



September 28, 2026

Waterloo Region District School Board

Notice of Board Meeting

The regular monthly Board Meeting of the Waterloo Region District School Board will be held in the Boardroom, Building 2, 1st Floor, 51 Ardelt Avenue, Kitchener, Ontario, on Monday, September 28, 2026, at 7:00 p.m.

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Approval of Agenda

Announcements/Celebrating Board Activities

Declarations of Pecuniary Interest

Communications Good News Update

H. Hughes

Delegations

Consent Agenda

Receipt/Approval of Minutes:

Approve Minutes - Audit Committee Meeting of May 19, 2026

Approve Minutes - Special Education Advisory Committee Meeting of June 10, 2026

Receive Minutes - Board Meeting of June 22, 2026

Approve Minutes - Policy and Governance Standing Committee of September 16, 2026

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Question Period (10 minutes)

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

Adjournment



Report to Board

September 28, 2026

Subject: Staffing Information – Retirements & Resignations

Recommendation

This report is provided for information.

Status

The employees listed in Appendix A of this report have received acknowledgement of their retirement or resignation.

Background

The board's practice is to receive information regarding staff retirements and resignations at regular monthly board meetings.

Financial implications

Expenditures are accounted for within existing budgets.

Communications

Employees listed in this report have communicated through Human Resource Services.

Prepared by: Bill Lemon, Chief Operating Officer, in consultation with Leadership Council.

Appendix A

Staffing Statistics – Retirements

Current at September 28, 2026

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Sandra	Komorowski	Teacher, Grandview (NH) PS	August 31, 2026	23
Dean	Moyer	Teacher, Mary Johnston PS	August 24, 2026	25
Eleane	Reid	Teacher, Saginaw PS	June 30, 2027	31
Jackie	Stevens	Teacher, Chicopee Hills PS	July 31, 2026	24

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Thomson	Areekuzhiyil	Infrastructure Analyst, ITS	August 15, 2026	16
John	Becker	Tradesperson, Facilities	October 2, 2026	22
Richard	Besselink	Supervision Monitor, Cameron Heights CI	September 2, 2026	15
Ken	Fischer	Manager, Facilities	March 31, 2027	37
Patricia	Foreman	Supervision Monitor, Bluevale CI	September 1, 2026	24
Michael	Gifford	Head Custodian, U-Turn (W)	October 2, 2026	31
Anne	Hastings	Secretary, Southwood SS	August 28, 2026	33
Shawn	Hibbs	Chief Negotiator, ESS/OSSTF	August 31, 2026	22
Kimberly	Kyle-Letsch	Educational Assistant, Waterloo-Oxford DSS	September 1, 2026	23
Roger	Mohammed	Manager, Payroll Services	December 31, 2026	15
Christine	Morrison	Educational Assistant, Hespeler PS	August 31, 2026	28
Lisa	Myers	Educational Assistant, Parkway PS	September 3, 2026	14
Efrain	Pirir-Bor	Custodian, Laurelwood PS	October 31, 2026	6
Pauline	Puddephatt	Educational Assistant, New Dundee PS	June 27, 2026	24
Lesley	Ringwald	Educational Assistant, Grand River CI	October 2, 2026	20
Luanne	Roth	Educational Assistant, Vista Hills PS	November 1, 2026	25
Karen	Teeter	Head Custodian, Prueter PS	September 25, 2026	14
Raelene	Twomey	Early Childhood Educator, Pioneer Park PS	September 14, 2026	14
Janine	Zadori	Child Youth Worker, Blue Heron PS	August 31, 2026	20

