



September 15, 2025

Business Services Standing Committee

Notice of Meeting

The Business Services Standing Committee Meeting of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 1st Floor, 51 Ardelet Avenue, Kitchener, Ontario, on September 15, 2025, at 6:00 p.m.

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Elections

Election of Chair

Election of Vice-Chair

Board Chair
Committee Chair

Approval of Agenda

Announcements

Declarations of Pecuniary Interest

Delegations

Emily Pike - French Immersion

Staff Follow Up

French Immersion Procedural Change

N. Landry

Reports

01 Bank Borrowing Resolution

N. Landry

06 Annual Community Planning and Facility Partnership Opportunities

L. Agar

10 New Southeast Cambridge Joint Use Elementary School Boundary Review

L. Agar

Board Reports

Question Period for Members (5 minutes)

Rise and Reconvene In Camera

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 Business Services Standing Committee

September 15, 2025

Subject: Bank Borrowing Resolution

Recommendation

That the Waterloo Region District School Board adopt the Resolution, as outlined in Appendix A, authorizing the borrowing of money to meet current expenditures of the Waterloo Region District School Board for fiscal year 2025.

Status

The growth in the overall budget over the last number of years, combined with the extensive capital and maintenance program being undertaken by the WRDSB, has increased the short-term cash flow needs of the board. As such, staff are recommending that the borrowing limit be maintained at \$65M to ensure we have sufficient liquidity to meet our short-term needs; this request is supported by the cash flow summary provided in Appendix B.

Background

In the normal course of business, the Waterloo Region District School Board (WRDSB) borrows money to meet its short-term cashflow needs. This is necessary because of timing differences between our collection of revenues from municipalities and the province, and our payment schedules for the expenditures of the WRDSB.

The Education Act (subsection 243) allows borrowing up to the uncollected amount of revenues of the Board. In 2022-23, the borrowing limit was increased from \$50M to \$65M; this coincided with short-term cashflow needs that arose during the pandemic and an increase in the overall funding received from the Government of Ontario. The Board has not utilized its borrowing facilities over the past number of years.

Financial implications

In the past, the annual budget included an amount to provide for interest costs incurred because of short-term borrowing. Over the past number of years, the Board has not needed to borrow any money to meet its short-term cash flow needs. As such, for the 2025-26 school year, we have not budgeted an expense for this purpose.

Communications

A certified copy of the Board Resolution will be forwarded to CIBC.

Prepared by: Miruna Armellini, Controller, Financial Services

Nick Landry, Superintendent, Business Services & Treasurer of the
Board

in consultation with Leadership Council

Resolution

A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET CURRENT EXPENDITURES OF THE WATERLOO REGION DISTRICT SCHOOL BOARD (the “Board”)

A. In accordance with subsection 243(1) of the Education Quality Improvement Act (the “Act”), the Board considers it necessary to borrow the amount of up to \$65,000,000.00 to meet, until current revenue has been received, the current expenditures of the Board for their fiscal year 2026.

B. Pursuant to subsection 243(3) of the Act, the total amount borrowed pursuant to this resolution together with the total of any similar borrowings and any accrued interest on those borrowings is not to exceed the unreceived balance of the estimated revenues of the Board for the fiscal year.

C. The total amount previously borrowed by the Board pursuant to Section 243 that has not been repaid is \$0.

D. The amount borrowed for current expenditures is within the Board’s Debt to Financial Obligation Limit as established by the Ministry of Education.

BE IT RESOLVED THAT:

1. The Chairperson or Vice-Chairperson and the Treasurer are authorized on behalf of the Board to borrow from time to time from Canadian Imperial Bank of Commerce (“CIBC”) a sum or sums not exceeding in the aggregate of \$65,000,000.00 to meet, until current revenue is collected, the current expenditures of the Board for the year (including the amounts required for the purposes mentioned in subsection 243 (1) and 243 (2) of the Act) plus interest at a rate to be agreed upon from time to time with CIBC.
2. The Treasurer is authorized and directed to apply in payment of all sums borrowed plus interest, all the monies collected or received in respect of the current revenues of the Board.
3. The Treasurer is authorized and directed to deliver to CIBC from time to time upon request a statement showing (a) the total amount of unpaid previous borrowings of the Board for current expenditures together with debt charges, if any, and (b) the uncollected balance of the estimated revenues for the current year or, where the

estimates have not been adopted, the estimated revenues of the previous year, less any current revenue already collected.

We hereby certify that the foregoing is a true and complete copy of a Resolution of the Board in the Province of Ontario, duly passed at a meeting of the Board and that this Resolution is in full force and effect.

Dated this 15th day of September, 2025.

