

DECEMBER 9, 2024

WATERLOO REGION DISTRICT SCHOOL BOARD
NOTICE AND AGENDA

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 51 Ardelt Avenue, Kitchener, Ontario, on **Monday, December 9, 2024, at 7:00 p.m.**

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Celebrating Board Activities/Announcements

Declarations of Pecuniary Interest

Delegations

Matthew O'Neil - Gifted Learners

Staff Follow Up

Policy and Governance

- 01 Board Policy 4008 - Segregation of Duties
- 10 Board Policy 1005 - Safe Arrival

Policy Working Group / N. Landry
Policy Working Group / S. Miller

Reports

- 13 New South Kitchener Elementary School Boundary Review
- 62 Development Areas Annual Report 2024-2025
- 77 Human Rights Branch Annual Report

L. Agar
L. Agar
D. Ahluwalia

Board Reports

- 78 Motion: Gifted Learners

Trustee C. Watson

Question Period (*10 minutes*)

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

Adjournment

Questions relating to this agenda should be directed to
Stephanie Reidel, Manager of Corporate Services
519-570-0003, ext. 4336, or Stephanie_Reidel@wrdsb.ca



Report to Committee of the Whole

December 9, 2024

Subject: Board Policy 4008 - Segregation of Duties and Signing Authority

Recommendation

That the Waterloo Region District School Board approve Board Policy 4008 - Segregation of Duties and Signing Authority as presented at the December 9, 2024, Committee of the Whole meeting.

Status

The Policy Working Group has ensured that the following steps have occurred:

- Reviewed by Leadership Council
- Reviewed for legislative updates, consistent language and AODA considerations

Changes to the policy include recommendations from staff, added definitions and updates to staff titles and roles.

Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group.

The Policy Working Group Terms of Reference include the following mandate:

2.2 Powers and responsibilities

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

Financial implications

There are no known financial implications resulting from the policy revisions presented in this report.

Communications

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for the Policy Working Group in consultation with Leadership Council



Board Policy 4008 SEGREGATION OF DUTIES AND SIGNING AUTHORITY

| | |
|---------------------|---|
| Legal References: | <i>Broader Public Sector Accountability Act (2010)</i> |
| Related References: | <i>Broader Public Sector (BPS) Procurement Directive, Ministry of Finance</i> <i>Board Policy 4005 - Procurement</i> <i>Board Policy 4018 - Fraud Management</i> <i>Board Policy 3003 - Trustee Professional Development Expenses</i> <i>Board Policy 5009 – Travel, Meals and Hospitality Expenditures – Staff</i> <i>Administrative Procedure 4315 - Fraud Management</i> <i>Administrative Procedure 4360 - Principles of Business Conduct For Board Employees</i> <i>Administrative Procedure 4380 - Travel, Meals and Hospitality Expenditures</i> <i>Administrative Procedure 4400 - One-Over-One Approvals</i> <i>Administrative Procedure 4570 - Procurement</i> |
| Effective Date: | November 29, 2010 |
| Revisions: | February 12, 2018, February 8, 2021, December 9, 2024 |
| Reviewed: | |

1. **Purpose** ~~Preamble~~

- 1.1. Segregation of duties and the delegation of authority are essential controls within the procure-to-pay process. Together, they ensure process integrity by reducing exposure to inappropriate, unauthorized or unlawful expenditures.

2. **Definitions**

- 2.1. "Contract" – Includes any written or oral agreement, contract, subcontract, letter of intent, memorandum of understanding, memorandum of agreement, lease, deed, offer, grant, license, purchase order, invoice, certificate, instrument, assignment, or any other document which creates a responsibility, right or benefit of which may be binding on the WRDSB; this may include both monetary and non-monetary value.
- 2.2. "Dollar Threshold" – represents the maximum monetary value of the contract for approval and/or signing authority. All thresholds are in Canadian pre-tax dollars and are based on the cumulative value of the contract over its full term (including specified options, renewals or extensions).
- 2.3. "Signing Authority" – Identifies the individual(s) within WRDSB with authority to review, recommend and sign a contract that commits WRDSB to a legal relationship and contractual obligations or benefits. Individuals with signing authority are set out in Section 3.0 of this policy. Individuals with designated signing authority have authority to sign any approved contract up to the maximum approved dollar threshold as set out in this policy.

3. **Application** ~~Segregation of Duties~~

- 3.1. Segregation of duties prevents any one person from controlling the entire procure-to-pay process by segregating approvals for the key stages of the process.

- 3.2. The Waterloo Region District School Board (WRDSB) will segregate a minimum of three (3) of the following five (5) functions:

| Function | Responsibility | Accountable Party |
|----------------------|--|---|
| Requisitioning | Authorize procurement services to place an order | Requisitioner |
| Requisition Approval | Authorize that funding is available to cover the cost of the requested order, and that the requested items/services are required | Budget Holder |
| Purchase Order | Authorize release of the order to the vendor under agreed terms | Procurement Services |
| Receiving | Authorize that the order was physically received, correct and complete | Individual Receiving The Goods/Services |
| Payment | Authorize release of payment to the vendor | Accounts Payable |

3.3. Approval Authority Schedule (AAS)

The following tables identify the approvals required for various levels of operating and capital Procurement activities. These authority levels shall be adhered to by all WRDSB personnel.

All amounts noted are exclusive of tax.

3.4. Contract Signing Authority

All contracts, letters of intent or agreements shall be reviewed and signed by authorized signatories of the WRDSB only. These roles include the Director of Education, the Superintendent, Business Services & Treasurer of the Board, or the Manager of Procurement Services.

In circumstances where a contract is required for a **one-time event**, such as reserving a banquet hall for graduation, or booking a guest speaker, an exception exists whereby a Superintendent, Principal or Manager may sign the contract; to a maximum of \$10,000. No other staff may commit to any contractual agreement.

3.5. Requisition Approval Authority Schedule

| Total Purchase Amount | Delegated Authority level |
|--|---|
| Less than or equal to \$50,000 | Principal/Manager |
| Less than or equal to \$100,000 | Associate Directors, Coordinating Superintendent HRS, Superintendents, Controllers, Executive Managers, Senior Managers |
| Greater than \$100,000 | Coordinating Superintendent of Business Services and Treasurer of the Board, or Director of Education |
| EXCEPTIONS: | |
| Less than or equal to \$1,000,000 Computer Hardware & Software | Superintendent, Student Achievement & Well-Being (with IT portfolio) Executive Manager of IT & Digital Transformation (CIO) |
| Less than or equal to \$1,000,000 Facilities Maintenance & Construction Projects | Superintendent of Facility Services, or Manager of Capital Projects |

| | |
|---|-------------------------------|
| Greater than \$1,000,000 Facilities Maintenance & Construction Projects | Controller, Facility Services |
|---|-------------------------------|

Note: The exceptions identified in 3.5 exist to ensure consistency with established WRDSB technology and building standards, as well as compliance with all existing contracts. The exceptions listed relate to requisition approval only.

3.6. **Purchase Order Approval** ~~Commitment Approval Authority Schedule~~

| Total Purchase Amount | Delegated Authority level |
|--|--|
| Less than or equal to \$3,000 | Principal/Manager (May include purchases, Request for Cheque or Procurement Cards) |
| Greater than \$3,000 and less than or equal to \$50,000 | Buyer, Project Coordinator |
| Greater than \$50,000 and less than or equal to \$100,000 \$250,000 | Procurement & Distribution Supervisor |
| Greater than \$250,000 and less than or equal to \$1,000,000 | Manager of Procurement & Distribution Services |
| Greater than \$1,000,000 | Two approvals required: Manager of Procurement Services and/or Controller, Financial Services and/or Coordinating Superintendent of Business Services and Treasurer of the Board |

3.7. **Receipt Approval Authority Schedule**

| Total Purchase Amount | Delegated Authority level |
|--|---|
| Less than \$10,000 | The WRDSB utilizes "positive receiving" for smaller value purchase orders. The Requisitioner/Budget Holder is accountable for ensuring all items ordered and charged to their budget have been received in good order. Any exceptions shall be immediately reported to finance-ap@wrdsb.ca . |
| Greater than or equal to \$10,000 | Principal/Manager |
| EXCEPTIONS: | |
| Less than or equal to \$100,000 for Construction Projects | Facility Services Project Coordinators |
| Greater than \$100,000 and less than or equal to \$1,000,000 for Facilities Maintenance & Construction Projects | Manager of Capital Projects |
| Greater than \$1,000,000 for Facilities Maintenance & Construction Projects | Superintendent of Facility Services |

3.8. **Payment Approval Authority Schedule**

| Total Purchase Amount | Delegated Authority level |
|--|--|
| PAYMENTS WITH MATCHING PURCHASE ORDER | |
| Greater than \$100,000 | Controller, Financial Services |
| PAYMENTS WITH NO PURCHASE ORDER Invoice Must Include Requisition Level Approval Signature | |
| Less than or equal to \$3,000 | Accounts Payable Clerk |
| Greater than \$3,000 and less than or equal to \$10,000 | Accounting Officer |
| Greater than \$10,000 and less than or equal to \$50,000 | Manager of Accounting Services |
| Greater than \$50,000 | Controller, Financial Services |
| EXPENSE REIMBURSEMENTS | |
| Less than or equal to \$1,000 | Associate Directors, Coordinating Superintendent HRS, Superintendents, Controller, Principal, Vice-Principal, Manager, and Supervisor |
| Greater than \$1,000 and less than or equal to \$3,000 | Coordinating Superintendent of Business Services and Treasurer of the Board |
| Greater than \$3,000 | Director of Education |

Note: All Capital Payments require additional approval by the Budget Officer responsible prior to payment.

4. Monthly Report to Chairperson of the Board

On a monthly basis, the ~~Coordinating Superintendent of Business Services and~~ Treasurer of the Board will prepare and submit a report to the Chairperson of the Board listing all disbursements over \$50,000.



SEGREGATION OF DUTIES AND SIGNING AUTHORITY

| | |
|---------------------|--|
| Legal References: | <i>Broader Public Sector Accountability Act (2010)</i> |
| Related References: | <i>Broader Public Sector (BPS) Procurement Directive, Ministry of Finance</i> <i>Board Policy 4005 - Procurement</i> <i>Board Policy 4018 - Fraud Management</i> <i>Administrative Procedure 4360 - Principles of Business Conduct For Board Employees</i> <i>Administrative Procedure 4315 - Fraud Management</i> <i>Administrative Procedure 4380 - Travel, Meals and Hospitality Expenditures</i> <i>Administrative Procedure 4400 - One-Over-One Approvals</i> <i>Administrative Procedure 4570 - Procurement</i> |
| Effective Date: | <i>November 29, 2010</i> |
| Revisions: | <i>February 12, 2018, February 8, 2021</i> |
| Reviewed: | |

1.0 Preamble

- 1.1 Segregation of duties and the delegation of authority are essential controls within the procure-to-pay process. Together, they ensure process integrity by reducing exposure to inappropriate, unauthorized or unlawful expenditures.

2.0 Segregation of Duties

- 2.1 Segregation of duties prevents any one person from controlling the entire procure-to-pay process by segregating approvals for the key stages of the process.
- 2.2 The Waterloo Region District School Board (WRDSB) will segregate a minimum of three (3) of the following five (5) functions:

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| Requisitioning | Authorize procurement services to place an order | Requisitioner |
| Requisition Approval | Authorize that funding is available to cover the cost of the requested order, and that the requested items/services are required | Budget Holder |
| Purchase Order | Authorize release of the order to the vendor under agreed terms | Procurement Services |
| Receiving | Authorize that the order was physically received, correct and complete | Individual Receiving The Goods/Services |
| Payment | Authorize release of payment to the vendor | Accounts Payable |

3.0 Approval Authority Schedule (AAS)

The following tables identify the approvals required for various levels of operating and capital Procurement activities. These authority levels shall be adhered to by all WRDSB personnel.

All amounts noted are exclusive of tax.

3.1 Contract Signing Authority

All contracts, letters of intent or agreements shall be reviewed and signed by authorized signatories of the WRDSB only. These roles include the Director of Education, the Coordinating Superintendent, Business Services & Treasurer of the Board, or the Manager of Procurement Services.

In circumstances where a contract is required for a **one-time event**, such as reserving a banquet hall for graduation, or booking a guest speaker, an exception exists whereby the Superintendent, Principal or Manager may sign the contract; to a maximum of \$10,000. No other staff may commit to any contractual agreement.

3.2 Requisition Approval Authority Schedule

| Total Purchase Amount | Delegated Authority level |
|---|--|
| Less than or equal to \$50,000 | Principal/Manager |
| Less than or equal to \$100,000 | Associate Director, Coordinating Superintendent HRS, Superintendents, Controllers, Senior Managers |
| Greater than \$100,000 | Coordinating Superintendent, Business Services & Treasurer of the Board, or Director of Education |
| EXCEPTIONS: | |
| Less than or equal to \$1,000,000 Computer Hardware & Software | Superintendent, Student Achievement & Well- Being (with IT portfolio) |
| Less than or equal to \$1,000,000 Facilities Maintenance & Construction Projects | Manager of Capital Projects |
| Greater than \$1,000,000 Facilities Maintenance & Construction Projects | Controller, Facility Services |

Note: The exceptions identified in 3.2 exist to ensure consistency with established WRDSB technology and building standards, as well as compliance with all existing contracts. The exceptions listed relate to requisition approval only.

3.3 Commitment Approval Authority Schedule

| Total Purchase Amount | Delegated Authority level |
|--|---|
| Less than or equal to \$3,000 | Principal/Manager (May include purchases, Request for Cheque or Procurement Cards) |
| Greater than \$3,000 and less than or equal to \$50,000 | Procurement Specialist, Junior Buyer, Project Coordinator |
| Greater than \$50,000 and less than or equal to \$100,000 | Senior Procurement Specialist |
| Greater than \$100,000 and less than or equal to \$1,000,000 | Manager of Procurement Services |
| Greater than \$1,000,000 | Two approvals required: Manager of Procurement Services and/or Controller, Financial Services and/or Coordinating Superintendent, Business Services & Treasurer of the Board |

3.4 Receipt Approval Authority Schedule

| Total Purchase Amount | Delegated Authority level |
|---|---|
| Less than \$10,000 | The WRDSB utilizes "positive receiving" for smaller value purchase orders. The Requisitioner/Budget Holder is accountable for ensuring all items ordered and charged to their budget have been received in good order. Any exceptions shall be immediately reported to finance-ap@wrdsb.ca . |
| Greater than or equal to \$10,000 | Principal/Manager |
| EXCEPTIONS: | |
| Less than or equal to \$100,000 for Construction Projects | Facility Services Project Coordinators |
| Greater than \$100,000 and less than or equal to \$1,000,000 Facilities Maintenance & Construction Projects | Manager of Capital Projects |
| Greater than \$1,000,000 Facilities Maintenance & Construction Projects | Controller, Facility Services |

3.5 Payment Approval Authority Schedule

| Total Purchase Amount | Delegated Authority level |
|--|--|
| PAYMENTS WITH MATCHING PURCHASE ORDER | |
| Less than or equal to \$10,000 | Accounts Payable Clerk |
| Greater than \$10,000 and less than or equal to \$50,000 | Accounting Officer |
| Greater than \$50,000 and less than or equal to \$100,000 | Manager of Accounting Services |
| Greater than \$100,000 | Controller, Financial Services |
| PAYMENTS WITH NO PURCHASE ORDER | |
| Invoice Must Include Requisition Level Approval Signature | |
| Less than or equal to \$3,000 | Accounts Payable Clerk |
| Greater than \$3,000 and less than or equal to \$10,000 | Accounting Officer |
| Greater than \$10,000 and less than or equal to \$50,000 | Manager of Accounting Services |
| Greater than \$50,000 | Controller, Financial Services |
| EXPENSE REIMBURSEMENTS | |
| Less than or equal to \$1,000 | Associate Director, Coordinating Superintendent HRS, Superintendents, Controller, Principal, Vice-Principal, Manager, and Supervisor |
| Greater than \$1,000 and less than or equal to \$3,000 | Coordinating Superintendent, Business Services & Treasurer of the Board |
| Greater than \$3,000 | Director of Education |

Note: All Capital Payments require additional approval by the Budget Officer responsible prior to payment.

4.0 Monthly Report to Chairperson of the Board

On a monthly basis, the Coordinating Superintendent, Business Services & Treasurer of the Board will prepare and submit a report to the Chairperson of the Board listing all disbursements over \$50,000.



Report to Committee of the Whole

December 9, 2024

Subject: Board Policy 1005 - Safe Arrival

Recommendation

That the Waterloo Region District School Board approve Board Policy 1005 - Safe Arrival as presented at the December 9, 2024, Committee of the Whole meeting.

