schools may open before full residential build-out; that the proposed boundary is being designed for long-term benefit of the overall system rather than solely to maximize first-year enrolment; and that enrolment and utilization will be monitored annually after opening. Communications will identify how to request accessibility and translation support.

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INITIAL REPORT

NEW BRESLAU-HOPEWELL CROSSING ELEMENTARY SCHOOL BOUNDARY REVIEW

September 28, 2026



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Executive Summary

The Boundary Review Steering Committee prepared this report in accordance with Administrative Procedure 4991 - Boundary Reviews. This report initiates a boundary review for the new Breslau-Hopewell Crossing Elementary School at 95 Loxleigh Lane, Breslau. The boundary review will establish an attendance boundary for the new school and involves Breslau Public School (JK-8), Crestview Public School (JK-6), Mackenzie King Public School (JK-6) and Stanley Park Public School (7-8), as well as the following Development Areas:

- Breslau Thomasfield DA (holding at Mackenzie King and Stanley Park Public Schools)
- Walden Lands DA (Holding at Crestview Public and Stanley Park Public Schools)

Status

- The new school (adding 611 pupil places and 73 child care spaces) is scheduled to open in September 2027, subject to continued construction progress and operational readiness.

Appendix A

- Capital approved in 2021, site acquired in 2019
- While the residential development growth potential is large, there are constraints limiting the pace of housing starts
 - This will have implications for the school's opening size and utilization
- The WRDSB is committed to reducing the use of Development Area **Holding Schools** wherever possible, and opening the new school will give current Development Area holding students the opportunity to return to their community/neighbourhood school.
- Schools in Review Area E15 Kitchener East (Stanley Park) will have surplus space that will need to be contemplated in a future review alongside E16 Kitchener East (Grand River South).

Preliminary Scenario 1 for Community Input

Preliminary Scenario 1 provides a starting point for community engagement. It does not represent a staff recommendation and may be revised or replaced following community input, further analysis, and review by the Boundary Review Steering Committee.

Community Engagement

- A multi-phase engagement process will occur from September to December 2026.
- Includes information sharing, feedback collection, scenario refinement, and final recommendation development.
- Ensures diverse, inclusive participation, with an emphasis on accessibility and transparency.

Timeline Highlights

- **September 2026:** Initial report and community engagement begins.
- **December 2026:** Present final recommendations to the Board.
- **September 2027:** Boundary changes take effect.

Background

Boundary Review Process

The Waterloo Region District School Board (WRDSB) boundary review process follows [Administrative Procedure 4991 - Boundary Reviews](#). AP 4991 applies when the Board considers changes to school attendance boundaries and no school closure or consolidation is proposed.

A **Boundary Review Steering Committee (BRSC)** was established in September 2026. Its membership includes staff representatives from area schools and various internal board departments, consistent with the terms of reference in Schedule B of AP 4991. Input from families, students, staff, school councils and community members will inform the BRSC's analysis and the development of recommendations. The Board of Trustees is responsible for approving any change to an established attendance boundary.

Breslau has significant ongoing and future residential development potential within the Region of Waterloo. The schools in this review are within the [WRDSB Long-Term Accommodation Plan 2020-2030](#) (the **LTAP**) Review Area E20 - Woolwich Township (Breslau) and Review Area E15 - Kitchener East (Stanley Park). The Kitchener East schools are temporary **Holding Schools** for the **Development Areas (DAs)** located in Breslau.

One LTAP recommendation is to conduct a boundary review for the new Breslau-Hopewell Crossing elementary school.

Capital Plan

A business case for a 611-pupil place elementary school and 73-space child care centre at 95 Loxleigh Lane in Breslau was submitted and approved by the Ministry of Education (Ministry) through the 2021 Capital Priorities Program. School construction began in Spring 2026 with a target opening date of September 2027.

Appendix A

The new JK-8 elementary school will have:

- 5 Full Day Kindergarten (FDK) rooms
- 18 Regular classrooms
- 1 Music room
- 1 Science-tech room
- 1 Art room
- 1 Special Education room
- 1 Resource room
- Double Gym
- Library/Learning Commons

The child care will have:

- 10 Infant Spaces
- 15 Toddler Spaces
- 48 Preschool Spaces
- 56 Before and After Care Spaces

The community will have 129 total licensed child care spaces across all age groups.