Staffing Statistics – Resignations

Current at September 28, 2026

Permanent Staff Resignations			
First	Last	Position/Location	Resignation Date
Trina	Allinotte	Secondary Teacher, Kitchener-Waterloo CI	August 11, 2026
Jadyn	Arsenault	Educational Assistant, Wilson Avenue PS	August 31, 2026
Sarrah	Beemer	Vice Principal, Hespeler PS	August 21, 2026
Ben	Bell	Tradesperson, Facilities	September 30, 2026
Naomi	Brown	Educational Assistant, Centennial (C) PS	September 2, 2026
Jennifer	Dietrich	Elementary Teacher, Franklin PS	August 31, 2026
Kimberly	Donnelly	Early Childhood Educator, Grandview (C) PS	September 1, 2026
Peter	Faragher	Elementary Teacher, Saginaw PS	September 30, 2026
Alana	Horst	Elementary Teacher, MacGregor PS	August 18, 2026
Jennifer	Huynh	Elementary Teacher, Manchester PS	August 7, 2026
Kaitlin	Kincaid	Elementary Teacher, MacGregor PS	August 31, 2026
Emily	Koropatwa	Elementary Teacher, Hillside PS	August 14, 2026
Peter	Koropatwa	Elementary Teacher, Linwood PS	September 1, 2026
Gwenyth	Le-Phuong	Psychology and Social Work Lead, Special Education	September 1, 2026
Alana	Leonard	Elementary Teacher, Lincoln Heights PS	August 27, 2026
Raquel	Martinovic	Educational Assistant, Glenview Park SS	August 31, 2026
Cassandra	Miller	Elementary Teacher, Groh PS	June 25, 2026
Abraham	Odiase	Educational Assistant, Chalmers Street PS	August 12, 2026
David	O'Reilly	Secondary Teacher, Elmira District SS	August 29, 2026
Kate	Pan	Psychological Services Consultant, Special Education	July 20, 2026
Jennifer	Papastergiou	Elementary Teacher, Saginaw PS	September 6, 2026
Liana	Petrie	Secretary, Wilson Avenue PS	September 4, 2026
Danika	Powers	Educational Assistant, Empire PS	August 14, 2026
Saranya	Prasad	Educational Assistant, Centennial (W) PS	April 27, 2026
Christy	Raben	Early Childhood Educator, Riverside PS	September 7, 2026
Jonathan	Rocha	Head Custodian, Conestogo PS	August 28, 2026
Trevor	Roszell	Tradesperson, Facilities	September 11, 2026
Bailey	Rudow	Elementary Teacher, Mary Johnston PS	August 17, 2026

Permanent Staff Resignations (cont'd)			
First	Last	Position/Location	Resignation Date
Sumitra	Sapkota Wagle	Educational Assistant, Hespeler PS	September 11, 2026
Kelsey	Snow	Educational Assistant, WT Townshend PS	September 1, 2026
Katherine	Steady	Secondary Teacher, Waterloo CI	September 1, 2026
Shannon	White	Educational Assistant, JW Gerth PS	August 7, 2026
Shauna	Wiley	Library Clerk, Chalmers Street PS	August 24, 2026
Charity	Williams	Child Youth Worker, Alpine PS	September 1, 2026
Ashley	Winny	Educational Assistant, Sandowne PS	August 20, 2026
Julia	Wooten	Elementary Teacher, Suddaby PS	August 30, 2026



Report to Board

September 28, 2026

Subject: Staffing Information – Appointments

Recommendation

This report is provided for information of the Board.

Status

The staff appointments as noted on Appendix A of this report are effective the dates indicated.

Background

The board's practice has been to have appointments presented for information at regular monthly board meetings.

Financial implications

Expenses are within the existing approved budget.

Communications

Employees listed in this report have been advised of the appointments.

Prepared by: Bill Lemon, Chief Operating Officer, in consultation with Leadership Council.

Appendix A

Staffing Information – New Appointments
Current at September 28, 2026

New Appointments: Elementary Teaching Staff			
First	Last	Location	Effective Date
Chris	Atchison	Mary Johnston PS	September 1, 2026
Danica	Belfry	Forest Hill PS	September 1, 2026
Mathew	Donkers	Manchester PS	September 1, 2026
Natasha	Dookram-Paria	Blair Road PS	September 1, 2026
Martina	Dragicevic	Groh PS	September 1, 2026
Maddison	Eby	Edna Staebler PS	September 1, 2026
Artemis	Fatsis	JW Gerth PS	September 1, 2026
Mark	Fenske	Wilson Avenue PS	September 1, 2026
Emily	Florio	Suddaby PS	September 1, 2026
Liz	Hambleton	Grandview (NH) PS	September 1, 2026
Katelynn	Hammond	Franklin PS	September 1, 2026
Kellsey	Hollinger	JW Gerth PS	September 1, 2026
Meghan	Koiter	Meadowlane PS	September 1, 2026
Jordan	Leidl	Mackenzie King PS	September 1, 2026
Danielle	MacDonald-Cousineau	Sandhills PS	September 1, 2026
Andrew	MacGregor	MacGregor PS	September 1, 2026
Sarryvanah	Manwell	Forest Glen PS	September 1, 2026
Mariah	Martin	Chicopee Hills PS	September 1, 2026
Laura	Minster	Hillside PS	September 1, 2026
Karen	Neumann	Saginaw PS	September 1, 2026
Vi	Ngo	Alpine PS	September 1, 2026
Lucas	Poetker	Linwood PS	September 1, 2026
Allysha	Stirtzinger	Mary Johnston PS	September 1, 2026
Heather	Thompson	MacGregor PS	September 1, 2026
Maggie	Van Der Sluis	Lincoln Heights PS	September 1, 2026
Tricia	Young	Meadowlane PS	September 1, 2026