Status

The Policy Working Group has ensured that the following steps have occurred:

- Reviewed using the Human Rights and Equity Review Guide
- Reviewed by Leadership Council
- Reviewed for legislative updates, consistent language and AODA considerations

This policy is highly legislated and only changes to language occurred.

Background

On March 22, 2021 the Board of Trustees approved striking a Policy Working Group.

The Policy Working Group Terms of Reference include the following mandate:

2.2 Powers and responsibilities

The committee shall review and examine policies for formatting and to review content and to develop draft policies where required and to ensure that consultation has taken place. This committee has no decision-making powers. All policies will be presented to the Board of Trustees for approval.

Financial implications

There are no known financial implications resulting from the policy revisions presented in this report.

Communications

Approved policies will be updated on the internal and external websites after ratification at the end of the month.

Prepared by: Stephanie Reidel, Manager of Corporate Services
for the Policy Working Group in consultation with Leadership Council



Board Policy 1005

SAFE ARRIVAL

| | |
|---------------------|---|
| Legal References: | <u>Education Act</u> <u>Ministry of Education Policy/Program Memorandum No. 123</u> |
| Related References: | <u>Ministry of Education Policy/Program Memorandum No. 123</u> <u>Administrative Procedure 1520 Safe Arrival Program</u> |
| Effective Date: | May 31, 1999 |
| Revisions: | May 30, 2005, December 9, 2024 |
| Reviewed: | March 19, 2018, March 9, 2020 |

1. Purpose

~~It is the policy of the Waterloo Region District School Board (WRDSB), as directed by Policy/Program Memorandum No. 123 from the Ministry of Education,~~ **is committed** to implement a safe arrival program, which requires that:

- 1.1 all elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any **student's** ~~pupil's~~ unexplained failure to arrive at school through reasonable efforts to make timely contact with ~~parents, guardians, or~~ **families/caregivers**;
- 1.2 safe arrival programs are developed and implemented by schools with advice from school councils, band councils, **families/caregivers** ~~parents~~, volunteers, and other community members;
- 1.3 the design of specific procedures reflects local needs and the particular circumstances of the school and the community;
- 1.4 schools, **families/caregivers** ~~parents~~, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe arrival programs;
- 1.5 safe arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.



Waterloo Region
District School Board

Board Policy 1005

SAFE ARRIVAL

Legal References: *Education Act*

Related References: *Ministry of Education Policy/Program Memorandum No. 123*
AP 1520 Safe Arrival Program

Effective Date: *May 31, 1999*

Revisions: *May 30, 2005*

Reviewed: *March 19, 2018, March 9, 2020*

1. It is the policy of the Waterloo Region District School Board (WRDSB), as directed by Policy/Program Memorandum No. 123 from the Ministry of Education to implement a safe arrival program, which requires that:
 - 1.1 all elementary schools have procedures in place that are conducted in conjunction with daily school attendance-taking procedures and that aim to account for any pupil's unexplained failure to arrive at school through reasonable efforts to make timely contact with parents, guardians, or caregivers;
 - 1.2 safe arrival programs are developed and implemented by schools with advice from school councils, band councils, parents, volunteers, and other community members;
 - 1.3 the design of specific procedures reflects local needs and the particular circumstances of the school and the community;
 - 1.4 schools, parents, school councils, band councils, and communities work cooperatively for the successful development and implementation of safe arrival programs;
 - 1.5 safe arrival programs are designed to be flexible, with a view to achieving overall effectiveness, efficiency, and economy.



Report to Committee of the Whole

December 9, 2024

Subject: New South Kitchener Elementary School Boundary Review – Final Report

Recommendation

That the Waterloo Region District School Board approve the elementary school boundaries and recommendations consistent with Scenario 3 described within Appendix A (Final Report – New South Kitchener Elementary School Boundary Review).

Status

The Boundary Review Committee for the New South Kitchener Elementary School has completed the boundary review process and recommends implementing the boundaries and recommendations consistent with Scenario 3 (see Appendix A; pages 13-26).

Scenario 3 recommends boundary changes to Brigadoon, Doon, and Groh Public Schools. It also recommends dissolving the Doon South II, III, VI and VII Development Areas (currently assigned to Pioneer Park Public School) and forming an attendance boundary for the new South Kitchener elementary school under construction at 670 Thomas Slee Drive, Kitchener.

This is the final report of the New South Kitchener Elementary School Boundary Review.

Background

At the April 15, 2024, Committee of the Whole meeting, trustees approved initiating a boundary review to establish an attendance area for the new elementary school currently under construction at 670 Thomas Slee Drive, Kitchener. The review includes Brigadoon, Doon, Groh, J.W. Gerth, and Pioneer Park Public Schools. The new school is scheduled to open in September 2025.

The Waterloo Region District School Board (WRDSB) boundary review process is guided by [Administrative Procedure 4991 - Boundary Reviews](#). Boundary Reviews are conducted through a committee known as the Boundary Review Committee (BRC), which invites family/caregiver representation from each affected school. A Staff Steering Committee oversees the BRC and any modifications to school attendance areas require Board approval. As outlined in the procedure, decisions regarding changes to school boundaries where existing students may be impacted should not be made after February 28th for implementation the following year.

Financial implications

Any costs arising from the proposed changes (transportation/ portables) will be managed within existing operating budgets.

Communications

Once approved, boundary changes will be communicated to families of the affected students via letters distributed through the students' current school. The letters will share how the proposed changes will affect their student(s) and outline approved legacy provisions.

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

Prepared by: Lauren Agar, Senior Manager of Planning
Emily Bumbaco, Senior Planner
Sarah West, Senior Planner
Nick Landry, Superintendent, Business Services & Treasurer of the Board
in consultation with Leadership Council

FINAL REPORT

NEW SOUTH KITCHENER ELEMENTARY SCHOOL BOUNDARY REVIEW

DECEMBER 9, 2024



Executive Summary

This report summarizes the activity of the New South Kitchener Elementary School Boundary Review Committee and the process of identifying recommended boundary changes for the elementary schools in the review area.

Those schools are:

- Brigadoon Public School (Junior Kindergarten to Grade 6)
- Doon Public School (Grade 7 to Grade 8)
- Groh Public School (Junior Kindergarten to Grade 8)
- J.W. Gerth Public School (Junior Kindergarten to Grade 6)
- Pioneer Park Public School (Junior Kindergarten to Grade 6)

Over seven months, including four Boundary Review Committee (BRC) meetings and two public information sessions, the BRC has identified a preferred scenario and associated recommendations to be implemented in September 2025. The final decision on these recommendations will be made by the Board of Trustees. The preferred scenario recommends implementing the following phased boundary changes in September 2025:

- Assign Areas A and B to the New South Kitchener Elementary School from Brigadoon, Doon, and Groh Public Schools.
- Assign Area C to Brigadoon Public School and Doon Public School from Groh Public School.
- Dissolve the Doon South II, III, V and VII Development Areas for Junior Kindergarten to Grade 8.

Phased implementation would mean the new school would open with Junior Kindergarten to Grade 7 in its first year (2025-2026) and add Grade 8 in its second year of operation (2026-2027).

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Background

Boundary Review Process

The Waterloo Region District School Board (WRDSB) boundary review process is guided by [Administrative Procedure 4991 - Boundary Reviews](#). Boundary Reviews are conducted through a committee known as the Boundary Review Committee (BRC), which invites family/caregiver representation from each affected school. A Staff Steering Committee oversees the BRC, and it is up to the Board of Trustees to approve (or amend) the recommendations.

South Kitchener is an area of significant ongoing and future residential development within the Region of Waterloo. Many of the WRDSB's newest and proposed future schools are in this area.

The schools proposed for this boundary review are part of Review Area E08 - Kitchener Southwest (Doon-Pioneer Park) of the [WRDSB Long-Term Accommodation Plan 2020-2030](#) (the LTAP). The [Education Development Charges \(EDC\) Background Study \(2021\)](#) indicates that the WRDSB will need to add approximately 1400 pupil places (schools/ additions) to accommodate growth in this area over the 15-year EDC planning horizon.

One of the short-term recommendations of the LTAP is to conduct a boundary review for the New South Kitchener elementary school.

At the April 15, 2024, Committee of the Whole Meeting, Trustees approved initiating a Boundary Review to establish a boundary for the new elementary school currently under construction at 670 Thomas Slee Drive in South Kitchener. The review includes Brigadoon Public School, Doon Public School, Groh Public School, J.W. Gerth Public School, and Pioneer Park Public School.

Review Area Schools

The boundary review includes all schools within LTAP Review Area E08 - Kitchener Southwest (Doon-Pioneer Park).

- Brigadoon Public School (Junior Kindergarten to Grade 6)
- Doon Public School (Grade 7 to Grade 8)
- Groh Public School (Junior Kindergarten to Grade 8)
- J.W. Gerth Public School (Junior Kindergarten to Grade 6)
- Pioneer Park Public School (Junior Kindergarten to Grade 6)

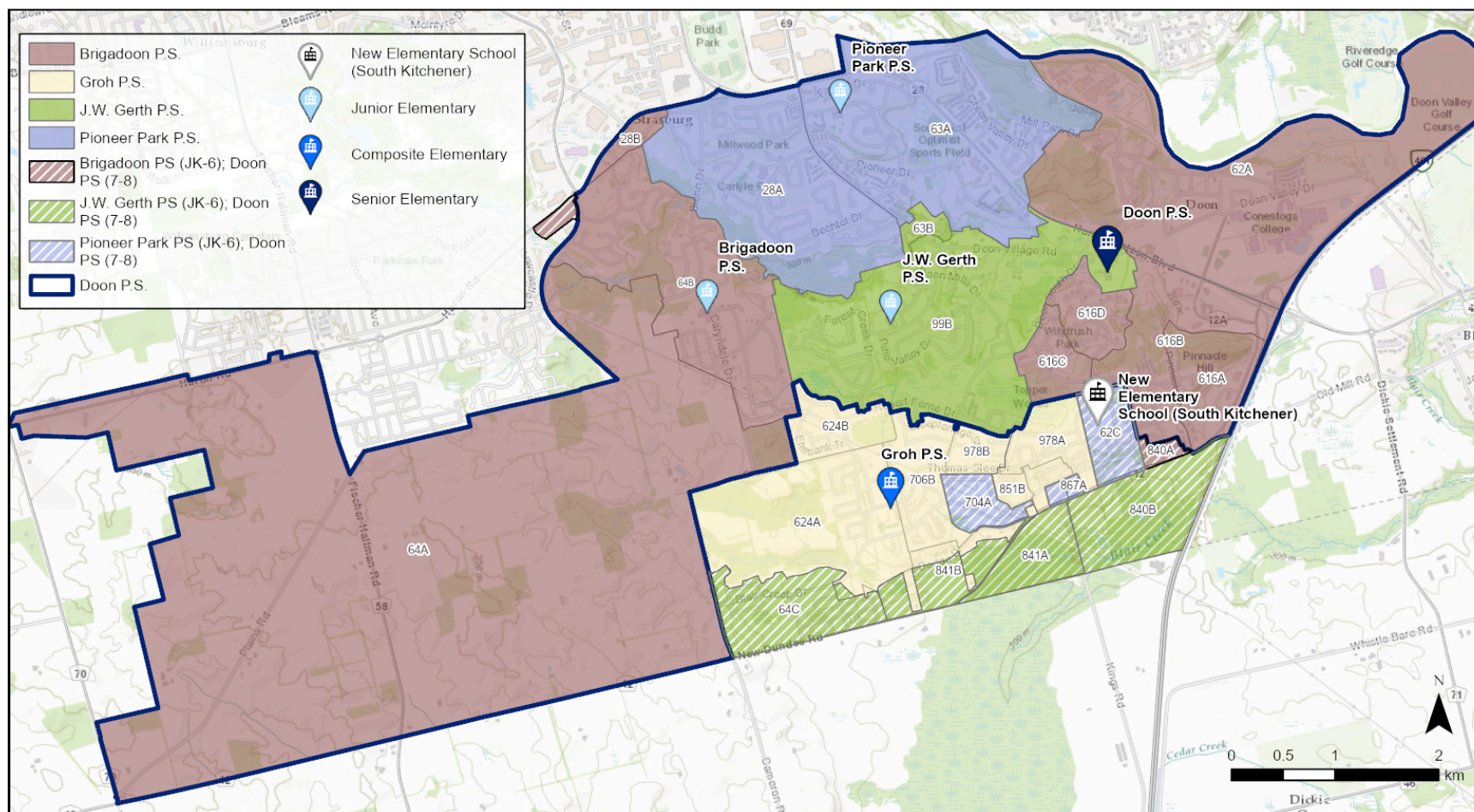
Groh Public School, located at 225 Thomas Slee Drive, Kitchener, opened in 2017 and is the newest school in the review area. Groh Public School exceeded its on-the-ground capacity in the second year it was open, increasing rapidly to the point it now has 16 portables on site. The new school is also located on Thomas Slee Drive (at Ian Ormston Drive), and there is an opportunity to assign a portion of Groh Public School's boundary to the new school to help relieve some pressure while maintaining walkability for students at both schools.

The new school at 670 Thomas Slee Drive is within the Doon South V Development Area (highlighted in Figure 1). This area has been developed, and homes are occupied. The Doon South V Development Area (DA) has been assigned to Pioneer Park Public School and Doon Public School since 2014.

Several proposed developments are in the south end of the review area. These are all designated DAs assigned to holding schools (J.W. Gerth Public School or Brigadoon Public School).

Figure 1 illustrates the existing review area school attendance and DA boundaries. The DAs are hatched and coloured based on their existing holding school assignment.

Figure 1: Review Area Schools and Existing School Attendance Boundaries (Status Quo)



Engagement

Public Information Sessions

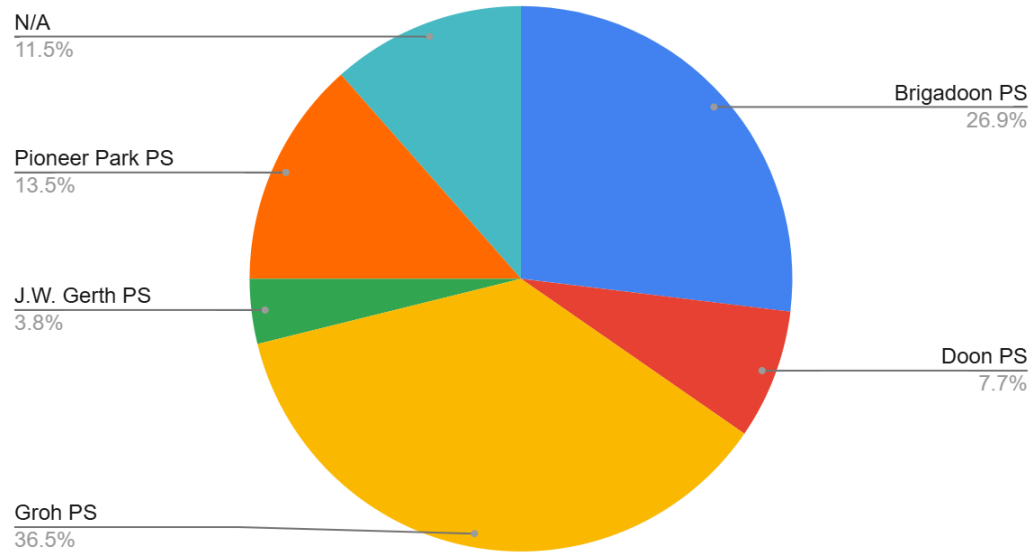
Two public information sessions were held throughout the boundary review process. The first meeting was held at Huron Heights Secondary School on May 1, 2024. This session introduced the process, provided information on the current situation, and gathered initial input. The second meeting was held on October 24, 2024, at J.W Gerth Public School. This session presented the two preferred scenario options and gathered input on the scenarios.

Before both public information sessions, a presentation was pre-recorded and posted to the [boundary review webpage](#). A link to the presentation was also provided in the School-Day notice sent out to families. The first YouTube presentation was viewed 625 times, and the second over 280 times.

The second public information session was attended by 26 families (approximately 40 people). The school representation in the review area was evenly distributed, with families attending from each impacted school. Figure 2 shows the breakdown of attendance by school community. Grade-level representation was also well-balanced.

Figure 2: Public Information Session #2 Attendance Breakdown by School Community

Public Information Session #2 Attendance



Feedback

An online feedback form was created at the beginning of the boundary review process to collect input from the broader school communities. Feedback received up to and including December 2, 2024, has been considered in the preparation of the final report.

The form received 46 responses from April 16, 2024, to December 2, 2024. A copy of the public feedback is included in Appendix B.