Breslau Public School is located within the historic built-up area of Breslau village, while the new elementary school on Loxleigh Lane is within the Thomasfield **Development Area** adjacent to Highway 7.

Additionally, St. Boniface Catholic Elementary School, a Waterloo Catholic District School Board school, serves Breslau and opened in 2021.

Boundary Review Scope

The purpose of the boundary review is to establish sustainable long-term attendance boundaries for the schools in the review area. An attendance area must be established before kindergarten registration and staffing processes in early 2027, and families must receive sufficient notice of their 2027 home school assignment.

The review area includes 4 existing schools.

- Breslau Public School (JK-8, FI)
- Mackenzie King Public School (JK-6)
 - *Holding School for Breslau Thomasfield Development Area*
- Stanley Park Public School (7-8, FI)
 - *Holding School for Breslau Thomasfield Development Area*
- Crestview Public School (JK-6, FI)
 - *Holding School for Breslau Walden/Madwest Development Area - no existing students*

Scenario development is focused primarily on Breslau Public School, the new school and the **Development Areas** within Breslau. The East Side Lands **Development Area** (see Figure 1) falls within the Breslau PS boundary, but is currently assigned to Blue Heron PS and William G. Davis PS in Cambridge. No students are within the East Side Lands DA. Alternate holding assignments may be considered.

This review does not consider **Holding Schools** within East Kitchener for boundary changes, except for **Development Area** reassignments. A future review in East Kitchener will be required, in conjunction with the Chicopee Hills and Lackner Woods Public Schools' communities, to address enrolment imbalances in that area.

Appendix A

School closures and changes to the established grade configurations of existing schools are outside the scope of this review. The opening-year grade structure and planned phase-in of Grade 8 at the new school will be considered an implementation matter and clearly defined in the Final Report.

The new school will not open with a **French immersion** (FI) program; however, a FI program may be considered once a school has been in operation for more than five years in accordance with [Administrative Procedure 1000 - French Immersion - Elementary](#).

Proposed boundaries should maximize the number of students within a school boundary who are within walking distance (refer to [Board Policy 4009—Student Transportation](#)). Student Transportation Services of Waterloo Region (STSWR) will establish walking routes and bell times before the new school opens.

Development and Residential Growth

Significant residential growth is expected in the review area, particularly in future planned developments where construction has not yet begun. Through provincial approvals, Breslau's urban growth area has expanded by about 400%. The Township has developed a staging plan which will direct growth in the urban Breslau area out to 2051. Breslau is expected to reach 32,000 people by 2051, an increase of 24,000 people from its 2024 population.¹

Currently, growth is focused on three active developments in the community. These include the Thomasfield Hopewell Creek development south of Highway 7 and near the new school site, the Empire Riverland development in the south end of Breslau, and the Madison Group Wild Indigo development in the east end of Breslau.

¹ Township of Woolwich Report DS14-2025, Proposed Staging Plan for Breslau, August 12, 2025