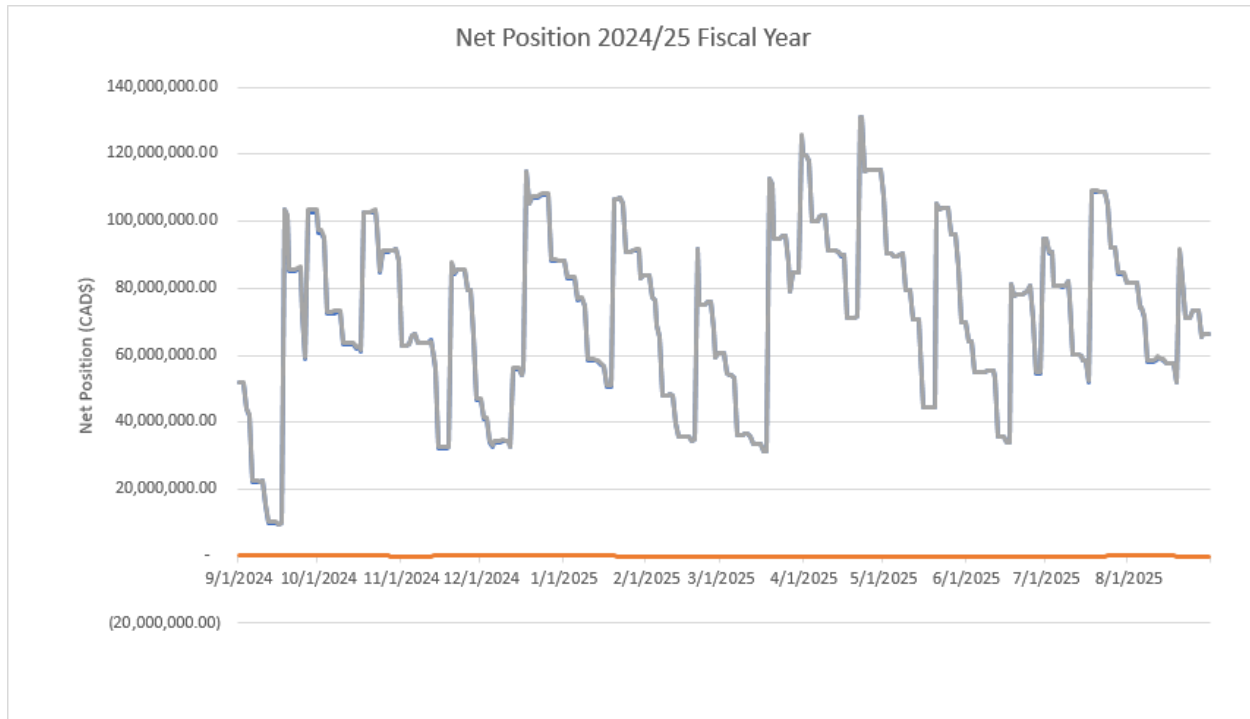
Waterloo Region District School Board

Per: _____
Chairperson or Vice-Chairperson

Treasurer

Daily Net Cash Position

September 1, 2024, to August 31, 2025





Report to Business Services Standing Committee

September 15, 2025

Subject: Community Planning and Facility Partnership Opportunities, Report and Annual Meeting

Recommendation

This report is provided for information.

Status

This report shares information about opportunities for community organizations to partner with the Waterloo Region District School Board (WRDSB) by using space in schools or collaborating on new school projects.

Each year, the WRDSB identifies:

- School buildings and sites available for community use; and
- Future school construction or additions where joint building projects may be possible (see Section 4 of the Board Policy 1011).

These opportunities are guided by [Board Policy 1011 – Community Planning and Facility Partnerships](#). Schools with extra space, or those planned in growth areas (as outlined in the [2020-2030 Long-term Accommodation Plan \(LTAP\)](#)), may be good candidates for partnerships. A full list of projects and space availability is included in Appendix A.

Organizations already on WRDSB's list of community partners will be informed when a suitable opportunity arises. Although groups can initiate discussions with WRDSB staff at any time, this annual public meeting provides another opportunity to explore potential partnerships. All proposals will be reviewed based on the criteria set out in WRDSB's administrative procedures.

Background

The WRDSB has had a formal policy for community partnerships since July 2016, last updated in June 2023 ([Board Policy 1011 – Community Planning and Facility Partnerships](#)). The policy is consistent with the [Ministry's 2015 Community Planning and Partnerships Guideline](#). The goal is to maximize the use of school spaces by

collaborating with local organizations, particularly when constructing new schools or renovating existing ones.

In 2024, the WRDSB submitted three projects for provincial funding through the Capital Priorities Grant Program; however, none were approved (see Committee of the Whole Report “2024-25 Capital Priorities Grant Program Submission,” presented on September 16, 2024, and Ministry of Education [Memorandum 2024:B11](#)). Details for the next funding round have not yet been released.

Beyond these formal partnerships, many WRDSB schools already work with community groups through long-term agreements or permit arrangements under the Community Use of Schools program. The process for choosing child care providers in new schools remains the same through the WRDSB’s existing selection process.

The WRDSB's Request for Supplier Qualification process for selecting child care providers in new facilities remains unchanged.

Financial implications

There are no known financial implications.

Communications

A public notice was posted on the WRDSB website regarding this annual meeting, providing detailed information in the Partnerships section of the site. In addition, all eligible community partners listed under the WRDSB’s procedures have been notified of this year’s partnership opportunities.

The WRDSB welcomes all interested community organizations to share their proposals or plans related to facility partnerships or co-building opportunities.

Prepared by: Lauren Agar, Senior Manager of Planning, in consultation with Leadership Council.