Four themes came up consistently in the feedback that was received through the online form, as well as through conversations at the public information sessions. These included:

- French immersion program offering
- Minimizing impact on students by allowing them to stay at current schools
- Supporting boundaries that encourage active school travel
- Concerns about retaining child care and before and after care placements with current providers

Staff also created a Frequently Asked Questions document to respond to common questions received through the process. The FAQ was posted to the [boundary review webpage](#) and is available as Appendix C of this report.

Communication

The Communications Department developed a communications plan that guided the boundary review. It included a [boundary review webpage](#), a schedule of school communication and social media notices, and the promotion of public information sessions.

The boundary review webpage was updated throughout the process with relevant information, including meeting dates, agendas, presentation slides, maps, and scenario enrolment information.

Notification for each public information session was provided via School-Day message and was posted on the review area schools' web pages.

Notification of the Draft Final Report was sent via School-Day message on November 19, 2024. These notices were tailored to each review area school, highlighting the specific impacts for each school, including specific street names.

Boundary Review Committee

A Boundary Review Committee (BRC), which invited family/caregiver representation from each school, was convened after the first public information session. The BRC included 1-2 representatives from each review area school. Two representatives had to leave the committee halfway through the process. Efforts to secure replacement members were not successful.

The BRC also included planning staff, principals from each review area school, the Superintendents of Student Achievement and Well-Being from each review area school, the Superintendent of Business Services, and the Associate Director.

The BRC met a total of four times between June and November 2024. Below is a summary of the meeting dates and the purpose of each meeting (Table 1).

Table 1: Boundary Review Committee Meeting Schedule

| Date | Meeting | Purpose |
|--------------------|----------------|--|
| June 17, 2024 | BRC Meeting #1 | Introductions and Review of Scenario 1 |
| September 18, 2024 | BRC Meeting #2 | Review of Scenarios 2-4 |
| October 7, 2024 | BRC Meeting #3 | Review of Scenario 5 and analysis of all options |
| November 14, 2024 | BRC Meeting #4 | Confirmation of final recommendation |

Existing Conditions (Status Quo)

Status Quo Implications

Table 2 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 each school in the area.

Table 2: Status Quo Enrolment Projections for Review Area Schools

| STATUS QUO | | | | Projected | | | | | Utilization | | |
|------------------------------|---------|-------------|-----------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|-------------|
| School | Grades | Capacity | Portables | 2025* | 2026 | 2027 | 2030 | 2035 | 2025 | 2030 | 2035 |
| Brigadoon PS | JK-6 | 495 | 5 | 585 | 590 | 600 | 640 | 635 | 118% | 129% | 128% |
| Doon PS | Gr. 7-8 | 331 | 5 | 420 | 445 | 460 | 490 | 465 | 127% | 148% | 140% |
| Groh PS | JK-8 | 597 | 16 | 940 | 955 | 960 | 945 | 945 | 157% | 158% | 158% |
| J.W. Gerth PS | JK-6 | 582 | 0 | 515 | 570 | 630 | 705 | 705 | 88% | 121% | 121% |
| Pioneer Park PS | JK-6 | 294 | 6 | 420 | 430 | 440 | 405 | 400 | 143% | 138% | 136% |
| TOTAL | | 2299 | 32 | 2880 | 2990 | 3090 | 3185 | 3150 | 125% | 139% | 137% |
| <i>Pupil Place Shortfall</i> | | | | <i>(581)</i> | <i>(691)</i> | <i>(791)</i> | <i>(886)</i> | <i>(851)</i> | | | |

*New School Opens

The calculated pupil place shortfall demonstrates sufficient enrolment to fill a new school.

The schools in this review area are all in close proximity to each other. Groh Public School is on the same road as the new school, approximately 2 kilometres away. Several students are within walking distance of multiple schools within the review area. While this provided opportunities for this area, it also presented challenges in establishing boundary lines while at the same time addressing enrolment imbalances.

Scenarios

Boundary scenarios were developed and reviewed by the Bound Review Committee to find a solution that best addresses the objectives of the boundary review. These scenarios are options that differ from the Status Quo.

A total of five scenarios were developed throughout the review process. The Boundary Review Committee (BRC) reviewed and analyzed all five scenarios and brought two options to the public information session for input from the broader community. The BRC recognizes and appreciates that no scenario will be a perfect solution for all and that the impacts of these changes can present challenges for some families; minimizing these challenges has been a key discussion point throughout the review process.

The scenarios were evaluated based on the following criteria:

Enrolment Balance

Is enrolment reasonably balanced between the review area schools?

Geographic Barriers

Does the scenario create geographically contiguous boundaries? (i.e. do we avoid hopscotch boundaries where some families pass by a nearby school to get to their home school)

Temporary Accommodation (Portables)

Is the use of portable classrooms minimized?

Walkability

Is walkability and active transportation maximized?

Transitions

Does the scenario minimize the number of student moves?

Transportation

Is this an efficient use of bus transportation?

Preferred Scenario

Scenario 3 was developed and presented to the BRC at the September 18, 2024 BRC #2 meeting. After carefully considering the scenario impacts and seeking public input, the BRC has identified scenario 3 as the preferred scenario (shown visually in Figure 3 or interactively in an [online map](#)).

Scenario 3 improves walkability around Groh Public School and the new school, creating the potential to eliminate one bus run; however, additional buses may be required for Brigadoon and Doon Public Schools. Scenario 3 creates a more geographically contiguous boundary for Brigadoon Public School, eliminating the “hopscotch” split boundary. Brigadoon Public School, Groh Public School, and the new school are well-utilized facilities in this scenario (see Table 3).

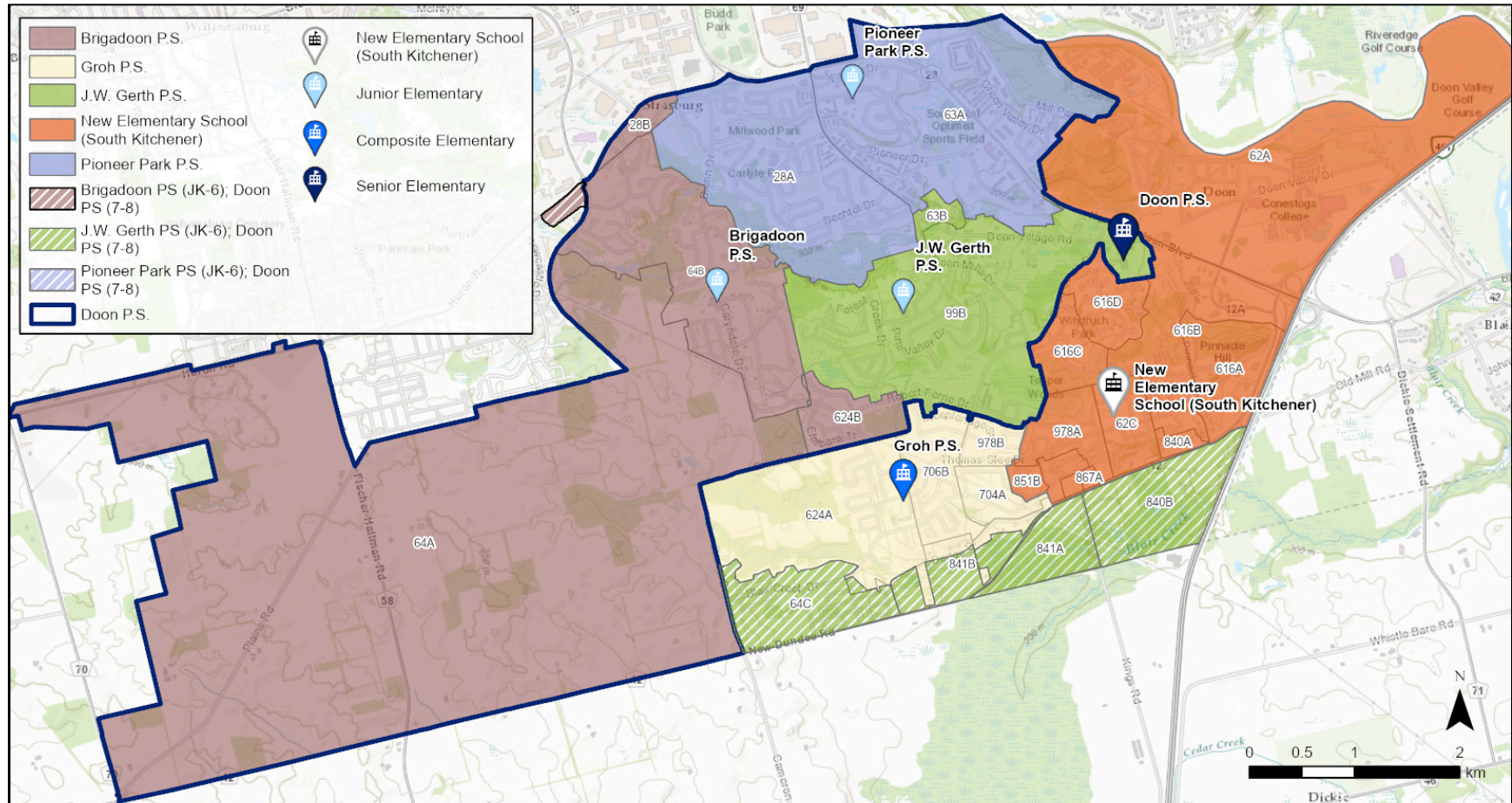
Based on the feedback received through the online feedback form posted on the boundary review webpage and input received at the second public information session, staff are recommending that scenario 3 be implemented.

Scenario 3 impacts existing students from Pioneer Park Public School, Groh Public School and Brigadoon Public School. J.W. Gerth Public School is not impacted by boundary changes in scenario 3. Existing students at Doon Public School will remain at Doon Public School for Grade 8; therefore, no existing students at Doon Public School will be impacted.

Table 3: Scenario 3 Enrolment Projections

| SCENARIO 3 | | | Projected | | | | | Utilization | | |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| School | Grades | Capacity | 2025* | 2026 | 2027 | 2030 | 2035 | 2025 | 2030 | 2035 |
| Brigadoon PS | JK-6 | 495 | 475 | 455 | 445 | 445 | 440 | 96% | 90% | 89% |
| Doon PS | Gr. 7-8 | 331 | 380 | 400 | 410 | 415 | 385 | 115% | 125% | 116% |
| Groh PS | JK-8 | 597 | 735 | 745 | 750 | 700 | 695 | 123% | 117% | 116% |
| J.W. Gerth PS | JK-6 | 582 | 520 | 570 | 630 | 705 | 705 | 89% | 121% | 121% |
| Pioneer Park PS | JK-6 | 294 | 325 | 315 | 315 | 275 | 270 | 111% | 94% | 92% |
| New School | JK-8 | 591 | 430 | 480 | 520 | 645 | 690 | 73% | 109% | 117% |
| TOTAL | | 2299 | 2865 | 2965 | 3070 | 3185 | 3185 | 125% | 139% | 139% |

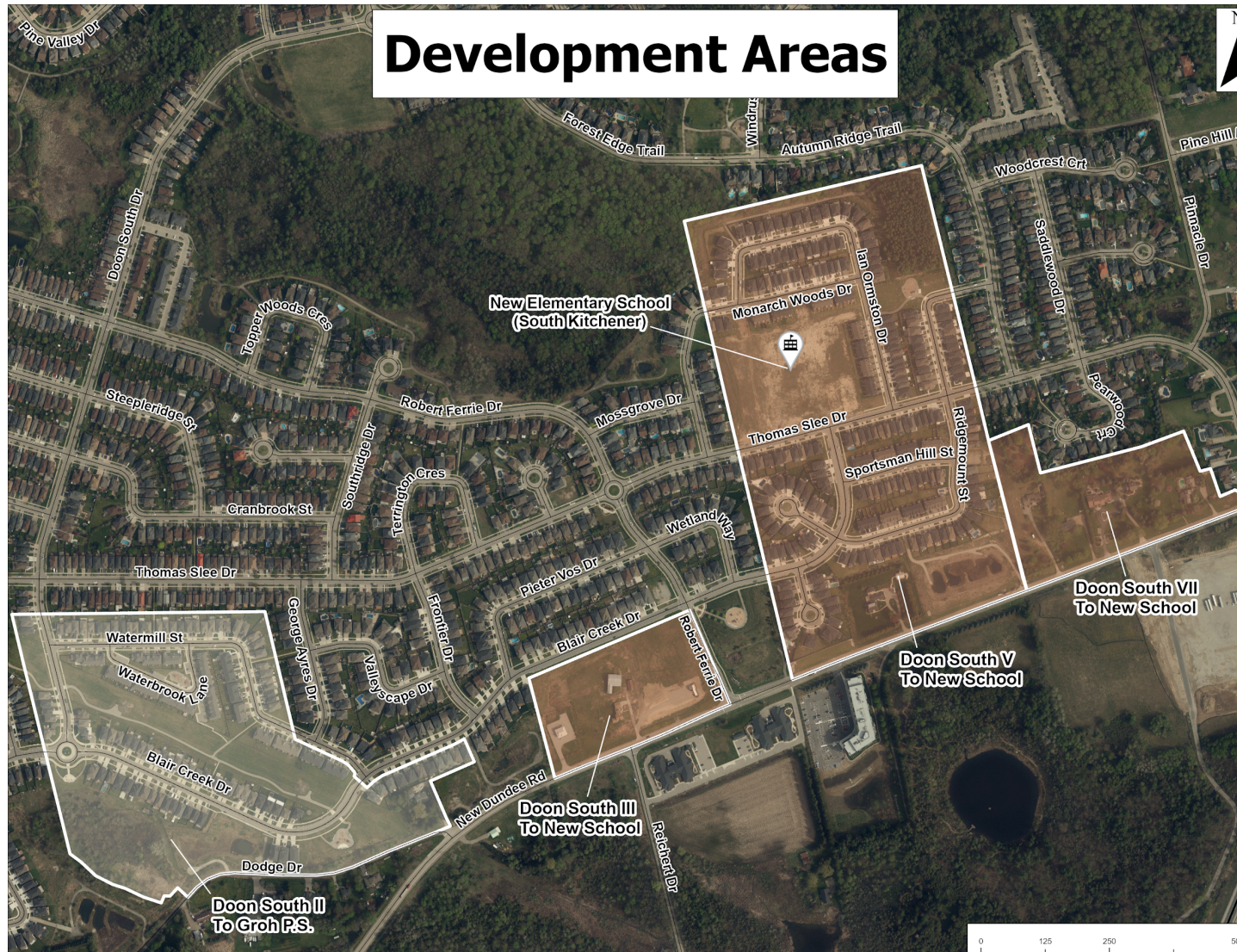
*New School Opens

Figure 3: Scenario 3

Description of boundary changes**Pioneer Park Public School**

The Doon South II and Doon South V Development Areas (Figure 4) will be eliminated, and the areas will be reassigned to Groh Public School (Doon South II) and the new elementary school (Doon South V). Existing and incoming JK-6 students from these areas will attend Groh Public School (Doon South II) and the new elementary school (Doon South IV) for JK-7 in September 2025 and JK-8 in September 2026.

Figure 4: Doon South Development Area Boundaries



Groh Public School

Students who live east of Southridge Drive and George Ayres Drive ("Area B" in Figure 5) will be reassigned to the new elementary school for JK-8.

Existing and incoming JK-6 students will attend the new elementary school for JK-7 in September 2025. Existing and incoming Grade 7 students will remain at Groh Public School for Grade 8 in the 2025/26 school year.

Students who live north of the Stauffer Drive trail ("Area C" in Figure 6) will be reassigned to Brigadoon Public School for JK-6 and Doon Public School for Grades 7-8.

Students currently in French immersion at Groh PS, but live in [Affected Area B or C](#), may remain at Groh PS. Siblings will be admitted in accordance with [Administrative Procedure 1000 - French Immersion Elementary](#):

Students at any grade level with a sibling enrolled in French immersion at an Assigned School may also attend the Assigned School (refer to Administrative Procedure 1040– Out of Boundary Requests– Elementary), except where students are required to transition to another school for Grades 7 and 8 (i.e., where a Junior Kindergarten (JK) to Grade 6 school feeds to a JK to Grade 8 school for Grades 7 and 8, a sibling in JK-6 may not attend the feeder school with the sibling unless approved as an Out-of-Boundary request).