New Appointments: Secondary Teaching Staff			
First	Last	Location	Effective Date
Maria	Akhtar	Southwood SS	September 1, 2026
Jennifer	Bailey	Jacob Hespeler SS	September 1, 2026
Tricia	Barrett	Forest Heights CI	September 1, 2026
Sarah	Brown	Bluevale CI	September 1, 2026
Ryan	Coulter	Eastwood CI	September 1, 2026
Arthur	Ditner	Cameron Heights CI	September 1, 2026
Ian	Ellis	Laurel Heights SS	September 1, 2026
Jena	Fish	Cameron Heights CI	September 1, 2026
Becky	Grigsby	Bluevale CI	September 1, 2026
Faith	Jackow	Glenview Park SS	September 1, 2026
Thomas	Laughton	Kitchener-Waterloo CI	September 1, 2026
Samuel	McCuaig	Grand River CI	September 1, 2026
Marlene	Pomfret	Eastwood CI	September 1, 2026
Cheryl	Schaefer	Elmira District SS	September 1, 2026
Ben	Schwartzentruber	Kitchener-Waterloo CI	September 1, 2026
Amy	Stevens	Forest Heights CI	September 1, 2026
Riley	Tilson	Jacob Hespeler SS	September 1, 2026

New Appointments: Administrative and Support Staff			
First	Last	Position / Location	Effective Date
Linda	Anton	Early Childhood Educator, Lincoln Heights PS	September 1, 2026
Niharika	Bonthapuri	Infrastructure Analyst, ITS	July 27, 2026
Melanie	Campbell	Early Childhood Educator, Laurelwood PS	September 1, 2026
Bronwen	Carless	Early Childhood Educator, Mary Johnston PS	September 1, 2026
Lisa	Cavin	In School Technician, Grand River CI	August 4, 2026
Jennifer	Christensen	Secretary, Cedar Creek PS	September 16, 2026
Caitlin	Cloverdale	Early Childhood Educator, Howard Robertson PS	September 1, 2026
James	Connelly	Early Childhood Educator, Country Hills PS	September 1, 2026
Kayla	Edmondson	Early Childhood Educator, Crestview PS	September 1, 2026
Sarah	Hartung	Child Youth Worker, Prueter PS	September 1, 2026
Sarah	Hamel	Early Childhood Educator, Grandview (NH) PS	September 1, 2026

New Appointments: Administrative and Support Staff (cont'd)			
First	Last	Position / Location	Effective Date
Amber	Hayward	Speech Language Pathologist, Special Education	September 1, 2026
Vineeth	Jojo	First Line Support Specialist, ITS	August 17, 2026
Nadeera	Karunaratne	Library Clerk, Coronation PS	September 18, 2026
Harleen	Kaur	Early Childhood Educator, Winston Churchill PS	September 1, 2026
Naval Preet	Kaur	Educational Assistant, Special Education	September 1, 2026
Alisha	Kudoba	Early Childhood Educator, NA MacEachern PS	September 1, 2026
Jessica	McQuistin	Secretary, Howard Robertson PS	September 16, 2026
Majekodunmi	Modupe	Early Childhood Educator, Silverheights PS	September 1, 2026
Fia	Mohammed	Secretary, Stewart Avenue PS	September 21, 2026
Edward	Niemchak	Library Clerk, Centennial (W) PS	August 31, 2026
Tina	Pokluda-Ritchie	Library Clerk, Woodland Park PS	September 16, 2026
Sabrina	Seeger	Extended Day Support Staff, Deployment	September 14, 2026
Sartaj	Singh	Early Childhood Educator, Laurelwood PS	September 1, 2026
Miki	Uoya	Early Childhood Educator, Keatsway PS	September 1, 2026
Sumi	Varikkat Suresh	Human Resources Assistant, Wellness	July 27, 2026
Abigail	Vedinas	Library Clerk, Chalmers Street PS	September 8, 2026
Jennifer	Weatherall	Library Clerk, Central PS	August 31, 2026
Derek	Wyatt	AI & Data Innovation Lead, ITS	September 8, 2026