Appendix A

Potential Partnership Opportunities in the 202-2030 Long-Term Accommodation Plan

2020-2025

SHORT-TERM ACTIONS	REVIEW AREA	SCHOOL / PROJECT
New schools and Rebuilds	E02	Proposed North Cambridge (Equestrian Way)
	E25	Proposed Lexington Public School facility rebuild
	S02	Proposed Kitchener Secondary VII (South West Kitchener)
	S05	Proposed Waterloo Collegiate Institute Rebuild project through WCI/Northdale Feasibility Study Project
Major Additions	E03	Proposed Parkway Public School Addition
	E04	Proposed Clemens Mill Public School Addition
	E16	Proposed Lackner Woods Public School Addition
	E19	Proposed John Mahood Public School Addition
	E21	Proposed Ayr Public School Addition
	S02	Proposed Huron Heights Secondary School Addition (amendment to LTAP)
	S04	Proposed Waterloo-Oxford District Secondary School Addition

2026-2030

MEDIUM TO LONG-TERM ACTIONS	REVIEW AREA	SCHOOL/PROJECT
New schools	E01	Proposed Cambridge West (Bismark Dr) Elementary School
	E07	Proposed Rosenberg I (Rosenberg Way) and Rosenberg II (365 Rosenberg Way) Elementary Schools
	E12	Proposed Trussler North (Benninger Dr) Elementary School or alternative accommodation solution

	E22	Proposed North Waterloo (Esker Lake Dr/Pinery Trail) Elementary School
Major Additions	E17	Proposed Forest Glen Public School or Grandview Public School (New Hamburg) Addition
	E23	Proposed Keatsway, Centennial or Mary Johnston Public Schools Addition
	S04	Proposed Elmira District Secondary School Addition

Note: Proposed schools are identified with a temporary community name and would be subject to being formally named through Board Policy 4020 - Naming and Renaming of Board Facilities



Report to Business Services Standing Committee

September 15, 2025

Subject: New Southeast Cambridge Elementary School Boundary Review

Recommendation

That the Business Services Standing Committee recommend approval of the initiation of a boundary review process involving Chalmers Street Public School and Moffat Creek Public School to establish an attendance area for the new JK-8 joint use elementary school, currently under construction in partnership with the Waterloo Catholic District School Board at 605 Wesley Boulevard in Cambridge.

Status

Construction of a new 519-pupil place JK-8 joint use elementary school in southeast Cambridge is currently underway, with a target completion of summer 2026. The project also includes a 5-room child care centre. The projected opening date for the school is September 2026.

An attendance area must be established prior to the opening of the new school, and staff are seeking approval to start a boundary review in accordance with [Administrative Procedure 4991- Boundary Reviews](#). Staff recommend that the review include the following school communities:

- Chalmers Street Public School (Junior Kindergarten to Grade 6)
- Moffat Creek Public School (Junior Kindergarten to Grade 8)

If approved, community engagement will be undertaken this fall in accordance with the Communications Plan for this review. A final report and recommendations will be presented to the Business Services Standing Committee in December; this timeline aligns with the 2026 Kindergarten registration and staffing processes. Any approved boundary changes will be implemented for the 2026/2027 school year.

Appendix A contains the Initial Report, which provides details on the review area schools, enrolment projections, a communications plan and a review timeline.

Background

The Ministry approved a new school in Southeast Cambridge on November 16, 2016. The Ministry approved the space template for this project on April 29, 2021. In late 2022, the Waterloo Catholic District School Board (WCDSB) and WRDSB acquired the lands at 605 Wesley Boulevard to construct the new shared elementary school.

[Administrative Procedure 4991- Boundary Reviews](#) was updated in 2025 and provides the framework for conducting a boundary review process. Any modifications to school attendance areas require Board approval. As outlined in the procedure, decisions regarding changes to school boundaries that may impact existing students should not be made after February 28th for implementation the following school year.

Financial implications

There are no known financial implications.

Communications

A Boundary Review Steering Committee will meet regularly to guide the process and facilitate community engagement. A communications plan has been developed, including a boundary review webpage, a schedule of school communication and social media notices, and the facilitation of public engagement opportunities.

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



INITIAL REPORT

NEW SOUTHEAST CAMBRIDGE

ELEMENTARY SCHOOL BOUNDARY

REVIEW

September 15, 2025



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Executive Summary

This report initiates a boundary review for the new Southeast Cambridge Elementary School, a collaborative project between the Waterloo Region District School Board (WRDSB) and the Waterloo Catholic District School Board (WCDSB). The boundary review aims to establish a sustainable long-term attendance boundary for the new school, balance enrolment across existing schools, and reduce reliance on temporary accommodations.

Key Drivers

- The opening of a joint use school in September 2026, providing 519 WRDSB pupil places and 88 child care spaces.
- Existing enrolment pressures at Chalmers Street Public School and Moffat Creek Public School.
- A need to reassign or dissolve interim Development Areas.

- Rapid and ongoing residential growth in Southeast Cambridge.

Scope of Review

- Involves Chalmers Street PS (JK–6), Moffat Creek PS (JK–8), and multiple Development Areas.
- Excludes consideration of French immersion programs at this time, as well as any changes to the grade structure or school closures.

Proposed Scenario 1

- Redirects part of Chalmers Street PS’s boundary (northeast of Dundas St S) and several Development Areas to the new school.
- Reduces enrolment pressure, enhances walkability, and creates a compact, long-term boundary.

Community Engagement

- A multi-phase engagement process will occur from September to December 2025.
- Includes information sharing, feedback collection, scenario refinement, and final recommendation development.
- Ensures diverse and inclusive participation, with emphasis on accessibility and transparency.