Figure 5: Affected Area B

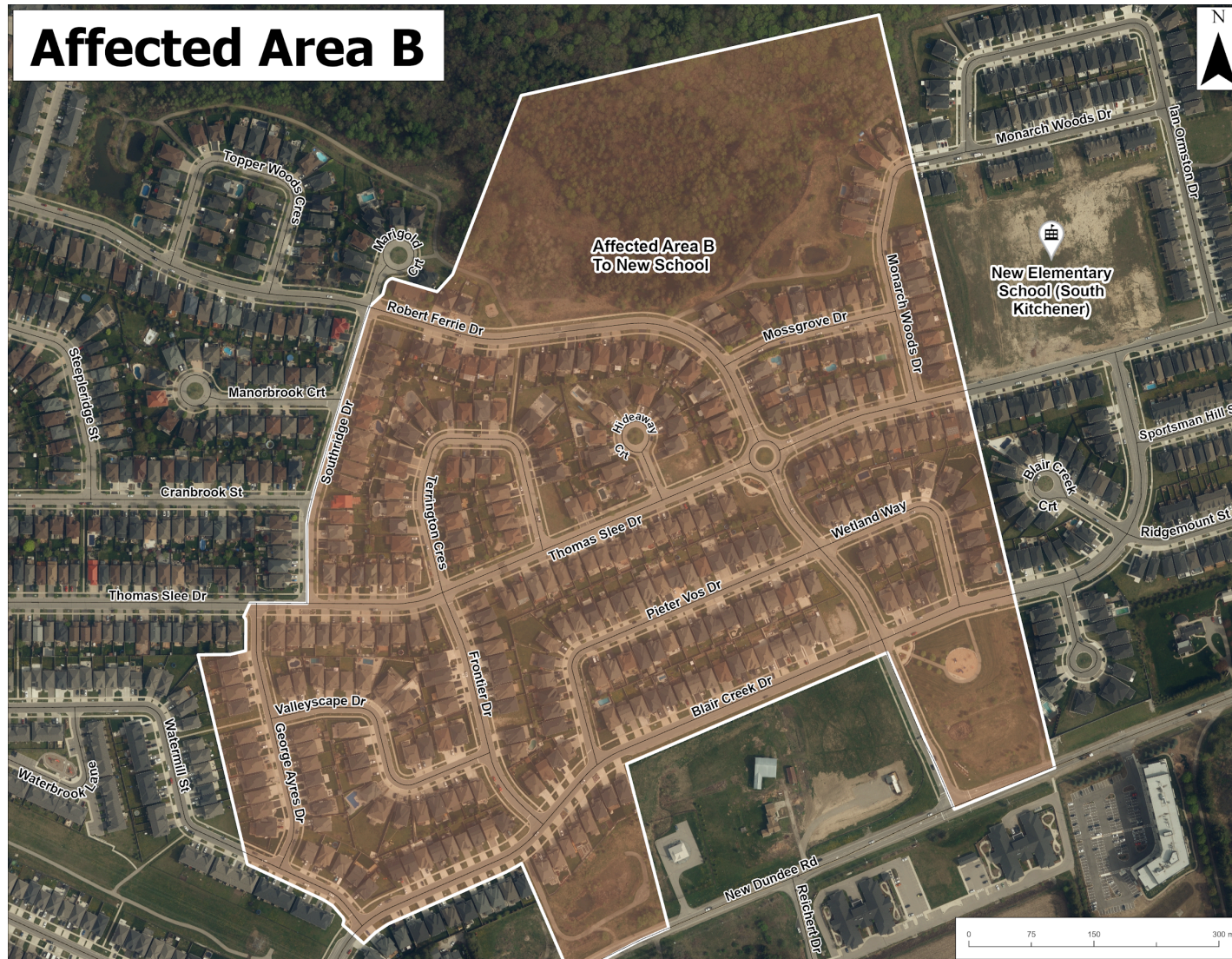
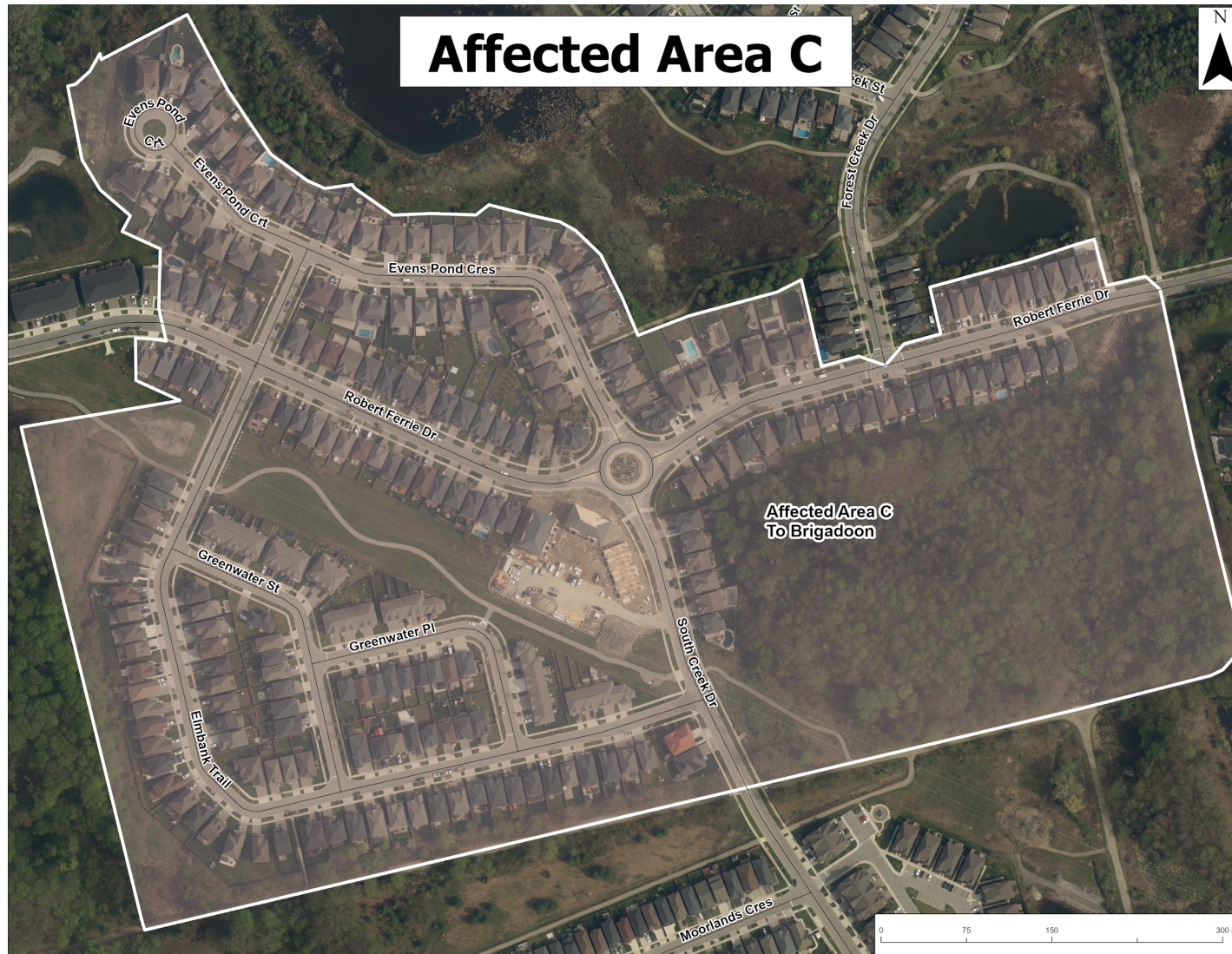


Figure 6: Affected Area C



Existing and incoming JK-4 students from Area C (Figure 6) will attend Brigadoon Public School for JK-5 in September 2025. Existing Grade 5 to Grade 7 from Area C (Figure 6) students may remain at Groh Public School until they finish Grade 8. Table 4 summarizes the phased in implementation of this boundary change.

Table 4: Phased in Boundary Change for Area C (Groh PS to Brigadoon PS/Doon PS)

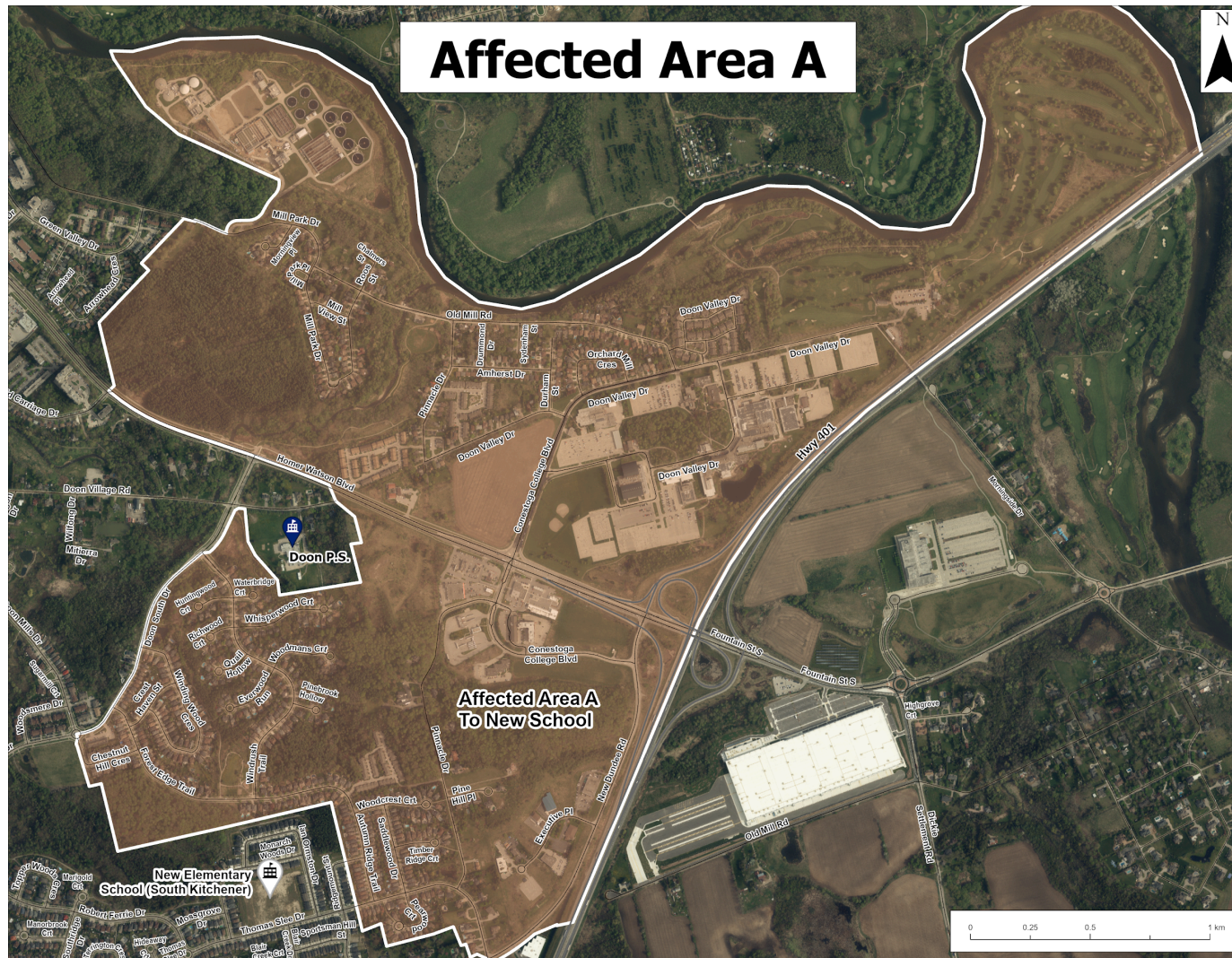
| Year | Grade | | | | | | | | | |
|-----------|-------|----|---|---|---|---|---|---|---|---|
| 2024-2025 | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2025-2026 | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2027-2027 | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2027-2028 | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2028-2029 | JK | SK | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

| | | | |
|--------|------------------|--------------|------------------------------------|
| Legend | Current Boundary | New Boundary | Exception through legacy provision |
|--------|------------------|--------------|------------------------------------|

Brigadoon Public School

Students in the Brigadoon East area ("Area A" in Figure 7) will be reassigned to the new elementary school for JK-8. Existing and incoming JK-6 students will attend the new elementary school for JK-7 in September 2025. The new school will be JK-8 as of September 2026.

Figure 7: Affected Area A



French Immersion Implications

In accordance with [Administrative Procedure 1000 - French Immersion - Elementary](#), the new school will not open with a French immersion program. A French immersion program may be considered once a school has operated for over five years and other relevant criteria outlined in the procedure are met. French immersion students in the affected areas will be permitted to remain at Brigadoon Public School. However, these students will no longer receive transportation to Brigadoon Public School to attend French immersion as the WRDSB only provides transportation within a home school boundary (see [Administrative Procedure 4260 - Student Transportation](#)). This will impact approximately 43 existing Grade 2-6 French Immersion students (summarized in Table 5).

Table 5: Impacted Brigadoon French Immersion Students

| Grade (2024/25) | Number of French Immersion Students |
|-----------------|-------------------------------------|
| Grade 2 | 7 |
| Grade 3 | 8 |
| Grade 4 | 7 |
| Grade 5 | 14 |
| Grade 6 | 7 |

Doon Public School

Existing students at Doon Public School will not be impacted by the proposed boundary changes. Existing and incoming Grade 7 students will continue at Doon Public School for Grade 8 in the 2025/26 school year.

Area C on Figure 6 will now become part of the Doon Public School Grade 7-8 boundary; however, existing Grade 5-7 students will be permitted to remain at Groh Public School to finish Grade 8. The last Grade 8 students from this area will finish Grade 8 at Groh Public School in the 2027-2028 school year.

Recommendations

The preferred scenario (scenario 3) proposes implementing the following boundaries (shown visually in Figure 3 of this report or interactively in an [online map](#)) starting in September 2025.

1. **Establish the attendance area boundary for the new South Kitchener elementary school** (670 Thomas Slee Drive, Kitchener), as shown in Figure 3, which includes the following:
 - a. Affected Area A (Figure 7) Junior Kindergarten to Grade 7 from Brigadoon Public School and Doon Public School, effective September 2025
 - b. Affected Area A (Figure 7) Grade 8 from Doon Public School, effective September 2026
 - c. Affected Area B (Figure 5) Junior Kindergarten to Grade 7 from Groh Public School, effective September 2025
 - d. Affected Area B (Figure 5) Grade 8 from Groh Public School, effective September 2026.
 - e. Doon South III, V and VII Development Areas (Figure 4) Junior Kindergarten to Grade 7, effective September 2025.
 - f. Doon South III, V and VII Development Areas (Figure 4) Grade 8, effective September 2026. Grade 8 students (i.e., born in 2012) will remain at their respective holding schools for the 2025-2026 school year.

2. Establish a **revised attendance area boundary for Brigadoon Public School**, as shown in Figure 2, which includes the following:
 - a. Affected Area C (Figure 6) Junior Kindergarten to Grade 6 from Groh Public School to Brigadoon Public School, effective September 2025.
 - b. Allowing an exception for students in Affected Area C (Figure 6) registered at Groh Public School in Grade 5 for the 2024-2025 school year (i.e., born in 2014), whose address as of the date June 2025, falls within Affected Area C, to stay at Groh Public School until Grade 8. This exception does not apply to students whose addresses change after June 2025.
3. Establish a **revised attendance area boundary for Doon Public School**, as shown in Figure 2, which includes the following:
 - a. Affected Area C (Figure 6) Grade 7 from Groh Public School to Doon Public School, effective September 2025.
 - b. Assign Affected Area C (Figure 6) Grade 8 from Groh Public School to Doon Public School, effective September 2026.
 - c. Allowing an exception for students in Affected Area C (Figure 6) registered at Groh Public School in Grades 5, 6 and 7 for the 2024-2025 school year (i.e., born in 2012 to 2014), whose address as of the date June 2025, falls within Affected Area C, to stay at Groh Public School until Grade 8. This exception does not apply to students whose addresses change after June 2025.
4. Establish a **revised attendance area boundary for Groh Public School**, as shown in Figure 3, which includes the following:

- a. Doon South II Development Area (Figure 4) Junior Kindergarten to Grade 7, effective September 2025.
- b. Doon South II Development Area (Figure 4) Grade 8, effective September 2026.

5. Dissolve the following Development Area boundaries for Junior Kindergarten to Grade 8:

- a. Doon South II, III, V and VII Development Areas (Figure 4) for Junior Kindergarten to Grade 8 in September 2025.
- b. Allowing an exception for students in the Doon South II, III, V and VII Development Areas (Figure 4) in Grade 8 students in the 2025-2026 school year (i.e. born in 2012) to remain at their 2024-2025 school.

Note for clarity on implementation: Students eligible for the exception listed under 2. b. and 3. c. may be allowed to attend the same school as their younger sibling(s). The Transition Committee (described below) will consider this to avoid the need for out-of-boundary requests. All others will be required to attend based on the new boundaries. For example, a student in Affected Area C entering Grade 6 in September 2025 has a sibling entering Grade 3 at Brigadoon Public School. The family wants to keep the siblings together. Therefore, the Grade 6 sibling may attend Brigadoon Public School instead of remaining at Groh Public School. The Grade 3 student will not have the option to attend Groh Public School.