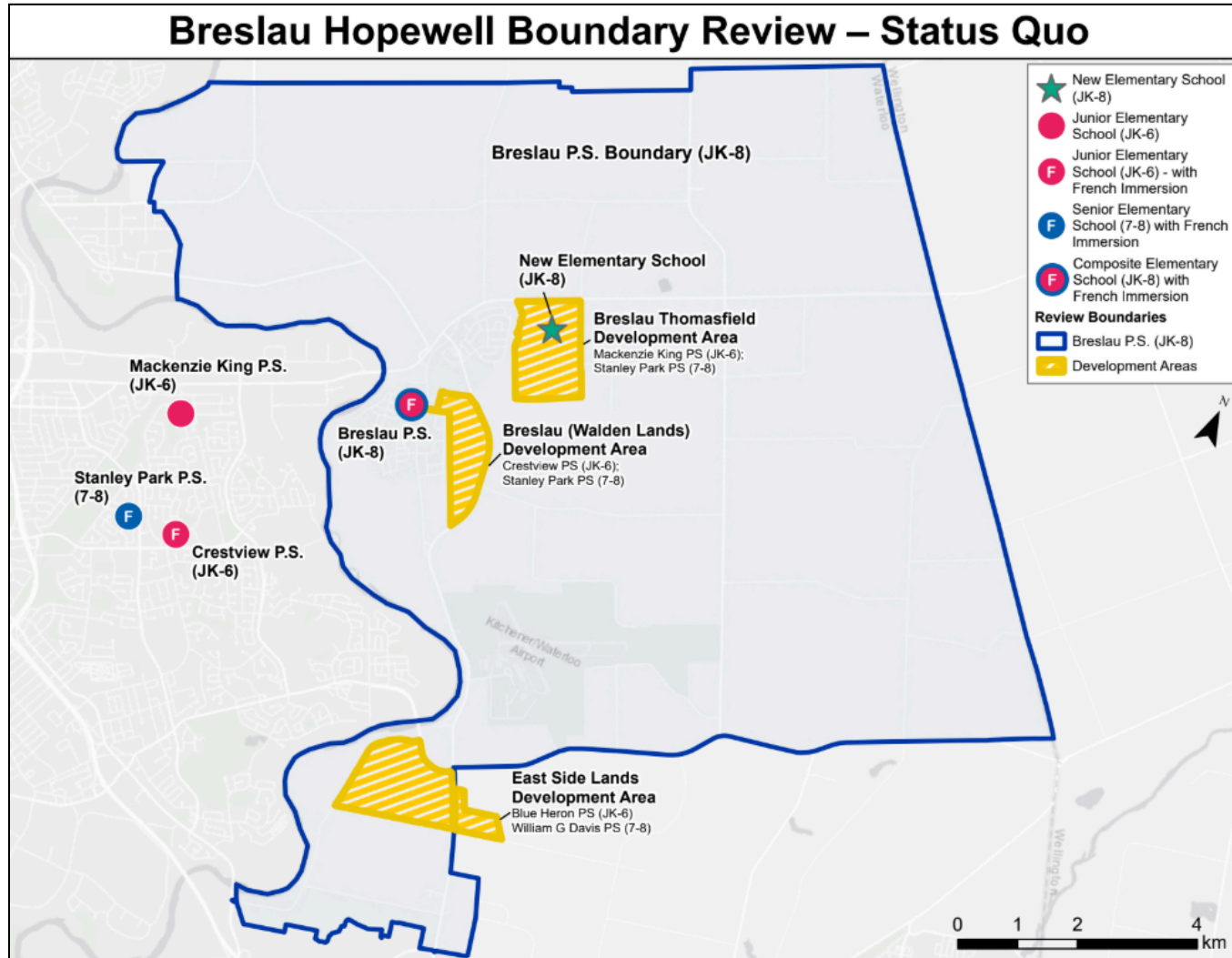
Appendix A

Breslau falls within the Mannheim Service Area, which has faced recent water capacity constraints and introduced uncertainty about the timing of further development. As a result, the enrolment models for this review may not fully capture future growth potential.

Development Areas are intended to be a temporary accommodation measure until a long-term accommodation solution can be implemented, either through new school construction or a boundary review. Refer to Administrative Procedure 4992—[Temporary Student Accommodation for Development Areas](#).

Figure 1 illustrates the existing Review Area. The DAs are hatched and coloured based on their existing **Holding School** assignment.

Figure 1: Review Area Map



(For complete boundary context, [visit the online map](#))

Appendix A

Existing Conditions

Table 1 provides status quo (no change) enrolment projections for the review area schools. This illustrates the current situation, without a new school. Enrolment pressure is forecasted at Breslau Public School and Mackenzie King Public School.

Table 1: Status Quo Enrolment Projections for Review Area Schools

School	OTG	2025	2026	2027	2030	2033	2036	Utilization		
								2027	2033	2036
Breslau Public School	565	505	515	515	505	545	680	91%	96%	120%
Crestview Public School	539	355	385	400	430	450	485	74%	83%	90%
Mackenzie King Public School	363	370	375	425	470	465	465	117%	128%	128%
Stanley Park Public School	464	360	365	395	480	485	455	85%	105%	98%
	1366	1085	1125	1220	1380	1400	1405	89%	102%	103%

Notes:

1. Enrolment projections are estimates and will be updated as new information becomes available.
2. Utilization is calculated using Ministry-rated on-the-ground capacity.
3. Development Area enrolment is assigned to their 2026-2027 Holding Schools under the status quo.