Timeline Highlights

- **September 2025:** Initial report and community engagement begins.
- **December 2025:** Final recommendation presented to the Board.
- **September 2026:** New school opens and boundary changes take effect.

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 led by the **Boundary Review Steering Committee** (BRSC), a staff committee which represents the schools and various internal board departments. The boundary review process places a strong emphasis on meaningful community engagement. Families, staff, and community members will play a crucial role in shaping the recommendations by providing input on their lived experiences, local conditions, and the potential impacts of proposed boundary changes. The Board of Trustees approves the final recommendations of the review.

Southeast Cambridge is an area of significant ongoing and future residential development within the Region of Waterloo. Several Development Areas have been designated to manage ongoing growth, with students currently assigned to **Chalmers Street Public School** and **Moffat Creek Public School** on an interim basis.

The schools proposed for this boundary review are part of **Review Area E06 - Cambridge Southeast (Southeast Galt)** of the [WRDSB Long-Term Accommodation Plan 2020-2030](#) (the LTAP). The [Education Development Charges \(EDC\) Background Study \(2021\)](#) indicates a net pupil place deficit resulting from new growth in the Review Area over the 15-year EDC planning horizon.

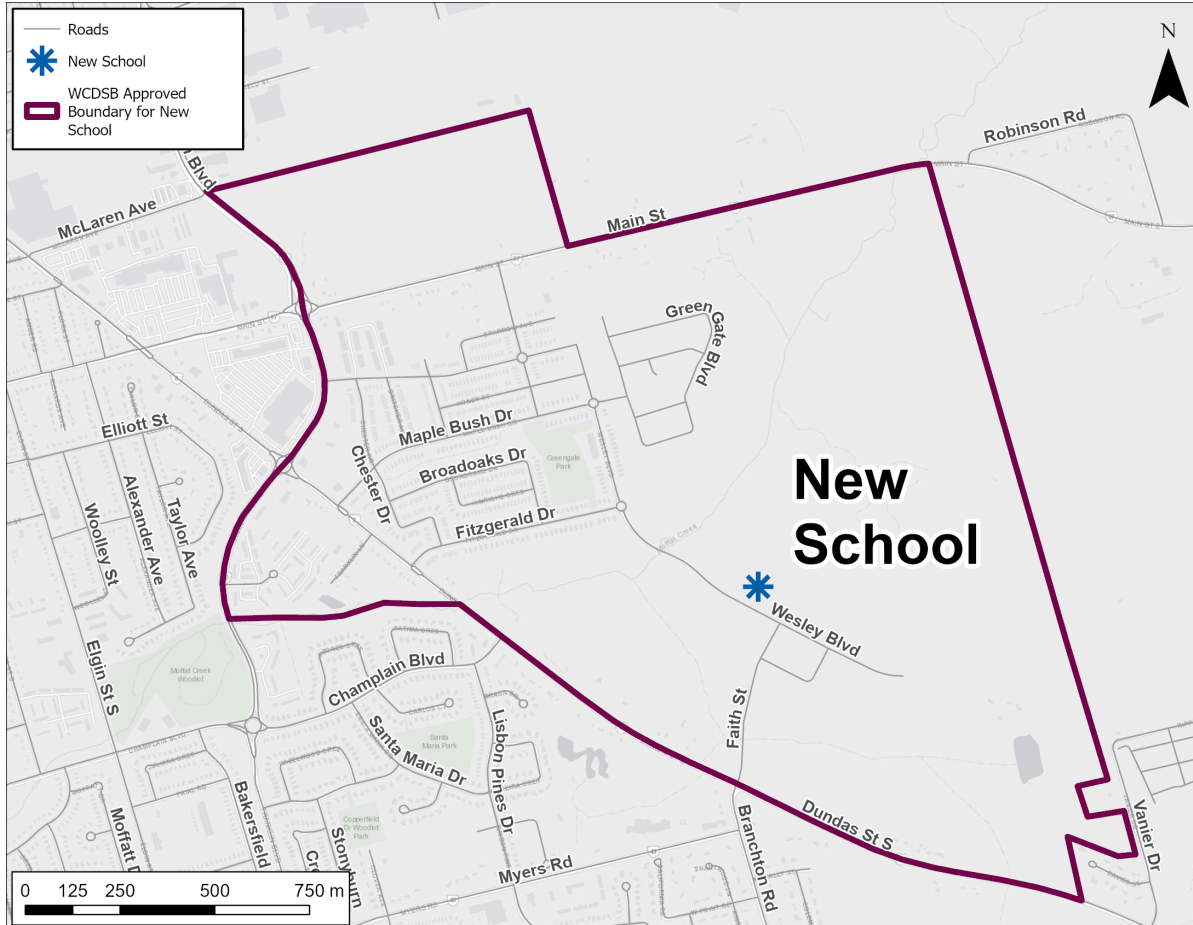
One of the short-term recommendations of the LTAP is to conduct a boundary review for the Southeast Cambridge elementary school.

The new school is a joint venture between the WRDSB and the Waterloo Catholic District School Board (WCDSB). This is the first such undertaking for the WRDSB, presenting a unique opportunity to collaborate with our coterminous partners.

Appendix A

The WCDSB completed its boundary review and approved the attendance boundary for its school on May 26, 2025 (Figure 1).