New Hires - due to retirements, resignations or leaves and are to replace full or part time vacancies.

Human Resources & Equity Services



Report to Board

September 28, 2026

Subject: Absences from Board Meetings - September

Recommendation

This report is provided for information.

Status

This report provides a summary of approved absence requests from Trustees between the period of June 20, 2026 and September 24, 2026.

Approved Absences

Trustee	Date of Request	Meeting Date	Public Meeting	In Camera	Approved	Approved By	Approval Date
J. Meissner	08/24/26	09/28/26	☒	☒	☒	Chair	08/24/26
S. Piatkowski	08/27/26	11/2/26	☒	☒	☒	Chair	08/27/26

Background

The [WRDSB Bylaws](#) provide guidelines for absences under Section 13.2. Request to be Absent from a Board Meeting:

13.2.2. The Board gives the Chair and Vice-Chair the authority to approve absences on behalf of the Board and will notify the board at the next Board meeting of any absences as part of the Consent Agenda.

13.2.3. Trustees shall follow the process outlined in “Request for Approved Absence from a Board Meeting” to request approval from the Chair and Vice-Chair of the Board for their absence.

Financial implications

There are no known financial implications to the approval of Trustee absences.

Communications

Trustee attendance at meetings is recorded and available on the WRDSB website.

Prepared by: Manager S. Reidel for Chair M. Radlein in consultation with Leadership Council.



Report to Board

September 28, 2026

Subject: Recommendations from the Policy & Governance Standing Committee

Recommendation

That the Waterloo Region District School Board approve the recommendations from the Policy & Governance Standing Committee meeting of September 16, 2026.

Status

Recommendations from the Policy & Governance Standing Committee are outlined in Appendix A for Board consideration.

Policy Recommendations

For ease of reference, copies of the policies for approval have been included in the appendices. The following policies are recommended for approval:

- Board Policy 1017 - Human Rights (Appendix B)

Standing Committee Meeting Agenda Package, Recording and Minutes

For context and background on the recommendations, please refer to the following standing committee materials:

- [Agenda Package](#)
- [Meeting Recording](#)
- Meeting Minutes (included in Board meeting package)

Background

In accordance with [WRDSB Bylaws](#), Standing Committees assist the Board in fulfilling its duties related to governance with a system wide focus by providing advice on system issues.

The Policy & Governance Standing Committee will ensure Board policies, bylaws and trustee self-evaluation are in alignment with the Board's Multi-Year Strategic Plan and operational goals.

Financial implications

Known financial implications for each recommendation are indicated within the applicable reports from the committee meeting.

Communications

Communications for each recommendation are indicated within the applicable reports from the committee meeting.

Prepared by: Manager S. Reidel for the Policy & Governance Standing Committee in consultation with Leadership Council.

Appendix A

Policy & Governance Standing Committee Recommendations

May 13, 2026

A. Board Policy 1017 - Human Rights (Appendix B)

That the Policy & Governance Standing Committee recommend approval of Board Policy 1017 - Human Rights as presented at the September 16, 2026 Policy & Governance Standing Committee meeting.