Enrolment projections are planning estimates based on available development, housing, student yield and enrolment data as of September 2026. Actual enrolment may vary depending on development timing, servicing capacity, housing occupancy, program participation and community enrolment choices.

Scenario 1

The **Boundary Review Steering Committee (BRSC)** has developed an initial scenario to establish the boundary for the new Breslau Hopewell school. It may be revised or replaced in response to community input, transportation analysis and further review by the BRSC. Figure 2 below and this [interactive online map show the Scenario 1 boundaries](#).

The purpose of sharing this scenario is to engage the community and solicit feedback. Input received will be used to refine the scenario and/or develop new boundary options. Additional engagement opportunities will be added if significant scenario changes emerge.

Scenario 1 Highlights

- Reassign most rural areas from Breslau Public School to the new elementary school on Loxleigh Lane for JK-8.
- Incorporate the Thomasfield **Development Area** (currently assigned to Mackenzie King PS and Stanley Park PS) into the new school attendance boundary for JK-8.
- Incorporate the Walden Lands **Development Area** (currently assigned to Crestview PS and Stanley Park PS) into the Breslau Public School attendance boundary for JK-8.

Scenario Evaluation Criteria

The following evaluation criteria were considered in developing Scenario 1:

- Balancing utilization between the new and existing schools
- Improving walkability for students
- Reducing reliance on transportation
- Creating contiguous attendance boundaries that provide clear student pathways

- Reducing or eliminating **Development Area** temporary assignments

Potentially Affected Students

Based on 2026-2027 enrolment data, approximately 160 currently enrolled students would receive a new regular track home school assignment under Scenario 1:

- 115 students would be reassigned from Breslau Public School to the new Breslau-Hopewell Crossing school;
- 45 students residing in the Thomasfield Development Areas would transition from temporary Holding School assignments to the new Breslau-Hopewell Crossing school's attendance boundary; and
- 0 students residing in the Walden Lands Development Area would transition from temporary Holding School assignments to the new Breslau Public School attendance boundary (no occupied homes in this area as of September 2026).

These estimates are preliminary and may change as enrolment information is updated.

Legacy and Transition Provisions

The following preliminary transition considerations will be evaluated throughout the review and have been incorporated into the Scenario 1 projections:

- The new elementary school on Loxleigh Lane opens as a JK-7, with Grade 8 added the following year
- The new elementary school offers regular track (core French) programming
- Breslau Public School offers both regular track and **French immersion** programming
- Allowing students entering Grade 8 in the implementation year to remain at their current school;
- Permitting students currently enrolled in French immersion (FI) to remain at their existing FI school, subject to applicable procedures; and

Appendix A

- Confirming transportation eligibility for students who exercise any approved legacy provision.
- The new elementary school will open underutilized, and enrolment is expected to grow over time as development progresses and community uptake increases (see Table 2).

The Final Report will identify any recommended transition provisions, subject to Board approval where required.

This initial concept aims to identify a long-term boundary for the new school that will allow for future growth (Figure 2). As noted above, the enrolment projections may not capture the full picture of future growth, as water capacity allocations are still under review.

The new facility offers families within the Hopewell Crossing community the opportunity to attend a school within walking distance of their homes. It also assigns the new development in East Breslau to Breslau Public School, the closest school in the area.

The transportation impacts would be net neutral. Breslau Public School may require only 1 bus, and the new school may require 3 or more. One bus run to Mackenzie King Public School would be eliminated.

Post-Opening Monitoring

Staff will monitor enrolment, residential development, student participation, facility utilization and accommodation pressures annually following the school's opening. Staff will bring forward future accommodation recommendations if actual conditions differ materially from the projections used in this review.