Figure 1: WCDSB Approved Boundary for new Joint Elementary School



Capital Plan

A business case for a 519-pupil place elementary school and child care centre was submitted to the Ministry of Education (Ministry) as part of the 2016 Capital Priorities Program.

The Ministry approved a new school in Southeast Cambridge on November 16, 2016, at the time referred to as the Greengate Boulevard site. Following the Ministry's approval, the Board opted to pursue the joint use project with WCDSB, relinquishing its interest in the site on Greengate Boulevard.

The Ministry approved the space template for this project on April 29, 2021. In late 2022, the two school boards acquired the lands at **605 Wesley Boulevard, Cambridge**, to construct the new shared elementary school.

The WRDSB portion of the JK-8 elementary school will have:

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

The school will also feature a 5-room child care centre, accommodating 88 licensed child care spaces.

Appendix A

School construction began in October 2024 with a **target opening date of September 2026**.

The WCDSB JK-8 portion comprises 377 pupil places through;

- 3 Full Day Kindergarten Rooms
- 13 Regular Classrooms
- Multiple General Purpose Rooms
- Single Gym
- Shared Library/Learning Commons.

Development Areas

A Development Area (DA) is a geographically defined area that is assigned to a holding school on an interim basis. Development Areas are typically identified in areas of new residential development and growth, where there may not be sufficient capacity at the neighbourhood school. They are intended to be a temporary accommodation measure until a long-term accommodation solution can be implemented, either through new school construction or a boundary review. Refer to Administrative Procedure 4992—[Temporary Student Accommodation for Development Areas](#).

The planned new Southeast Cambridge Elementary School is located in close proximity to the SE Cambridge IV Development Area. DAs in this area are currently assigned as follows;

To Chalmers Street Public School for JK to Grade 6 and Moffat Creek Public School for Grades 7 and 8:

- Southeast Cambridge (Upper Greengate Village)
- Southeast Cambridge I
- Southeast Cambridge IV

To Moffat Creek for JK-8:

- Southeast Cambridge II (Moffat Creek)
- Southeast Cambridge III (Lakeview)
- Southeast Cambridge V (Ripplewood North)

The review may consider reassigning or dissolving Development Areas by establishing a new school boundary.

Boundary Review Goal and Scope

The primary goal of the boundary review is to **establish a sustainable long-term boundary for the new school**, while balancing enrolment at the two existing schools. This balancing would provide an opportunity to right-size Chalmers Street Public School by considering the removal of its aging portapak structure (temporary accommodation).

Significant residential growth is expected in the review area, particularly in planned developments where construction has not yet begun. Future growth potential from new housing introduces some uncertainty to the projection models compared to existing community forecasts, which are based on actual student enrolments.

An **attendance area must be finalized before the school opens**, ideally ahead of kindergarten registration and staffing processes in early 2026, to provide families with sufficient notice.

If necessary, this community may be subject to future reviews and/or consideration for the Development Area holding school reassignment.

It is worth noting that school closures or reconfigurations of the grade structure are not within the scope of this boundary review.

Appendix A

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 in accordance with [Administrative Procedure 1000 - French Immersion - Elementary](#).

Review Area Schools

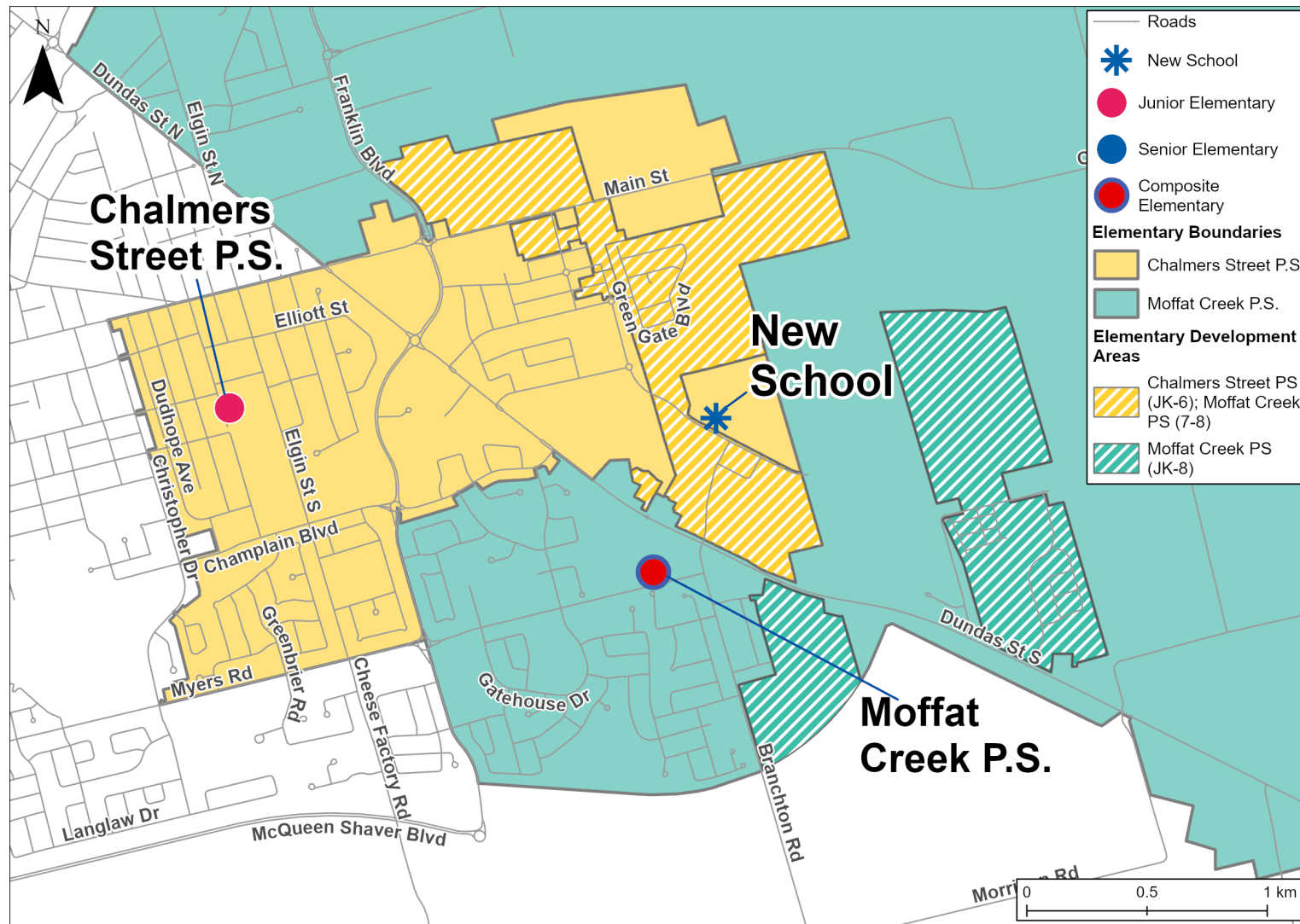
The boundary review includes both schools within LTAP Review Area E06 - Cambridge Southeast (Southeast Galt).