Eliminated Scenarios

All five scenario options can be reviewed in the [comprehensive online scenario options map](#) and [boundary scenario slider map](#). Table 6 describes the primary reasons each scenario was eliminated from consideration.

Table 6: Eliminated Scenarios

| Scenario Option | Reason for Elimination |
|-----------------|--|
| Scenario 1 | <ul style="list-style-type: none"> • Did not provide enough enrolment at the new school • Did not relieve enough pressure at Groh PS |
| Scenario 2 | <ul style="list-style-type: none"> • Did not relieve enough pressure at Groh PS • Removed too much enrolment from Brigadoon PS |
| Scenario 4 | <ul style="list-style-type: none"> • Removed too much enrolment from Brigadoon PS |

Scenario 5

Scenario 5 (Figure 8) was developed and presented to the BRC at the October 7, 2024 BRC #3 meeting. Scenario 5, like scenario 3, met most of the review objectives; therefore, it was presented as an option for consideration at the second public information session.

Scenario 5 improves walkability around Groh Public School and the new school, potentially eliminating 3 bus runs. Scenario 5 does not eliminate the Brigadoon Public School “hopscotch” split boundary. Groh Public School remains over-utilized under this scenario (Table 7), contrary to one of the core objectives of the review.

Figure 8: Scenario 5

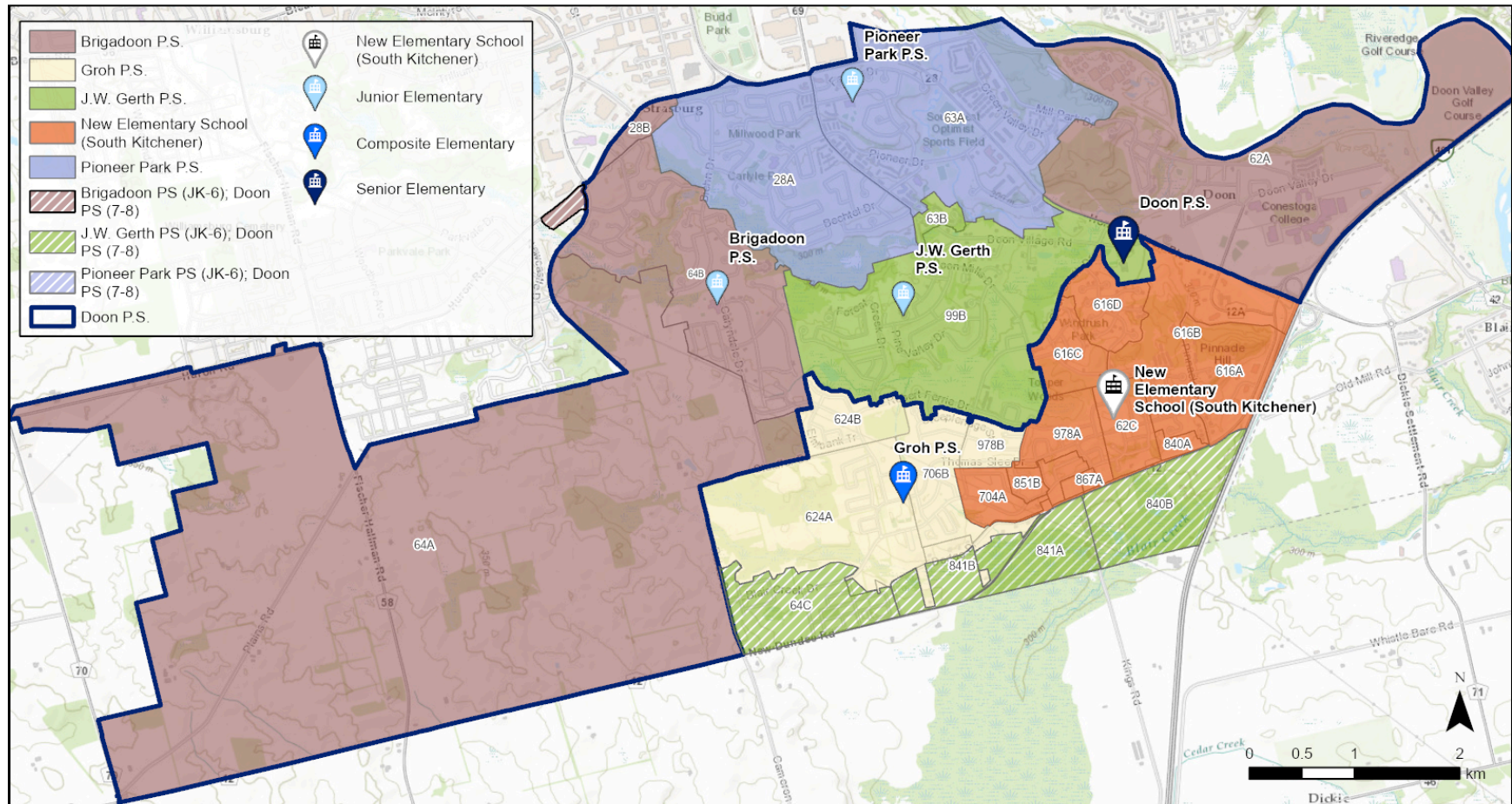


Table 7: Scenario 5 Enrolment Projections

| SCENARIO 5 | | | Projected | | | | | Utilization | | |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| School | Grades | Capacity | 2025* | 2026 | 2027 | 2030 | 2035 | 2025 | 2030 | 2035 |
| Brigadoon PS | JK-6 | 495 | 485 | 470 | 460 | 475 | 470 | 98% | 96% | 95% |
| Doon PS | Gr. 7-8 | 331 | 370 | 395 | 415 | 420 | 395 | 112% | 127% | 119% |
| Groh PS | JK-8 | 597 | 815 | 825 | 825 | 780 | 775 | 137% | 131% | 130% |
| J.W. Gerth PS | JK-6 | 582 | 520 | 570 | 630 | 705 | 705 | 89% | 121% | 121% |
| Pioneer Park PS | JK-6 | 294 | 325 | 315 | 315 | 275 | 270 | 111% | 94% | 92% |
| New School | JK-8 | 591 | 355 | 405 | 440 | 540 | 570 | 60% | 91% | 96% |
| TOTAL | | 2299 | 2870 | 2980 | 3085 | 3195 | 3185 | 125% | 139% | 139% |
| *New School Opens | | | | | | | | | | |

Next Steps

Notification of a Final Decision

If the recommendations are approved, staff will target their communications to the affected families by mailing letters home. Furthermore, a School-Day notification and school webpage post will advise of the final decision. The broader public will be aware of the final outcome through posts on the boundary review webpage and board webpage. The

Communications team will be consulted to identify any additional opportunities to communicate the review's conclusion as required.

Transition Committee

If the recommendations are approved, a Transition Committee, composed of the administrators and superintendents of the affected schools will collaborate to identify opportunities to ensure a smooth transition for all affected students and families.

The Transition Committee may consult with staff, students, parents and caregivers as needed. Updates will be shared with the community as appropriate.

Conclusion

After broad public engagement and careful deliberation, final recommendations were developed that met most of the review objectives. While the recommended scenario (Scenario 3) is likely to be viable for the next several years, it is acknowledged that portable classrooms will continue to be a part of our accommodation solutions in the Doon South area over the next 15 years. Given the age and demographics of the community, staff recognize that additional boundary adjustments may be necessary in the coming years. The newest Development Area boundaries have remained unchanged, and holding school assignments will be adjusted as the forecasted enrolment materializes through further housing development.

Appendix B - Online Feedback

Feedback April 2024 - September 6, 2024

“Kindly assess the temporary development zone encompassing the vicinity of my residence at [REDACTED] Blair Creek Drive, with the aim of facilitating enrollment for my children in the forthcoming educational institution.”

“For children currently enrolled in French immersion, but who will be in the new boundary for the new school that won’t have French immersion, allowing them to stay enrolled in the current French immersion program with transportation is preferred. There are also security concerns with the current schools where the general public are coming onto the property during school hours taking pictures of young children. Lockable gates are strongly recommended in the new school design to keep the children safe from unwanted visitors during school hours.”

“We reside at [REDACTED] Autumn Ridge trail. I attended the meeting last night and staff indicated that the new boundary would take into account walkability and very likely extend to include our home. As Groh is the school requiring more of the relief the boundary will likely incorporate a significant portion of Groh students. Will there be an effort to extend the boundary sufficiently to the right of the new school to include more brigadoon students and account for friendships and thus mental health of the students being moved. Having to change schools is a challenge, having to change schools and having only 10 percent of the new school be people you know is extremely stressful. For example : My son would be entering grade [REDACTED], a critical transition and one he will need peer support with. The boundary change would mean zero friends would be making the move with him as many of his closest friends reside near brigadoon or on the other side of Homer Watson and will be bused to Doon. If the boundary is extended to include up forest edge trail and winding wood crescent he would have a chance of transitioning with at least one friend.”

“I think there should be a grandfather system. For students grades 4 and higher they can remain (if they want) at their current school unless their new boundary school goes to 8th grade”

“I am concerned my children will be made to go to a new school. They have had many changes over past few years and my family has a long history at brigadoon , I think there should be a grandfather type option”

"I propose that those living in Doon south within walking distance from Groh and the new school get put into those schools rather than taking the bus to Pioneer Park Public School."

Feedback September 17, 2024 - October 21, 2024

"Would like to know if the boundary for Groh changes"

"1 - CHOICE FOR OLDER STUDENTS. Please consider the older students when permitting any boundary exceptions. The grades 6/7/8's were already affected by covid during their primary years and now they will be moving to a new school away from long-term friendships, sense of stability and community. It would be a wonderful opportunity, and great display of KINDNESS and EQUITY to allow the students/parents of 6/7/8s to have the CHOICE of moving to the new school, or remaining at their current school for their elementary education. I understand this may be harder for the initial planning stages, but will alleviate MUCH stress and anxiety in the beginning stages of the school opening. The new school is a long-term solution. Let's please not forget the immediate impact for many students.

2 - LACK OF PREP GOING INTO HIGHSCHOOL. The Doon experience to transition into high school is key and has been a great opportunity for so many children in the community. Students that are late juniors/seniors will not have this opportunity in a new school as it will not be able to support the significant transition. The older students will be at a disadvantage through the initial loss of freindships and stability, ... then will miss out on a critical transition period before high school. More established K-8 schools can provide this, however the new school will not be abe to provide the same experience ... clubs, sport teams, lockers, transitions through classes/homerooms will not be available.

Please take the time to think about this group of kids who have different needs than new kindies, and primary students. The younger students can grow within the new school community. The older students will be shuffled throughout and lost in the mix - we know this happens even though teachers and admins try their best. We can already see the affect of covid on this generation, please consider allowing us to make the best choice for our children.

I understand there are many comments and suggestions. I will be at the meeting on the 24th and hope to discuss this opportunity that the school board can provide to parents/students.”

“1 - CHOICE FOR OLDER STUDENTS. Please consider the older students when permitting any boundary exceptions. The grades 6/7/8's were already affected by covid during their primary years and now they will be moving to a new school away from long-term friendships, sense of stability and community. It would be a wonderful opportunity, and great display of KINDNESS and EQUITY to allow the students/parents of 6/7/8s to have the CHOICE of moving to the new school, or remaining at their current school for their elementary education. I understand this may be harder for the initial planning stages, but will alleviate MUCH stress and anxiety in the beginning stages of the school opening. The new school is a long-term solution. Let's please not forget the immediate impact for many students.

2 - LACK OF PREP GOING INTO HIGHSCHOOL. The Doon experience to transition into high school is key and has been a great opportunity for so many children in the community. Students that are late juniors/seniors will not have this opportunity in a new school as it will not be able to support the significant transition. The older students will be at a disadvantage through the initial loss of friendships and stability, ... then will miss out on a critical transition period before high school. More established K-8 schools can provide this, however the new school will not be able to provide the same experience ... clubs, sport teams, lockers, transitions through classes/homerooms will not be available.

Please take the time to think about this group of kids who have different needs than new kindies, and primary students. The younger students can grow within the new school community. The older students will be shuffled throughout and lost in the mix - we know this happens even though teachers and admins try their best. We can already see the effect of covid on this generation, please consider allowing us to make the best choice for our children.”

“CHOICE FOR OLDER STUDENTS. Please consider the older students when permitting any boundary exceptions. The grade 6s have seen significant impact from COVID as they were in SK when they first experienced learning disruption. Their primary years were marked by disruption and now moving them at a key inflection point (grade 6) and disrupting long-term friendships and community seems unfair. Particularly for students from Brigadoon who will see their community split in half. The new school is a long-term solution that will have major immediate impacts on a group of students who will not reap the long-term benefit. Allowing

parents the choice for these students to be grandfathered into their existing boundary schools would be one way to alleviate the burden for this cohort of students.

Please take the time to think about this group of kids who have different needs than new kindies, and primary students. The younger students can grow within the new school community. The older students will be shuffled throughout and lost in the mix - we know this happens even though teachers and admins try their best. We can already see the effect of covid on this generation, please consider allowing us to make the best choice for our children.”

“Moving students schools is very emotionally hard on them, especially when they have been at the same school since kindergarten. They take pride in where they go and have made so many close friends. Students who are at the school now, especially in the older grades should be grand fathered in and allowed to stay at their current school. This also disrupts parents schedules as my oldest could possibly go to Doon and my youngest to Brigadoon which is much further walking distance and I wouldn’t want her walking alone. We don’t have family close by to help out and we’re both working parents.”

“My children are in Grade 4 and 6 and have been at Groh PS since kindergarten. They have made many friends there over the years. We live on Elmbank trail which is 700m away from Groh. Please do not change the boundary to have them moved away from their friends. Brigadoon PS 1.7km from our house which my grade 4 would have to go to. Doon PS is 3km away which my grade 6 would have to go to. If the boundary change goes through with Elmbank trail getting taken away from Groh it would result in both of my kids getting moved away from each other and their friends to schools much further away. Please do not let this happen.

Thank you”

Feedback October 21, 2024 - October 29, 2024

“My question involves the capacity of all schools. Seeing that scenario 3 and 5 are what is being focused on. How is a school called "well utilized" if it is still over capacity? Both scenarios put other schools over capacity. Would it not make more sense to increase

the capacity of the new school in order to add additional spaces for students to lower the number of schools over capacity, and the amount that they are over capacity?"

"Scenario #3 would be best for the school and unifying the BGD area"

"I want scenario 3 as it is walkable from evens pond. I consider those families far away beyond our direct community as those that should be relocated and moved to the new school. In the past those locations cause our streets, that are walkable, relocate. My children's friends in our home area attend brigadoon as we are in the middle of two communities that go to brigadoon"

"I want schedule 3"

"Would like my family to stay at Brigadoon and come to doon. We live on evens pond and it would be easy for my brother and sister to walk to bgd"

"Scenario 3"

"Voting for scenario 3"

"My grandkids would like to walk to brigadoon PS. They live on evens pond and it would make the stress of taking a bus disappear as they would be able to walk."

"Informative and helpful. Everyone was approachable and knowledgeable. Thank you."

“Has an analysis been performed of the number of students in the FI programs that will fall within the new school boundary to determine the impact of the influx of parents driving their kids to their existing schools? Active transportation is important, but the anticipated influx of parents all driving their FI kids to school is possible to increase the carbon footprint and create safety issues around drop off and pick up. A bus may still make sense.”

“I believe scenario 3 provides the best balance for all the schools involved for long term sustainability. I think providing Pioneer Park with 840B, 841A, 841B, and/or 64 C for overflow would be best for that school community long term.”

“Thank you for the opportunity to provide feedback. While I appreciate that neither scenario is perfect and there are impacts to many families in either scenario, I think that scenario 5 minimizes the number of transitions for students and I hope that the wellbeing of students will be prioritized over fixing the hopscotch boundaries.

If scenario 3 is deemed the better solution, I hope there will be consideration for buses for the 624B area to Brigadoon. The walk is pretty substantial for little ones and not quite as straightforward of a path.

I’m not sure if other scenarios that weren’t shared explored this, but I wonder if 624B can be reassigned to Gerth (a bit closer and more direct walk) and some of the other end of the Gerth boundary reassigned to the new school.”

“I do not want to have my child having to switch schools, Option 5 has the least number of transitions. Leave the Brigadoon boundaries alone.”