Waterloo Region
District School Board

Board Policy 1017

HUMAN RIGHTS

Legal References:	<i>Canadian Charter of Rights and Freedoms (Section 15); Ontario Human Rights Code (The Code); The Education Act. Occupational Health and Safety Act</i>
Related References:	Board Policy 1008 - Equity and Inclusion Board Policy 1004 - Harassment Board Policy 1002 -Occupational Health and Safety Board Policy 1009 - Violence in the Workplace Board Policy 6000 - Safe Schools Board Policy 6001 - Code of Conduct Board Policy G021 - Trustee Code of Conduct Board Policy 1012 - Religious and Creed Accommodations Board Policy 1018 - Anti-Racism Administrative Procedure 1210 - Code-Based Human Rights Complaint Resolution Process for Staff Administrative Procedure 1215 - Code-Based Human Rights Complaint Resolution Process for Non-Staff Administrative Procedure 1230 - Religious and Creed Accommodations Administrative Procedure 1235 - Accommodation for Persons Who Identify as Transgender Gender Identity and Gender Expression Accommodation for Students Administrative Procedure 3720 - Racial, Religious, and Ethnocultural Harassment Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment Administrative Procedure 3730 - Sexual Harassment Guidelines Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment Administrative Procedure 3760 - Progressive Discipline Policy on Preventing Discrimination Based on Creed, Ontario Human Rights Commission, 2015 Policy on Competing Human Rights, Ontario Human Rights Commission, 2012 Dreams Delayed: Addressing Systemic Anti-Black Racism and Discrimination in Ontario's Public Education System, Ontario Human Rights Commission, 2025 United Nations Declaration on the Rights of Indigenous People, 2007 United Nations Universal Declaration of Human Rights, 1948
Effective Date:	<i>April 26, 2021</i>
Revisions:	DATE
Reviewed:	

1. Purpose Preamble

- 1.1. Guided by the principles of the United Nations Declaration on the Rights of Indigenous People, the Universal Declaration of Human Rights and the Ontario Human Rights Code (the Code), the Waterloo Region District School Board (WRDSB) is committed to providing working and learning environments that are free of discrimination and harassment, where all individuals are treated with respect and dignity, and can thrive and fully contribute. We recognize the dignity and worth of every person and provide equal rights and opportunities without discrimination.
- 1.2. The WRDSB is dedicated to providing welcoming, inclusive, caring and safe schools and workplaces and will promote and enforce appropriate standards of conduct at all times in order to create a culture of respect for human rights.
- 1.3. The WRDSB is committed to meeting its obligations under the Ontario's Human Rights Code in by addressing human rights complaints in a fair, equitable, confidential and timely manner that contributes to the protection and promotion of human rights.
- 1.4. The WRDSB and the Board of Trustees are committed to identifying and eliminating individual and systemic experiences of discrimination, which includes assessing all policies, procedures, programs, and operations for alignment with the principles of human rights. ~~Discrimination can be experienced through policies, procedures, systemic or personal practices that create barriers to opportunities or benefits that are generally available, where the such a barrier is related to a ground protected by the Ontario Human Rights Code and is not a requirement, qualification, or factor implemented in good faith and legitimate in the circumstances and permitted by law.~~
- 1.5. The WRDSB is committed to providing mandatory human rights, ~~anti-oppression and anti-racism~~ training and education for all WRDSB staff. Trustees and students will also be engaged in learning to support their knowledge and understanding of human rights and responsibilities pursuant to the Ontario Human Rights Code.
- 1.6. The WRDSB is committed to honouring the remedial nature of the Ontario Human Rights Code and will view complaints as an opportunity for learning, improvement, responsibility-taking, and healing.

2. Definitions

- 2.1. **Competing Rights:** Competing Rights is a situation where multiple people or groups have legal rights that could conflict (Source: [Ontario Human Rights Commission](#)). ~~situations where parties to a dispute claim that the enjoyment of an individual or group's human rights and freedoms, as protected by law, would interfere with another's rights and freedoms. This complicates the normal approach to resolving a human rights dispute where only one side claims a human rights violation. In some cases, only one party is making a human rights claim, but the claim conflicts with the legal entitlements of another party or parties.~~
- 2.2. **Discrimination:** Discrimination is unfair treatment that impacts someone negatively because of a Code ground. Discrimination can be direct (treating someone negatively, because of a Code ground), or systemic (a standard, rule, or practice resulting in unfair treatment). Discrimination does not have to be intentional. (Source: [OHRC Dreams Delayed](#)) ~~means any form of unequal treatment based on a Code ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may~~

~~involve direct actions that are discriminatory on their face, or it may involve rules, practices, procedures or policies that appear neutral, but disadvantage one or more individuals based on grounds protected by the Code. Discrimination may take obvious forms, or it may happen in very subtle ways. It can be perpetrated by individuals, or by the system, institution or organization. Racism, and specifically anti-Indigenous and anti-Black racism, are often experienced through systemic discrimination (see 5.7). Even if there are many factors affecting a decision or action, if discrimination is one such factor, it constitutes a violation of this policy.~~