- Chalmers Street Public School (JK-6)
- Moffat Creek Public School (JK-8)
- Southeast Cambridge Development Areas;
 - Southeast Cambridge I, II, III, IV and V
 - Southeast Cambridge (Upper Greengate Village)
 - Southeast Cambridge (Main and Franklin)

Figure 2 illustrates the existing review area, school attendance, and DA boundaries. The DAs are hatched and coloured based on their existing holding school assignment.

Appendix A

Figure 2: Review Area Schools and Development Areas



(For complete boundary context and to see Moffat Creek's rural boundary, [visit the online map](#))

Appendix A

Facility and Site Information

Table 1 summarizes the original year of construction of the facilities and the year additions were constructed. It also provides a summary of the site size and the gross floor area of the buildings.

Table 1: Review Area E06 Southeast Cambridge - Facility and Site Information

School	Original Year of Construction	On The Ground Capacity	Site Size (acres)	Gross Floor Area (m2)	Child Care	Programs
Chalmers Street PS	1960	257	4.83	2,430 (school) 555 (portapak)	Extended Day	Regular Track
Moffat Creek PS	2012	642	13.87	6,775	Extended Day, 4 Rooms - YMCA Three Rivers	Regular Track, French Immersion
Proposed New School (Joint Use with WCDSB)	2026	519	12.84	9,127	5 Rooms - YWCA Cambridge	Regular Track

The schools in this review area are well distributed across the communities they are intended to serve. While Moffat Creek Public School and the proposed new school are within walking distance of each other (<1 km), they are separated by Dundas Street South (Highway 8), creating a natural boundary. Some students are within walking distance of two WRDSB schools.

Appendix A

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

Enrolment Projections

Enrolment Projection Methodology

Enrolment projections include an analysis of trends between historical enrolment data, demographic indicators, and development activity.

Enrolment projections are developed using a software program (SPS Plus™ School Planning Software, Paradigm Shift Technology Group Inc.), which serves as a database for historical enrolment data and development applications.

WRDSB Planning staff review development applications from all local municipalities in the Region of Waterloo and update the enrolment software as development plans are submitted or new information becomes available. Student yield rates are built into the projection model. Retention rates and various other assumptions are reviewed annually.

Staff have used this projection software in both the current status quo and in the proposed Scenario 1, which is shared later in this report. Additional scenarios may be developed for consideration in the review.

Appendix A

Existing Conditions

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 both schools in the area.

Table 2: Status Quo Enrolment Projections for Review Area Schools

					Historic		Projected			
School	Grades	Capacity	Portapak	Portables	2023	2024	2025	2026	2031	2036
Chalmers Street	JK-6	257	6	3	403	389	375	425	760	780
Moffat Creek	JK-8	642		4	688	702	680	720	965	965
TOTAL		899	6	7	1091	1091	1055	1145	1725	1745
<i>Pupil Place Shortfall</i>					(192)	(192)	(156)	(246)	(826)	(846)

Appendix A

Table 3: Status Quo Utilization Projections for Review Area Schools

					Historic		Projected			
School	Grades	Capacity	Portapak	Portables	2023	2024	2025	2026*	2031	2036
Chalmers Street	JK-6	257	6	3	157%	151%	145%	165%	300%	300%
Moffat Creek	JK-8	642		4	107%	109%	106%	111%	150%	150%
*New School Opens										

The projected pupil place deficit confirms that there is sufficient enrolment to support the opening of a new school.

Proposed New School - Joint Use Operations

This project represents the first joint use facility constructed in collaboration with the WCDSB. While these projects are not uncommon throughout the province, staff wanted to ensure a smooth implementation of this model locally and established external and internal stakeholder working groups in 2020.