“We have 2 children (grade 6 & grade 4). We moved to this area for the reputation of Brigadoon and closeness to Doon. We live on Windrush Trail. Doon is certainly a much closer distance to walk and not understanding why students that are bused to Doon would take precedence over those students that can walk. I would like to request that perhaps the boundary excludes Old Wyldwoods (which I believe encompasses Windrush and the courts that are off of Windrush). All of their friends will be remaining at Bridgadoon

and on path to attending Doon. If students that are currently being bused to Doon would be bused to the new school (since they are being bused regardless of location of school) that could potentially allow my children to then attend Doon. In addition to this, we believe that attending a middle school offers a unique experience for our children, which was another factor for moving where we have. Thank you for your consideration in having our children attend Doon (and potentially adjusting the boundary), which is what we had always assumed and planned for."

"Love option 3 for our family"

Feedback October 30, 2024 - November 15, 2024

"How will this effect students who are not enrolled in French immersion yet but plan to be? Will they be asked to switch to their new home school then back for the French immersion program once they're in grade 2?"

"I would like to express my support for Scenario 5 which would allow the kids on our street (Evens Pond Cres) to continue attending and WALKING TO Groh Public School. It does not seem logical to switch this street to Brigadoon which would mean a bus, when we are an 8 minute walk to Groh PS."

"We strongly do not want to change schools in September. Our Mill Park subdivision has a small group of children, all of whom want to stay at Brigadoon. I've spoken with many parents at the bus stop, and none of us wish to make the move. It's especially disappointing for the kids, who are finally starting to feel comfortable and familiar with the school, staff, and teachers."

Feedback November 16, 2024 - December 2, 2024

"My daughter currently attends Groh PS and my son currently attends Groh YMCA. I also have my other kid on the waitlist at Groh YMCA. I am in the affected area C boundary where my kids would be relocated to Brigadoon. We strongly disagree with this change

as my kids have gotten use to Groh and really loves it there. I would now have to do 2 different drop-offs in the mornings which is not easy for working parents. We also don't believe it would be in the children's best interest to suddenly switch schools when they have already adapted to their current environment. We would want to stay at Groh especially since it also goes to grade 8. If this can be reconsidered, that would be appreciated."

"Just curious if the following has been taken in to consideration, families with multiple children at the same school, in different grades. They should NOT be split up, why would a family send one child to one school & the other child to another school, that doesn't even make sense.

Do parents have the option to keep their children together? If not that is not right!

This plan is beyond ridiculous, the fact that it was even brought up as an option & wanting to be approved is ridiculous & I know I am not the only parent concerned about this!"

"I do not agree with this proposed plan of making children attend a new school. You would be disrupting Children in every way, was this even thought out, are the children even thought about when plans are put in front of people to consider? If this is the case & this goes through, you will be splitting up families that have multiple children that go to the same school. Why would parents want to have their children in 2 different schools, this makes zero sense. Parents would have to do 2 different drop offs, 2 different child care (before & after care), 2 different school policies, 2 different school routes, not to mention the children would be uprooted from the routine they know & their friends they have made.

There is no benefit at all for the children & their families doing this!

I think splitting up siblings that are in the same school now, is the most ridiculous thing I have ever heard, why would this even be a plan that you are even considering.

Why would French immersion be the only criteria that the siblings would not be split up, not only is that not fair, that is discrimination. This school board goes above & beyond to try to be inclusive in all the wrong ways, this proves it!

This was poorly communicated & poorly planned, I cant even believe that this school board is even considering this as an option, I WILL NOT be splitting my children up, I know I am not the only parent that thinks this idea is absolutely ridiculous!

Come up with a better plan, because this one sucks!"

“We are looking to keep our kids at Brigadoon Public School. As well as our neighbourhood of mill park drive. We love the school, teachers and want to remain there.”

“We would really like to keep our children at Brigadoon PS, we love the school, teachers and the community. We do not want to give up the option to send both or even just one of our children into the French immersion program. We live on Mill Park drive and would really like the boundaries to change so that we can stay. Thanks!”

“There is not a guaranteed spot for before and after care at Brigadoon YMCA: We had called Brigadoon YMCA and had asked them what the procedure was to move our child over to their before and after care program. They had said that YMCA does not transfer children from one site to another. We were directed to register brand new on the one list website, which means that we would have to start all over again with a severely long wait time (years). We were originally on that list for about 3 years without any success at Brigadoon prior; they had eventually kicked us off of the list for their program after they stated that their wait list was way too long. So with moving our child from Groh to Brigadoon, it creates a huge uncertainty that they will not get this program. With such a change, we should have this guarantee now since we had already put in the work prior for many years being on the waiting lists. Another big point for this one is that our remaining two children were pretty much guaranteed to all get the child care and before/after care from Groh since preference is given when an existing sibling is in the program at that site. So we are also moving two of our remaining children into an unguaranteed situation since we have to put them on waiting lists again. This decision is impacting 3 individuals. A final note on this one is that, we are both working parents who commute back and forth to Toronto for our jobs. Without the before and after care for our children, there is no way that we can drop them off at 9AM and pickup at 3PM each day. This is a HUGE concern that must be addressed. We also have no family in this region that can help; they are all located 1+ hour away. Many other households that already have local help in our street would be going to Groh and don't rely on before and after care, so this should be an exception for our family to keep our children at Groh. There is already an exception for those that are in French Immersion at Groh, which makes no sense because Brigadoon already has french immersion as well - which is less of a concern compared to ours and thus, we should be granted an exception. Also, based on Stats Canada, <20% of families overall have 3 children or more (<https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810012401>). We are part of this small club that has 3 children and should be looked at differently compared to those that have just 1 or 2 kids at the most, especially since dealing with 3 kids is by far harder than dealing with 1 or 2.

Multiple drop off and pickups: we will now have to juggle two pick up and drop off locations after trying to commute to our Toronto jobs. This adds a lot more stress, especially since we had planned to build our family in Kitchener and confirmed that Groh would be our school since moving back in 2014. Two kids will be at Groh day care for several years (1-2 years for 1 child and 3 years for the other), so this is nearly 5+ years of multiple pickup and drop offs between two schools. It is hard to unbuckle each kid and bring them to drop off one and then put them back in the car to go to another school, especially when we have to get to our jobs quickly in the mornings with the long commute to Toronto. This is a huge inconvenience and deserves an exception. As we had said, less than 20% of families have 3 kids and thus, we are impacted more severely than other households, so our situation needs special attention.

Changing our child environment multiple times: prior to this change, we had worked our way up to Groh YMCA as the goal for day care since we were told initially that Groh would be our school. Our child had started in home day care, then two YMCA sites and then finally landed Groh on the waiting list. We were trying hard to get them in there for several years because they would be able to grow and transition with similar kids in that program into Groh and up to grade 8. She has a few friends already from Groh YMCA and is attached to several teachers at that YMCA and her new Groh teachers. We would now have to put her in a completely new environment with new kids and teachers which is not fair for their growth and development. Also, this change is disrupting our vision of bringing up our kids closely and all going to the same school together. Groh goes all the way to grade 8 and Brigadoon goes only up to grade 6. Our older child who then have to go to Doon school just for grades 7 and 8 which makes no sense. There is too much disruptions for them as an individual and in regards to separating them from their other two siblings in pivotal years of their early development. If my child was in Groh, by the time the oldest is in grade 8, their other two siblings would be in grade 6 and grade 3. Then, when the older one moves into high school, the other two siblings will still have each other at Groh for many years together and with similar friends that they would have made from the same Groh YMCA program.

To summarize, we are two very concerned parents that have a lot of valid concerns that WRDSB needs to address. We are asking for you to give us an exception to allow our three children to remain at Groh for their years up to grade 8. In the grand picture, WRDSB would be moving a huge volume of kids (let's say 75 to 100+ kids) out of Groh to other schools with only a handful of exceptions remaining, which could be 5 or less out of that total. In the end, you are still making the progress intended of redistributing volume to the other schools including the new one. What is the harm in giving us an exception? The French Immersion kids already have a guaranteed exception to remain at Groh, even though Brigadoon already has French Immersion there as mentioned. Our situation is more critical than that. We are already part of the minority families that have 3 kids in a household. We are both working

parents that commute long distance for our jobs in Toronto. Please reconsider our position and think of the 3 lives that we are trying to impact positively and grow together at Groh."

"Ok"

"I am very concerned that students in French Immersion like my son will no longer have access to French Immersion. I have worked with my son diligently for 3 years and he is enjoying and excelling in French. Now I am told that he cannot access French Immersion at Brigadoon because transportation is not provided. My husband and I both work front-line jobs and have no ability to drive him to Brigadoon. It feels very disheartening after all his hard work to now be deprived of access to the Immersion program. Would the board please reconsider providing transportation to an Immersion school for those who are no longer within the school boundary?"

"Can you consider leaving younger siblings of grade 7/8 at Groh? Doesn't make sense to have siblings split up. If you are making an exception for French immersion then it's only fair to do the same for younger siblings who have siblings in grade 7/8."

"With the new school boundaries, our non-French Immersion children (grades 4 and 7 next year) will be forced to attend separate schools. Our youngest, still quite reliant on her older brother for both safety and mental health, is being forced to a new school (Brigadoon) in a different neighbourhood that is twice as far away as two other schools, including where our kids currently attend (Groh).

We specifically moved to our home at the beginning of our daughter's school career so she would have both the consistency of the same school setting for 10 years, as well as the assistance and protection of her older brother. This is increasingly important as our daughter has just been diagnosed with early signs of inattentive ADHD. This is a serious obstacle in the path of her academic success that will only be compounded with this move, particularly when ADHD in girls aged 8-11 (grades 4-7) is at its most challenging. Our daughter needs consistency and support during the next few years, not disruption. Her educational and mental health are already at risk, and this disturbance will greatly increase this danger.

Our daughter is also not comfortable walking alone and will physically struggle to walk nearly 25 minutes to school one way as we are also outside of the Brigadoon bussing distance criteria. Both parents work, and two different schools with two different start and end times makes drop-off and pick-up simply not feasible.

Between the upheaval of a new school, needing to build relationships from scratch, being separated from her brother, needing to switch schools again in a few years, and a drop in school quality, you are putting our already vulnerable daughter's future at risk. This realignment will have detrimental effects on both of our children, especially our daughter.

Finally, the fact that French Immersion program has a sibling exception rule is completely biased. French immersion programs are already elitist (e.g. showing over-representation of white students), and this unfair rule is furthering this inequality. I strongly urge you to reconsider the sibling exception to include not only French Immersion, but also non-French Immersion siblings. I'm happy to discuss in person and thank you for your consideration."

"As a parent of two children attending Groh Public School, I was informed last week about the proposed South Kitchener Boundary Changes. We are live in Affected Area C, a small pocket that is being re-directed to Brigadoon/Doon P.S. Under the proposed changes, our children who will be in grade 4 & 7 next year (non-French Immersion), will have to attend two different schools. The youngest in grade 4 will have to attend the third farthest school from us, Brigadoon P.S. (1.6 km walk away, twice as far as Groh or J.W. Gerth), then transfer to Doon P.S (2.8 km away) for grade 7 & 8, while the sibling in grade 7 will be allowed to remain at Groh P.S (800 m walk away) under a exception through legacy provision.

The proposal indicates that siblings, with one attending the Groh French Immersion program, can both remain at Groh P.S. so they don't have to be separated. However, in our situation, as a regular stream family, we are not given that option. This is not equitable or fair.

There is also no option for the older sibling to join the younger sibling at Brigadoon P.S. since it is a JK to grade 6 school. We are very upset about our children being split up, as they currently walk 11 minutes to/from school together each day, while the older sibling looks out for the younger sibling. The new walk to Brigadoon for our youngest, who is not comfortable walking alone, is 23 minutes each way through an isolated area into a different neighbourhood. We just miss the bussing distance criteria to Brigadoon as we are 1.6 km away, however bussing will be required once our youngest is transferred to Doon P.S. We will likely have to return to driving our youngest to and from school, with multiple drop offs and pick-ups between Brigadoon and Groh in inclement weather. I would expect that many parents are going to opt to drive their children to from Area C to Brigadoon due to the farther distance, creating even more unnecessary traffic and unsafe walking conditions around the school and surrounding neighbourhood.

J.W. Gerth is at 89% projected utilization for 2025, and is roughly half the distance away than Brigadoon for most of Area C, served by easy access shortcut trails. Area C falls entirely in the walkable range from Groh, whereas Brigadoon will require a bus for part of Area C. Why would you not consider redirecting Area C to J.W. Gerth? I understand that J.W. is the designated holding school for the Doon South development areas at the south end (which represents the increased enrollment projection for J.W. in 2030), however redirecting the western portion of ""Doon South I"" that is not yet built to Brigadoon instead, would result in a quicker more direct bus route for that area to Brigadoon vs J.W. Gerth, while freeing up capacity for Area C to attend J.W. Gerth.

To summarize my recommendation, please consider an exception to allow siblings to be kept together at the existing/older sibling's school, when it is not possible for the older sibling to join the younger sibling at their new school. Also, please consider redirecting Area C to J.W. Gerth instead of Brigadoon, while redirecting the unbuilt portion of Development Area Doon I to Brigadoon instead of J.W. Gerth."

Appendix C - Frequently Asked Questions

Scenario Modeling and Assumptions

How do you create boundary scenarios?

Boundary scenarios are created using an enrolment projection software system that considers historic enrolment data, new development growth, historic progression factors and program information. School boundaries are broken down into smaller geographic areas called Study Areas (SAs). Scenario modeling involves reassigning these smaller study areas to different schools to create new boundary options or scenarios.

Do the scenarios consider French immersion programs?

Scenario options do not move French immersion (FI) students. The assumption is that students will remain in the FI program where they are currently attending.

Will current Grade 7 students be required to change schools for Grade 8?

No, the new school will open JK-7 in 2025. Grade 8 students will remain at their existing school for the 2025/26 school year. The new school will be JK-8 in the 2026/27 school year.

French Immersion

Will the new school have a French immersion program?

The new school will not open with a French Immersion (FI) program. However, an FI program may be considered once a school has been in operation for more than five years and meets the criteria outlined in [Administrative Procedure 1000 - French Immersion - Elementary](#).

Will French immersion students who live within an area that is being reassigned be allowed to stay at their current school?

Yes, students may remain in the FI program where they are currently attending.

Students currently in French immersion at Brigadoon PS, but live in [Affected Area A](#), may remain at Brigadoon PS.

Students currently in French immersion at Groh PS, but live in [Affected Area B or C](#), may remain at Groh PS.

Siblings will be admitted in accordance with [Procedure 1000 - French Immersion Elementary](#):

Students at any grade level with a sibling enrolled in French immersion at an Assigned School may also attend the Assigned School (refer to Administrative Procedure 1040– Out of Boundary Requests– Elementary), except where students are required to transition to another school for Grades 7 and 8 (i.e., where a Junior Kindergarten (JK) to Grade 6 school feeds to a JK to Grade 8 school for Grades 7 and 8, a sibling in JK-6 may not attend the feeder school with the sibling unless approved as an Out-of-Boundary request).

Will French immersion students who fall within the new school boundary continue to receive transportation to their French Immersion school?

The WRDSB only provides students transportation within their home school boundary. Current FI students who fall within the boundary of the new school will be permitted to remain in the FI program at their existing school; however, they will not be eligible for transportation.

Providing Input

How can I provide input on the proposed recommendations?

The Boundary Review Committee welcomes your feedback. There are several ways to provide input:

- The [online feedback form](#) will be available until December 2, 2024. Input received will be included in the final report.
- [Email trustees](#)
- Delegate the WRDSB Committee of the Whole Meeting - Members of the public may present (delegate) to trustees at the Committee of the Whole meeting. The deadline to apply to present at the December 9, 2024 meeting is **December 4, 2024 at noon**. [Learn how to become a delegate](#)

School Information

The bell time for the new school has not yet been determined. Decisions regarding new bell times will be made **no later than February 15, 2025**.