Table 2: Scenario 1 Projection

School	OTG	2025	2026	2027	2030	2033	2036	Utilization		
								2027	2033	2036
Breslau Public School	565	510	515	435	550	675	730	77%	119%	129%

Appendix A

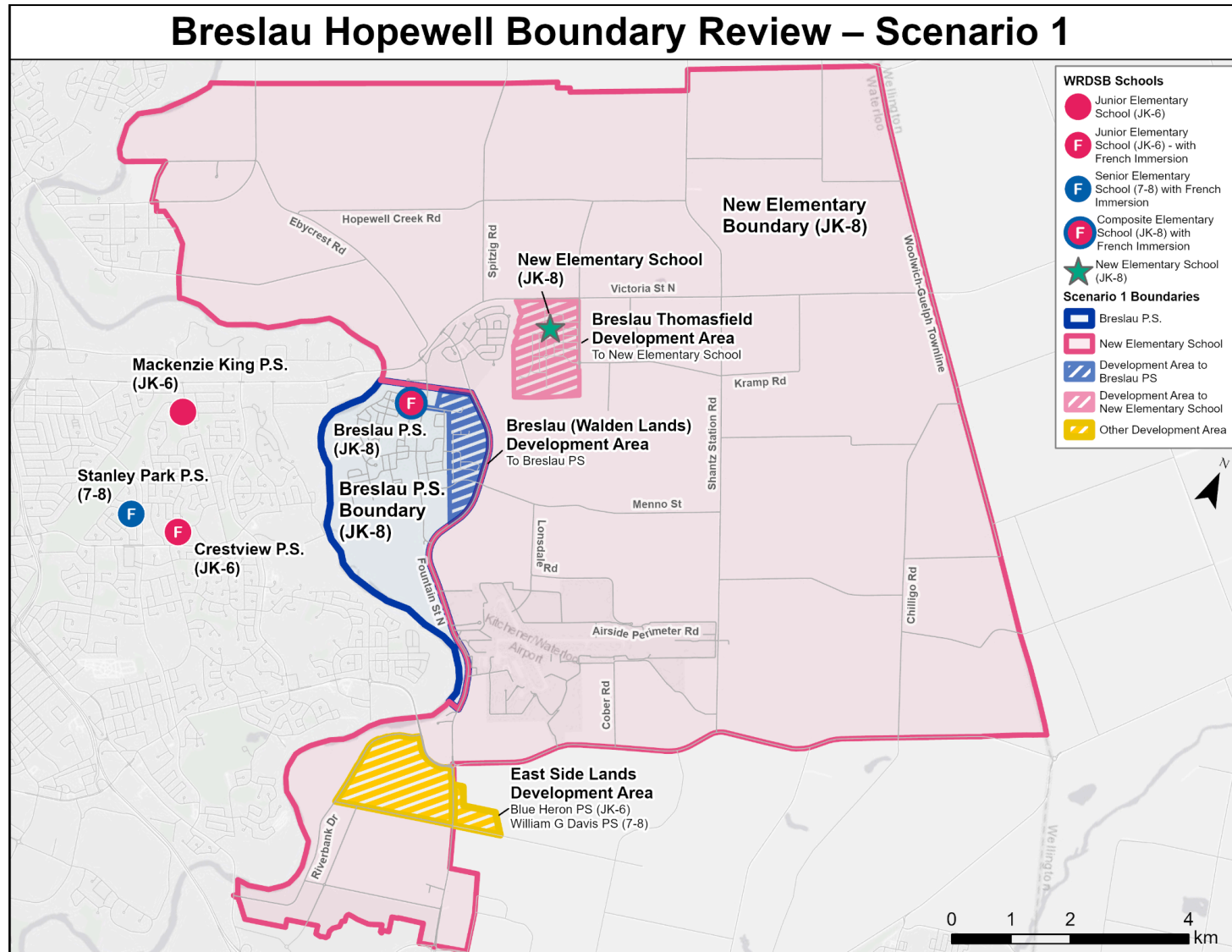
New Breslau Hopewell Elementary School	611	0	0	245	290	310	450	40%	51%	74%
	1176	510	515	680	840	985	1180	58%	84%	100%

School	OTG	2025	2026	2027	2030	2033	2036	2027	2033	2036
Crestview Public School	539	355	385	385	375	355	355	71%	66%	66%
Mackenzie King Public School	363	370	375	365	360	345	345	101%	95%	95%
Stanley Park Public School	464	360	365	385	450	440	405	83%	95%	87%
	1366	1085	1125	1135	1185	1140	1105	83%	83%	81%

Notes:

1. Enrolment projections are estimates based on September 2026 enrolment and may be updated as new information becomes available.
2. Utilization is calculated using Ministry-rated on-the-ground capacity (OTG).
3. For projection purposes, French Immersion students are assumed to remain at their current FI school.
4. Totals may differ slightly between the status quo and scenario projections because of rounding and how projected students are assigned across school boundaries.