Internally, operational considerations that had to be addressed included;

- Agreements
- Cost sharing
- Networking security protocols
- Liability
- Safe welcome implications
- Bell times
- Labour contract variations
- Use of third-party agencies in maintenance

Appendix A

- Heavy site use impacts: 900 students, plus child care and community users
- Rentals and rates
- School booking and event coordination
- Rule and regulation alignment

Original feasibility studies envisioned a single facility, with the two schools being constructed together alongside the City of Cambridge's new recreational facility and library. Due to timelines and board construction processes, it was determined that a two-party agreement was best, which would allow the shared school to be situated on a campus with the recreation centre. This campus offers unique opportunities to share spaces and resources for the benefit of the community.

Proposed Scenario 1

In support of the new Southeast Cambridge elementary school, Planning staff have developed the first scenario for consideration in establishing a boundary. In light of the anticipated intensive use of the site, this initial scenario contemplates a compact boundary (Figure 3) which would see the portion of Chalmers Street Public School's boundary that is northeast of Dundas Street South redirected to the new school, as well as the DAs currently holding at Chalmers Street Public School for JK-6 (SE Cambridge I, IV, Upper Greengate Village and Main and Franklin).

This initial concept aims to minimize disruption and establish a stable, long-term attendance boundary for the new school. It provides the opportunity for the school to grow as the surrounding area develops (Table 4). The new facility offers many nearby families the opportunity to attend a school within walking distance of their homes.

In general, boundary scenarios are developed with the following evaluation criteria in mind;

- Reduces the need for temporary accommodation in the review area (including portables and portapaks)
- Reduces bus runs, enhances walkability

Appendix A

- Minimizes transitions
- Reduces or eliminates “hopscotch” boundaries
- Establishes a long-term boundary for the new school

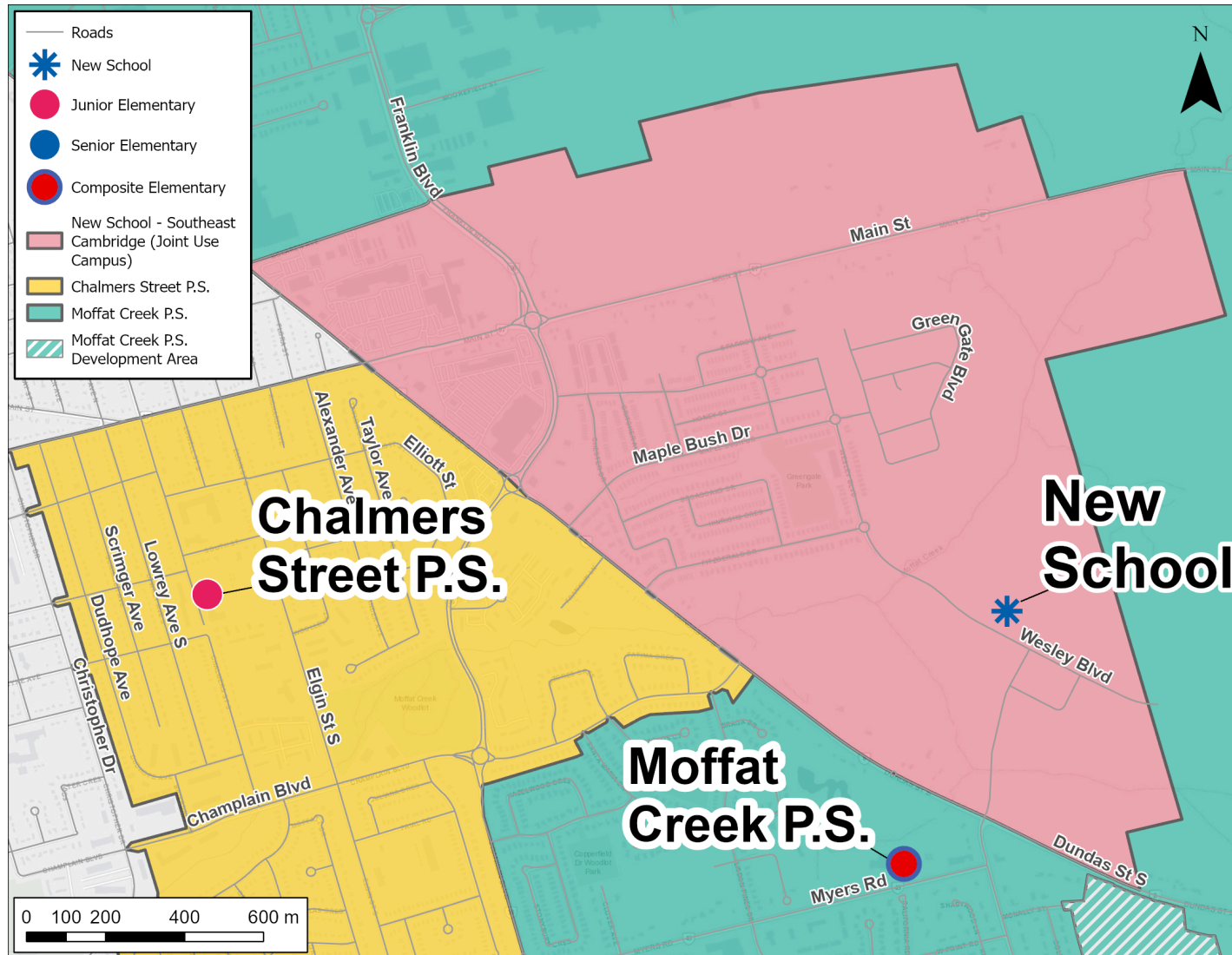
This scenario is being shared for consideration to establish a baseline for engaging the community and soliciting feedback. Community input will be used to refine existing scenarios and may lead to the development of entirely new options that better reflect the values, needs, and lived realities of families in the area. Additional engagement opportunities will be added if significant scenario changes emerge.