Bell Times

| School | AM Bell | PM Bell |
|-----------------------------------|---------|---------|
| Brigadoon P.S. | 9:25 AM | 3:45 PM |
| Doon P.S. | 8:40 AM | 3:00 PM |
| Groh P.S. | 9:10 AM | 3:30 PM |
| J.W. Gerth P.S. | 9:10 AM | 3:30 PM |
| Pioneer Park P.S. | 9:15 AM | 3:35 PM |
| New School | TBD | TBD |



Report to Committee of the Whole

December 9, 2024

Subject: Development Areas Annual Report 2024-2025

Recommendation

That the Waterloo Region District School Board approve the new Development Area(s), attached as Appendix A to the report titled "Development Areas Annual Report 2024-2025," presented at the December 9, 2024, Committee of the Whole meeting, effective January 1, 2025; and

That the Waterloo Region District School Board approve amendments to existing Development Areas, attached as Appendix A to the report titled "Development Areas Annual Report 2024-2025," presented at the December 9, 2024, Committee of the Whole meeting, effective for the 2025-2026 school year; and

That Grade 6 students residing in the Riverland Development Area as of June 30, 2025, and registered at Crestview Public School may attend Stanley Park Public School or Breslau Public School until the end of Grade 8 (June 30, 2027); and

That Grade 7 students residing in the Riverland Development Area as of June 30, 2025, and registered at Stanley Park Public School may remain at Stanley Park Public School until the end of Grade 8 (June 30, 2026); and

That transportation be provided to Stanley Park Public School for those students in the Riverland Development Area, in accordance with Section 12 (Legacy Provision) of Administrative Procedure 4260 - Student Transportation, for a period not to exceed June 30, 2027; and

That Grade 8 students currently residing in the Doon South II and Doon South V Development Area be directed to Huron Heights Secondary School for September 2025; and

That those students currently residing in the Doon South II and Doon South V Development Areas and enrolled at Forest Heights Collegiate Institute as of June 30, 2025, be provided with an exception to remain at that school with transportation in accordance with Section 12 (Legacy Provision) of Administrative Procedure 4260 - Student Transportation, for a period not to exceed June 30, 2028; and

That Grade 8 students residing in the Rosenberg II Development Area will be directed to Forest Heights Collegiate Institute for September 2025; and

That those students currently residing in the Rosenberg II Development Area and enrolled at Southwood Secondary School as of June 30, 2025, be provided with an exception to remain at that school with transportation in accordance with Section 12 (Legacy Provision) of Administrative Procedure 4260 - Student Transportation, for a period not to exceed June 30, 2028.

Status

Administrative Procedure 4992 - Temporary Student Accommodation for Development Areas (AP 4992) outlines the process for establishing, assigning, reassigning and dissolving Development Areas within the Waterloo Region District School Board (WRDSB). A Development Area (DA) is a geographically defined area, typically inclusive of future or proposed growth and development, that is assigned to a holding school as an interim measure for student accommodation. The WRDSB uses this process where enrolment pressures currently exist or may be exacerbated as a result of increased student enrolment within a specific school boundary.

The Annual Development Area Report summarizes recommendations for consideration and decision by the Board of Trustees. The 2024-2025 Annual Development Area Report recommends changes outlined in Appendix A - Proposed Development Area Changes 2025-2026.

Background

The WRDSB receives development applications from all municipalities in the Region of Waterloo. WRDSB Planning staff review, provide comments and may request conditions of approval on certain *Planning Act* applications. Information from these applications is modelled to analyze and forecast potential student yields, school-level enrolment implications, and accommodation needs.

Development Areas (DAs) are a tool used in student accommodation planning in areas of growth and development where there may not be enough capacity to accommodate enrolment growth and/or where a new school is planned or proposed. DAs are temporary accommodation measures intended to provide interim student accommodation until permanent solutions can be implemented.

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

- [Board Policy 4012 – School Attendance Areas](#)
- [Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas](#).

Development Area holding school assignments are identified and reviewed through a staff-driven process that brings together school administrators, Student Transportation Services of Waterloo Region (STSWR) and other staff as needed. Schedule B of *Administrative Procedure 4992 – Temporary Student Accommodation for Development Areas* outlines the parameters for identifying holding schools.

Financial Implications

Student transportation and temporary accommodation costs and/or savings are captured within existing operating budgets.

Communications

Public Consultation

Public consultation is required where existing students will be affected by a reassignment or DA change. To meet this requirement, staff hosted two public information sessions to connect with the communities, advise families of the proposed changes, and gather feedback. The public information sessions are described in Appendix A, and all the feedback received through consultation is included in Appendices B, C and D.

Affected families received information about the public information sessions via School-Day and included a link to custom web pages;

- [Breslau Riverland](#)
- [Rosenberg II](#)
- [Doon South II and V](#)

Communication Plan After Board Decision

Utilizing School-Day and other WRDSB media channels (e.g., web, social media), staff will notify students residing in the Rosenberg II, Doon South II, and Doon South V Development Areas about the changes. The intention is to capture the elementary students being redirected in 2025 and the existing secondary students who may elect to transfer schools based on the new assignments.

Standard Development Area Communication Protocols (Ongoing)

Information about DA assignments is available on the Planning Department's [School Boundary and Maps](#) page. The general public can view information on the map by searching for an address, and can find information shared through the [Frequently Asked Questions](#).

The “[School Finder](#)” application on the WRDSB’s website is updated regularly to display school assignments and transportation eligibility based on up-to-date municipal addresses. Notes about contacting the Planning Department are provided for addresses within Development Areas.

Letters are sent to the local real estate boards and new home sales centres, where possible, to advise them of the Development Area holding school assignments.

The WRDSB requests conditions of approval be imposed on new developments that meet the DA criteria. These conditions require the developer to post signage and include clauses in Agreements of Purchase and Sale indicating that students from the development may need to be accommodated at schools outside the area. Planning staff liaise with developers, realtors, and municipal planning staff to identify additional opportunities to communicate directly with new home buyers.

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

Prepared by: Lauren Agar, Senior Manager of Planning
Sarah West, Senior Planner
Emily Bumbaco, Senior Planner
Nick Landry, Superintendent, Business Services & Treasurer
in consultation with Leadership Council

Appendix A: Proposed Development Area Changes (2025-2026)

Table 1: Elementary Changes

| ELEMENTARY | | | | | | |
|------------|--|--------------------|--|----------------------|-------------------|----------|
| | Development Area (DA) | Municipality | Current School | Proposed School | Existing Students | Status |
| 1. | Southeast Cambridge V - Ripplewood North | Cambridge | Moffat Creek PS JK-8 | Moffat Creek PS JK-8 | No | New |
| 2. | Riverland | Woolwich (Breslau) | Crestview PS JK-6 Stanley Park PS 7-8 | Breslau PS JK-8 | Yes | Dissolve |
| 3. | Doon South II, III, V, VII | Kitchener | Pioneer Park PS JK-6 Doon PS 7-8 | See Note* | Yes | Dissolve |

**Determined through South Kitchener Elementary School Boundary Review decision*

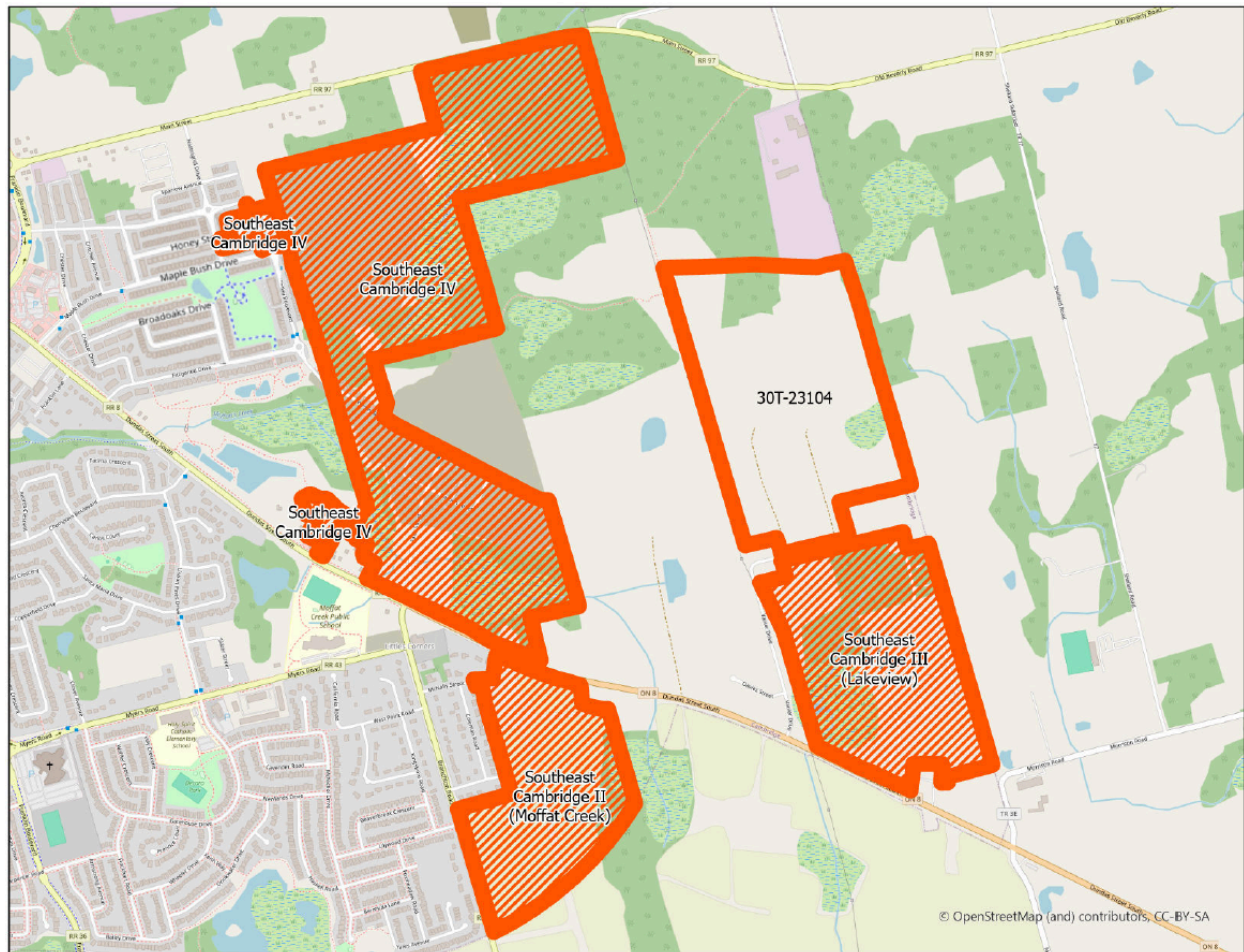
Table 2: Secondary Changes

| SECONDARY | | | | | | |
|-----------|-----------------------|--------------------|------------------------|------------------------|-------------------|----------|
| | Development Area (DA) | Municipality | Current School | Proposed School | Existing Students | Status |
| 4. | Doon South II, V | Kitchener | Forest Heights CI 9-12 | Huron Heights SS 9-12 | Yes | Dissolve |
| 5. | Doon South III & VII | Kitchener | Southwood SS 9-12 | Huron Heights SS 9-12 | No | Dissolve |
| 6. | Rosenberg I | Kitchener | Southwood SS 9-12 | Forest Heights CI 9-12 | No | Reassign |
| 7. | Rosenberg II | Kitchener | Southwood SS 9-12 | Forest Heights CI 9-12 | Yes | Reassign |
| 8. | Riverland | Woolwich (Breslau) | Grand River CI 9-12 | Grand River CI 9-12 | Yes | Dissolve |

1. Southeast Cambridge V Ripplewood North - Cambridge (New)

Planning Staff are proposing the creation of one new elementary Development Area (DA) in Cambridge, effective January 1, 2025. This DA includes the pending development 30T-23104, which includes WRDSB's request to identify a school site.

Other DAs in Southeast Cambridge will be reviewed in the planned boundary review for the new Southeast Cambridge Joint Use Elementary School (Wesley Boulevard).



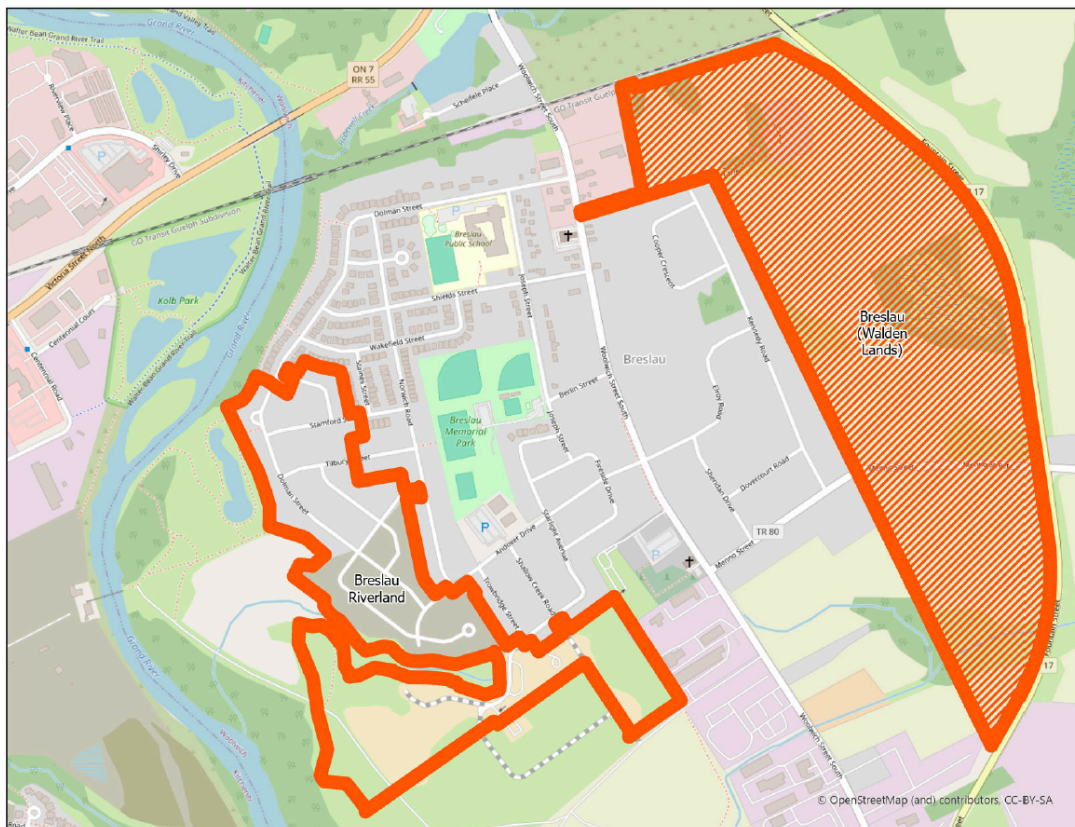
2. Riverland Development Area - Breslau (Dissolve)

Staff recommend that the Riverland Development Area (DA) in Breslau be dissolved and reassigned to Breslau Public School. The Riverland DA in Breslau has been assigned to Crestview and Stanley Park Public Schools since May 2017. Breslau Public School can now accommodate students from this area, so it is recommended that the DA be dissolved and the area become part of the Breslau Public School attendance boundary. A boundary review for the new East Breslau (Loxleigh Lane) elementary school will determine the home school assignment for the remaining Breslau DAs.

Riverland DA Public Information Session

The meeting for the Riverland DA families was held Tuesday, November 12, 2024, from 6:00-7:00 pm at Breslau Public School; approximately 12 people attended. The consensus is that this is a positive move for families who reside in Breslau. Some families are concerned about the loss of transportation and longer walking distances to school.

Online feedback was collected through the planning@wrdsb.ca email address. A summary of the feedback received for both proposed DA changes is attached as Appendix B.



3. Doon South II, III, V, VII Development Areas - South Kitchener (Elementary - Dissolve)

The [New South Kitchener Elementary School Boundary Review](#) will establish attendance area school boundaries for the Doon South II, III, V, and VII. Families of existing students within Doon South II and V DAs were consulted through the boundary review process. Doon South III and VII have no existing students, and development activity is anticipated to begin in the coming years. It is recommended that the Doon South II, III, V, and VII DAs be dissolved and the area become part of the attendance boundaries established by the New South Kitchener Elementary School Boundary Review.