Figure 2: Scenario 1 Map



Community Engagement

The WRDSB is committed to meaningfully engaging school communities throughout the boundary review process for the new Breslau-Hopewell Crossing Elementary School. Community input is important to the BRSC’s understanding of local conditions, potential impacts and opportunities to improve boundary options. Feedback will inform the BRSC’s analysis and recommendations but will not be treated as a vote on a preferred scenario. The Board of Trustees decides whether to approve a boundary change.

The goal is to create multiple opportunities for families and community members to understand the boundary review process, share input, and see how their feedback shapes decisions.

Engagement Timeline and Activities

Engagement activities are planned throughout the 2026-2027 school year (Figure 3 and Table 3).

Figure 3: Boundary Review Timeline



Appendix A

Table 3: Boundary Review Engagement Activities

Phase	Activity	Timing	Purpose
Phase 1	Initial Information Sharing	September 2026	Share Initial Report and Scenario 1; introduce process and context
Phase 2	Community Feedback	September to October 2026	Collect feedback through online form, in-person open house, and school-based engagements
Phase 3	Scenario Refinement	October to November 2026	Review community input and consider revisions or new scenarios
Phase 4	Draft Final Recommendation	Late November 2026	Share the preferred boundary scenario and rationale
Phase 5	Final Input Window	Minimum 21 days before December Board	Collect final comments on draft recommendation
Phase 6	Final Report to Board	December 2026	Present final recommendation, including summary of engagement and community input
Phase 7	Transition Planning	January–June 2027	Plan for the transition of affected students and update attendance boundaries
Phase 8	Implementation	September 2027	Implement approved boundary changes

Engagement Methods

To ensure broad and inclusive participation, the following engagement methods will be used:

Appendix A

- Online feedback form for all families and community members
- In-person open houses
- Interactive mapping tools to help the community visualize the proposed changes
- School-based engagement through school councils (as requested) and direct communication (e.g., website, SchoolDay)
- Plain-language materials designed to support translation, together with translated information or interpretation supports where identified and feasible.
- Information on how participants can request accessibility, interpretation or accommodation supports for public engagement activities.

Communications

The WRDSB Communications Department, working with the BRSC, has developed a comprehensive communications plan to ensure consistent and accessible updates. This includes:

- A dedicated boundary review webpage, with review updates, reports, maps and engagement opportunities
- A schedule of school community communications (via School-Day and web posts)
- Social media posts through appropriate Board and school channels
- Coordination with community partners, including child care providers.

The communications plan will be updated to align with the community's needs and the review.

Glossary of Terms

Boundary Review Steering Committee (BRSC)

A staff committee established under AP 4991 to review planning information, assess boundary options, consider community input, and prepare recommendations for consideration by the Board of Trustees.

Development Area (DA)

A geographically defined area that is temporarily excluded from an established school attendance boundary, typically created in new residential developments when a local school cannot yet accommodate students. Students in a DA attend a "**Holding School**" until a long-term solution (e.g., new school or boundary change) is implemented.

French Immersion (FI)

An optional program in which students learn in French for a prescribed portion of the school day in accordance with WRDSB program requirements. Not offered at the new school at opening but may be considered in future.

Holding School

A school where students are temporarily assigned while they wait for a new school to open or for a long-term attendance boundary to be established.

On-the-Ground Capacity (OTG)

The Ministry-approved number of students a school building is designed to accommodate in permanent classrooms (excluding portables or temporary structures).

Appendix A

Portables

Standalone, relocatable classroom buildings used to temporarily increase a school's capacity when enrolment exceeds available space.

Scenario

A proposed option or model for new school boundaries developed as part of the boundary review process.

Utilization Rate

The percentage of a school's permanent capacity that is being used. A rate over 100% indicates that the school is over capacity.

Walking Distance

The area around a school where students are considered close enough to walk, as defined by school board policy and assessed by Student Transportation Services.