Community engagement and input will be critical to informing the development of the scenario that will be recommended for consideration in December 2025.

Table 4: Scenario 1 Projection

					Historic		Projected			
School	Grades	Capacity	Portapak	Portables	2023	2024	2025	2026*	2031	2036
Chalmers Street	JK-6	257	6	3	403	389	375	210	315	315
Moffat Creek	JK-8	642		4	688	702	680	700	870	865
New School	JK-8	519						235	535	590
TOTAL		1418	6	7	1091	1091	1055	1145	1720	1775
<i>Pupil Place Shortfall</i>								273	(302)	(357)
<i>*New School Opens</i>										

Figure 3: Scenario 1 Map



Community Engagement

The WRDSB is committed to ensuring that school communities are meaningfully engaged throughout the boundary review process for the new Southeast Cambridge Elementary School. Community voices play a crucial role in shaping the final boundary recommendations, particularly in reviews with long-term implications for school assignments, access, and walkability.

This process will be guided by principles of **transparency, equity, accessibility, responsiveness, and clarity**. The goal is to create multiple opportunities for families and community members to understand the boundary review process, share input, and see how their feedback shapes decisions.

Engagement Objectives

- Share clear and timely information about the boundary review process, goals, and timelines.
- Provide accessible opportunities for input from a diverse and inclusive cross-section of the community, including historically underrepresented voices.
- Ensure that feedback directly informs the refinement or development of boundary scenarios.
- Report back to the community on what was heard and how it influenced recommendations.

Engagement Timeline and Activities

Engagement activities are planned throughout the 2025-2026 school year (Figure 4 and Table 5).

Appendix A

Figure 4: Boundary Review Timeline



Table 5: Boundary Review Engagement Activities

Phase	Activity	Timing	Purpose
Phase 1	Initial Information Sharing	September 2025	Share Initial Report and Scenario 1; introduce process and context
Phase 2	Community Feedback	October–November 2025	Collect feedback through online form, virtual/in-person open houses, and school-based consultations
Phase 3	Scenario Refinement	November 2025	Review community input and consider revisions or new scenarios
Phase 4	Draft Final Recommendation	Late November 2025	Share the preferred boundary scenario and rationale
Phase 5	Final Input Window	Minimum 21 days before December BSSC	Collect final comments on draft recommendation
Phase 6	Final Report to BSSC	December 2025	Present final recommendation, including

Appendix A

Phase	Activity	Timing	Purpose
			summary of engagement and community input
Phase 7	Transition Planning	January–June 2026	Plan for the transition of affected students and update attendance boundaries
Phase 8	Implementation	September 2026	Implement approved boundary changes

After each phase of engagement, a summary of what we heard will be shared publicly. This will include:

- Key themes from input
- Summary of participation
- How feedback was considered in scenario development or refinement

Summaries will be published on the boundary review webpage and distributed to all affected school communities.

Engagement Methods

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

- **Online feedback form** for all families and community members
- Virtual and in-person **open houses**
- **Interactive mapping** tools to help the community visualize the proposed changes
- School-based engagement through school councils, and direct communication (website, SchoolDay)
- Materials that can be easily **translated** into key community languages

Appendix A

- **Accessibility supports** for in-person events, where feasible

Additional outreach efforts will target:

- Newcomer families
- Families in Development Areas
- Families using child care services in the review area

Communications

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

- A dedicated **boundary review web page**, with review updates, reports, maps and engagement opportunities
- A schedule of **school community communications** (via School-Day and web posts)
- **Social media posts** across all board and school channels
- Coordination with **community partners**.

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

Glossary of Terms

Boundary Review Steering Committee (BRSC)

A committee composed of school board staff which oversees the boundary review process and develops recommendations for the Board of Trustees.

Development Area (DA)

A temporary attendance assignment used for new residential developments when a local school cannot yet accommodate students. Students in a DA attend a "holding school" until a long-term solution (e.g., new school or boundary change) is implemented.

Education Development Charges (EDC)

Fees collected from new residential and non-residential development to help pay for school infrastructure needed due to population growth.

French Immersion (FI)

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

Holding School

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

Appendix A

Joint Use School

A shared school facility used by two or more school boards. In this case, the new Southeast Cambridge school will be used by both the WRDSB and the WCDSB.

On-the-Ground Capacity (OTG)

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

Portapak

A set of connected portable classrooms with shared utilities, often used to temporarily increase school capacity.

Portables

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

Scenario

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

Student Yield Rate

The estimated number of students generated from a new housing development, based on housing type and local trends.

Utilization Rate

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

Appendix A

Walk Zone / Walking Distance

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

WRDSB / WCDSB

- WRDSB: Waterloo Region District School Board (public, non-secular)
- WCDSB: Waterloo Catholic District School Board (public, Catholic)