4. Doon South II, V Development Areas - South Kitchener (Secondary - Dissolve)

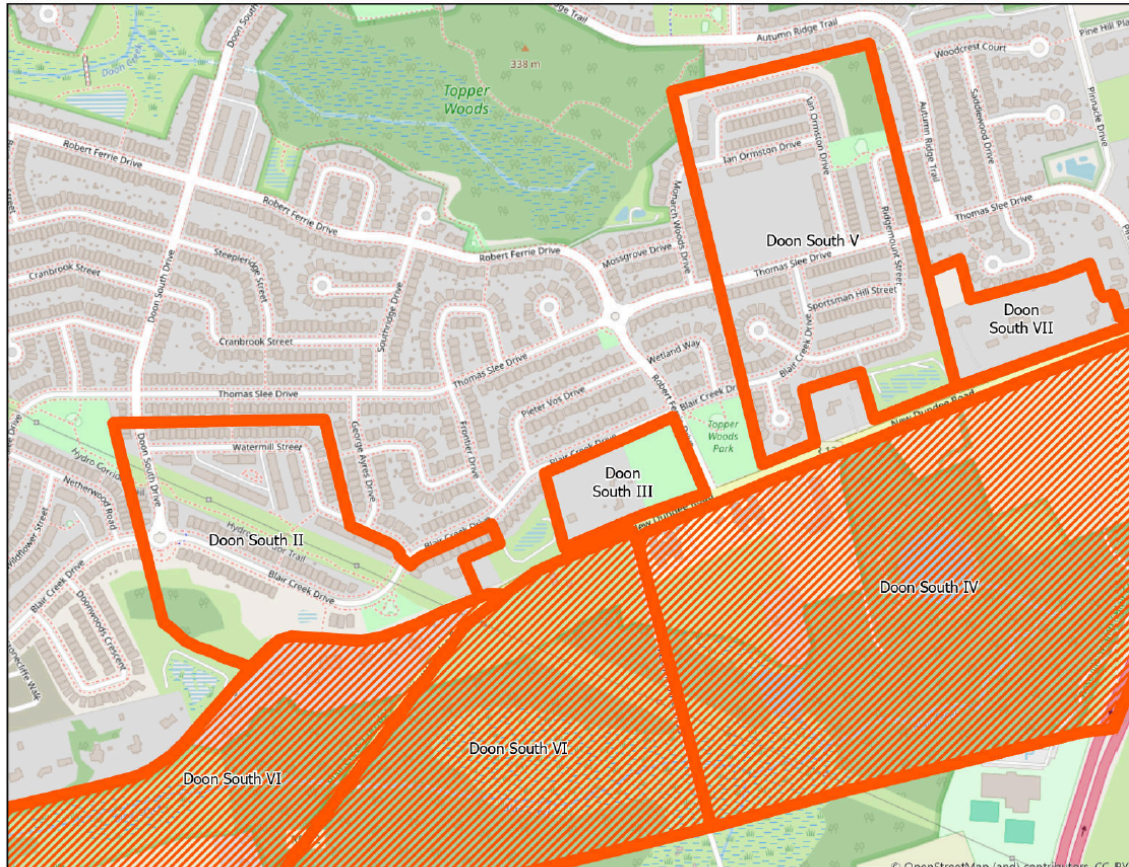
Staff recommend that the Doon South II and V DAs be dissolved and the areas become part of the attendance boundary for Huron Heights Secondary School for Grades 9-12, beginning with the current Grade 8 students enrolled at Doon Public School for their entry into Grade 9 in September 2025.

The current holding school is Forest Heights Collegiate Institute. Current Grade 9-11 students attending Forest Heights Collegiate Institute will be notified of any approved changes and provided legacy transportation to Forest Heights Collegiate Institute until 2028.

These DAs are built out and are not expected to generate additional enrolment growth like what is seen through new housing developments. This change removes a split feed from grade 8 and aligns with the elementary boundaries recommended for the new South Kitchener Elementary School. Staff do not foresee a need to maintain the DA status of this area now that it is unified for the elementary and secondary assignments.

5. Doon South III, VII Development Areas - South Kitchener (Secondary - Dissolve)

Staff recommend that the Doon South III and VII DAs be dissolved and the areas become part of the attendance boundary for Huron Heights Secondary School for Grades 9-12. There are currently no students residing within either DA and enrolment forecasts indicate the secondary impact will be minimal. Unifying the boundary with adjacent areas will benefit the community.



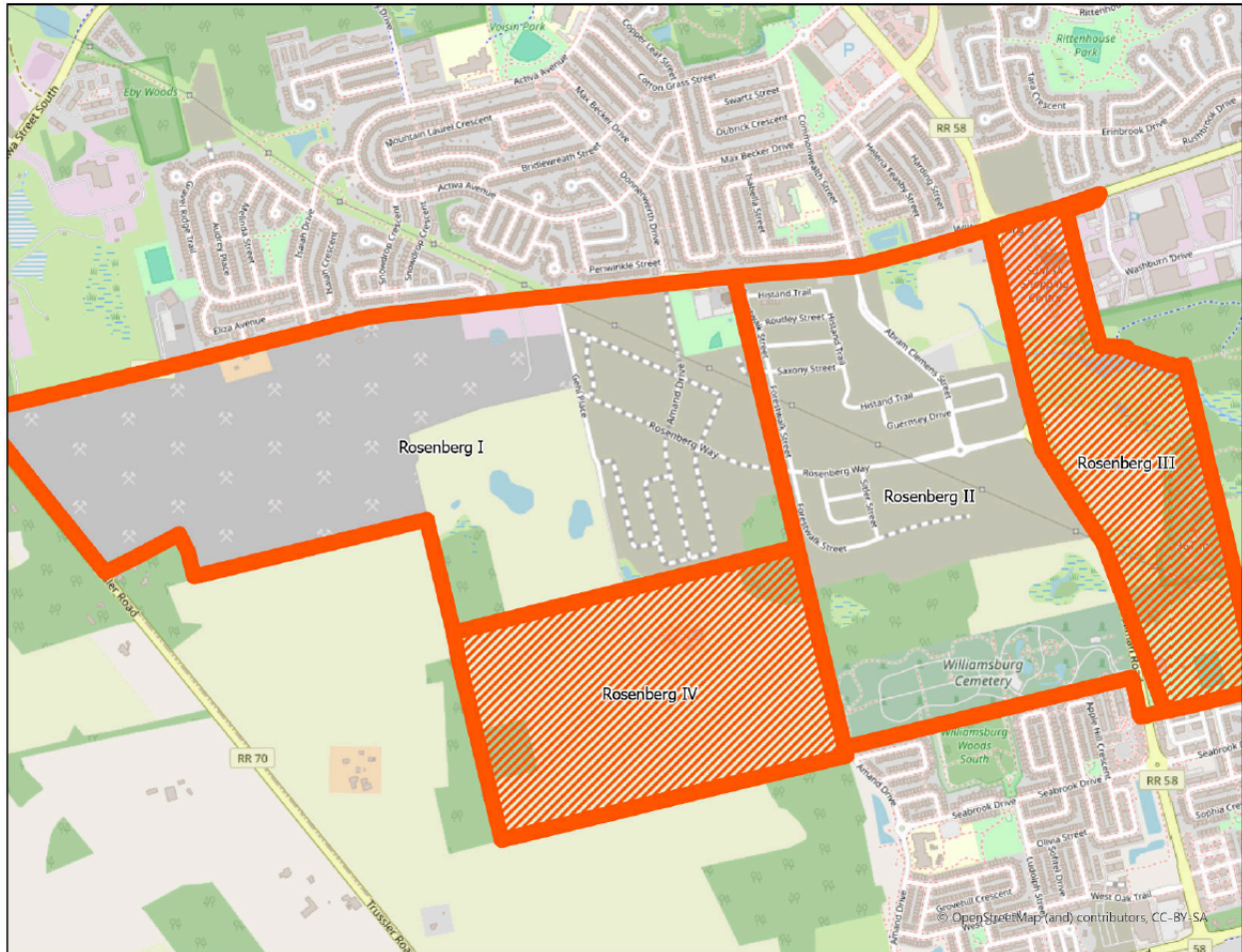
6. Rosenberg I Development Area (Secondary Reassignment)

Staff recommend that the Rosenberg I Development Area (DA) in Kitchener be reassigned from Southwood Secondary School to Forest Heights Collegiate Institute. This development area has no existing students, but development activity is expected to come online in 2025, potentially generating students before the end of this school year. Growth and utilization impacts will be monitored and reviewed annually.

7. Rosenberg II Development Area (Secondary Reassignment)

Staff recommend that the Rosenberg II Development Area in Kitchener be reassigned from Southwood Secondary School to Forest Heights Collegiate Institute, beginning with redirecting the current Grade 8 students enrolled at Queensmount Public School into Grade 9 in 2025.

Current Grade 9-11 Southwood Secondary School students in the Rosenberg II DA will be notified of any approved changes and provided legacy transportation to Southwood Secondary School until 2028.



Secondary DA Reassignment Public Information Session

WRDSB Staff hosted a joint meeting for the Doon South II & V and Rosenberg II DA consultation.

The meeting was held Tuesday, November 26, 2024, from 6:00-7:00 pm at Jean Steckle PS.

While only 2 people attended the meeting, staff feel that the lack of attendance aligns with the general lack of opposition in response to the two proposed redirections. There were no phone calls or emails in opposition to the proposal.

Further, an online feedback form was created for families affected in these DAs and the responses are provided in Appendices C & D.

Appendix B: Riverland Development Area Feedback

"Hello,

I'm [redacted] from Breslau and my daughter attends Crestview public school. I received the email regarding the proposed school boundary changes and would like to share my thoughts:

1. If there has to be changes, please don't do it in the middle of the school year as it may cause disruptions to learning.
2. I understand that Breslau PS is quite crowded as it is. Would it be able to accommodate more students without having them learn from portables?
3. If the child enjoys Crestview and would like to stay in the school, would there be a choice offered?
4. Does Breslau PS offer French immersion programs? My daughter is currently enjoying her FI at Crestview and would hate to lose that opportunity just because of a boundary change.

I hope you'll take these thoughts into consideration as you make your decision. Thank you!"

"I was proposing as [redacted] parent that she can finish her grade 6 at Crestview and 7 at Stanly"

"Good afternoon,

Thank you so much for putting on the information session last night at Breslau PS. Being in the Riverside community here for almost 5 years now, we are all thrilled at the idea of our children finally getting to go to Breslau PS. We thank you all for your support and are hoping for a great outcome in the coming months."

"Hello,

I live at [redacted] Stamford St, Breslau. I'm very interested in seeing my daughter [redacted] being moved from Crestview to Breslau to help align to our community. We live at the corner of [redacted] and Stamford and see so much more value in [redacted] going to Breslau and walking to school than taking a 20 min bus ride out of the community.

Thank you for considering this and hopefully we hear from you soon about a decision soon"

"Hello ,

I hope this message finds you well.

I wanted to share some feedback and express concerns about the upcoming school transition for students moving to grade 7. My daughter, currently in grade 6 at Crestview, with this change she is supposed to transition to Breslau Public School next year instead of Stanley Park School, where many of her current friends will be continuing. This change has been causing her significant anxiety, as she struggles with the idea of leaving her friends and familiar environment.

While we are doing our best to support her, highlighting the potential benefits of this transition and providing reassurance, but the emotional toll is taking on her is undeniable. This has raised concerns for us as parents about how such transitions are managed, especially for children who may face difficulty adapting and experience stress or anxiety.

I would like to understand what additional measures or support systems are in place to help children like my daughter adjust smoothly if they struggle with this change. Additionally, I believe that continuing in the same school with familiar peers provides a sense of stability and confidence that greatly supports a child's growth and adaptability during such a critical stage. With this in mind, I respectfully request that the option for students entering grade 7 to remain with their current peers and move to Stanley Park School be reconsidered. It should not be mandate to move to BPS . Providing this choice could greatly benefit students who are apprehensive about such a significant change.

Thank you for considering this feedback. I am hopeful for your understanding and support in addressing this matter for the well-being of the children involved."

"To whom it may concern,

We are in support of moving the Riverland boundary to the Breslau school.

Thank you,"

"Respected Trustees and planning Committee,

Thank you for allowing us, the residents of Breslau, provide feedback on the potential boundary for our area.

My concern with the potential change is transportation for children to and from Breslau public School, given the distance from my residence.

For reference, i live on Eva Drive(XXXXX and Eva drive) and Breslau PS is 1.3km from my home. I have child in G1 who currently go to Crestview PS and are in bus to and from.

The are currently does not have public transport within and on days when we have bad weather (storms, hail, blizzards, minus 30 degree weather), children that age cannot be expected to walk 25-35 minutes to get to or from school.

If you are considering reviewing the boundaries, please take into consideration the potential to review transportation requirements given, one the distance for those who live at the end of boundary, and two the slope of the land which slops downwards where my child will be expected to walk uphill from.

Currently, Crestview PS is not at a max for students and class sizes are not of concern. We are content with our children attending Crestview PS and would like for them to continue their education there, as they have started building trusting relationships with the staff and peers.

Once again, if boundaries are going to change, please review the bus policies and advise what supports will be available to those living at the end of the boundary, given there are currently no public transport supports.

Thank you,"

Appendix C: Rosenberg II Development Area Feedback

Rosenberg new developed area by mattamy (wildflower community phase 2)

Please allocate Cameron Heights as secondary school for this area, Cambridge is too far and no way near to kids

I support the proposed re-direction since my kinds travel to southwood, Cambridge every day from rosenberg II area, it took 45 minutes every day and it affects her studies and health too. I would recommend WRDSB to redirect it and allow our community kids to join the closest school at forest heights.

Yes, I agree with the proposal. I am not happy that my kid has to go to Southwood Secondary school. They should be going to local area school.

I support the decision to make changes in the school boundary. Currently we recite in Rosenberg area and our given school is south wood secondary school which is 30 minutes away from our location. It is inconvenient and unfair to send our kids too far from our homes. I highly request current members to reconsider their decision and assign a school that is closer location to our house.

We are in support of this. With current school location (Cambridge) there are multiple challenges. We would like to get a school near to our house.

Appendix D: Doon South II and V Development Area Feedback

This is absolutely the most AMAZING news!!! We live SO FAR away from Forest Heights. The traffic headed that way is not good and will only get worse. This is a very welcomed change! Now my son can stay with the friends he has made at his 7&8 School instead of being separated from 99% of them. We would be so delighted and beyond happy if you proceeded with this plan!

I support directing the students to Huron Heights Secondary School from Doon South V. It will reduce the commute time. Thank you.

THANK YOU board . We are extremely pleased with the recent proposal and would like to express our heartfelt gratitude to the board for making this decision. Our child has been feeling isolated as he was assigned to Forest Heights School, while his friends, who live just behind our house, were attending Huron Heights School. This separation has caused him considerable distress, and he often felt excluded.

Additionally, the long commute—over 30 minutes from our home in Doon to Forest Heights—has further compounded the difficulty. With this new proposal, our child will have the opportunity to attend the same school as his friends, which will significantly improve his social well-being and allow him to reconnect with his peers.

We are truly happy with this change and thank the board again for considering our child's needs and making a thoughtful decision.

Yes I would love if my son can go to Huron heights Instead of going to forest heights.

I would strongly recommend we get admission to Huron heights public school.



Report to Committee of the Whole

December 9, 2024

Subject: Human Rights Branch Annual Report

Recommendation

This report is for the information of the Board.

Status

The Human Rights Branch (HRB) Annual Report will be posted publicly on December 10, 2024, which is Human Rights Day.

The report will include:

- Case Management - the number and nature of complaints
- Human Rights Education - presentations, workshops and trainings developed, facilitated and hosted by the HRB
- Strategic Leadership - evidence of HRB leadership in the WRDSB
- Accessibility Portfolio - efforts to advance accessibility and anti-ableism in the WRDSB

Background

The HRB began to share an annual report in an effort to be more transparent about their work in 2023. The Annual Report outlines the important and ongoing work of the HRB in building a culture of human rights at the Waterloo Region District School Board and addressing human rights complaints in compliance with Ontario's Human Rights Code.

Financial implications

No financial implications.

Communications

The Human Rights Branch Annual Report will be communicated to the system through the corporate website.

Prepared by: Deepa Ahluwalia, Human Rights and Equity Advisor
in consultation with Leadership Council



Report to Committee of the Whole

December 9, 2024

Subject: Motion: Gifted Program

Recommendation

That the Waterloo Region District School Board (WRDSB) ensure that parents/guardians be consulted as part of the process that will help identify a central location in Kitchener for the grade 5/6 gifted class; and

That the WRDSB trustees request that staff bring forward a written report on the effectiveness of the current approach to giftedness identification including a breakdown of the number of children referred to special education staff for giftedness by school, and the number of students identified as gifted by school, and the number of students receiving Tier 1, Tier 2 and Tier 3 giftedness support by school; and

That this report be presented to trustees for the first Committee of the Whole in March 2025.

Status

This Notice of Motion was served at the June 10, 2024, Committee of the Whole meeting by Trustee C. Watson with support from Trustee M. Ramsay.

Background

The following recitals were included by Trustee C. Watson as background:

Whereas Cambridge's gifted class at Blue Heron PS for grades (5/6) has been eliminated because of low enrollment for the 2024/25 year, and these students will now be bussed to Elizabeth Zeigler in Waterloo;

Whereas cognitive assessment is dependent on the teacher and or parent to identify gifted children without a formalized cognitive screening process e.g. CCAT;

Whereas other school boards routinely test for giftedness at or around grade 3;

Whereas some gifted students may not be easily identified, especially students with disabilities;

Whereas parents were not consulted about the changes to the grade 5/6 gifted class;

Whereas the 2023-2024 BEIP includes the indicator "% of students receiving special education accommodations and/or modifications" with a strategy that includes "Implement and monitor assessment, evaluation and evidence-based intervention practices",

Whereas summary reporting by staff on the effectiveness of program implementation is a matter of governance concerning trustees,

Financial implication

The financial implications are not known at this time.

Communications

There is no communication plan at this time.

Prepared by: Stephanie Reidel, Manager of Corporate Services for Trustee C. Watson