- 2.3. **Duty to Accommodate:** Duty to Accommodate is the legal requirement to accommodate needs related to Code protected grounds. The duty includes a collaborative process to identify options and implement solutions that respect an individual's dignity and allow them to participate fully, without undue hardship. (Source: [OHRC Dreams Delayed](#))

- 2.4. **Harassment:** Harassment is a course of comments or actions (including physical harassment) that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known, or should be known, to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a protected ground.

2.4.1. Reasonable action taken by the employer or supervisor relating to the management and direction of staff or the workplace is not harassment

~~means a course of comments or actions (including physical harassment) that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by this Policy. Harassment can occur in person or online. (Source: [Ontario Human Rights Commission](#))~~

~~Personal conflict and r~~Reasonable action taken by the employer or supervisor relating to the management and direction of staff or the workplace is not harassment. (Source: [Occupational Health & Safety Act](#)) Harassment can occur based on any of the grounds of discrimination.

- 2.5. **Human Rights:** are rights we have because we exist as human beings. Everyone is entitled to a life of equality, dignity, and respect, free from discrimination. Human rights are recognised and protected by a set of international and Canadian laws. In Ontario, human rights are protected by the Code. It is a provincial law that helps to make sure that everyone enjoys equal rights and opportunities without discrimination in areas such as employment, housing and services. (Source: [Ontario Human Rights Commission](#))

- 2.6. **Intersectionality:** An approach that looks at how a person's different Code-protected identities (race, gender, disability, etc.) overlap to create unique barriers or experiences. (Source: [OHRC Dreams Delayed](#))

- 2.7. **Malicious/Vexatious complaint:** Intentionally making a false or dishonest complaint or making a complaint that is not based on facts. Making this kind of complaint is a form of harassment and a violation of this policy. ~~A claim that is deliberately and maliciously filed in order to damage the reputation of a person or group, or otherwise filed in bad faith, or which is known or ought to have reasonably been known by the complainant to have no reasonable basis in fact may be considered harassment and a violation of this policy.~~

- 2.8. **Poisoned environment:** An unwelcoming or hostile workplace or school environment created when comments or actions demean individuals or groups protected by the Code. A poisoned environment can exist even if no single person was directly targeted. A

poisoned environment can be caused by a single serious event or ongoing behaviour. (Source: [OHRC Dreams Delayed](#)) a poisoned environment is created by comments or conduct (including comments or conduct that are condoned or allowed to continue when brought to the attention of management) that create a discriminatory work environment. The comments or conduct need not be directed at a specific person, and may be from any person, regardless of position or status. A single comment or action, if sufficiently serious, may create a poisoned environment.

2.9. **Prohibited/Protected Grounds:** The [Code](#) and this policy prohibits discrimination or harassment based on these personal characteristics.:

- Age;
- Ancestry;
- Citizenship;
- Colour;
- Creed (including religion);
- Disability (including mental, physical, developmental or learning disabilities);
- Ethnic origin;
- Family status (such as being in a parent/caregiver-child relationship);
- Gender identity;
- Gender expression;
- Marital status (including married, single, widowed, divorced, separated or living in a conjugal relationship outside of marriage, whether in a same-sex or opposite-sex relationship);
- Place of origin;
- Race;
- Record of offences (conviction for a provincial offence, or for an offence for which a pardon has been received);
- Sex (including pregnancy and breastfeeding);
- Sexual orientation;
- Receipt of public assistance (in housing only);
- Association or relationship with a person identified by one of the above grounds;
- Perception that one of the above grounds applies.
- Any grounds that are added to the Code prior to revision of this policy.

2.10. **Reprisal:** Any action or threat of negative treatment made to someone for asserting their human rights, upholding the human rights of others, or participating in a human rights complaint resolution process. (Source: [OHRC Dreams Delayed](#)) Reprisal is the negative treatment or suggestion of negative treatment of a person because of their involvement in a human rights complaint, investigation or resolution process. Reprisals are grounds for a complaint under the Human Rights Policy.

2.11. **Sexual Harassment:** a form of harassment because of sex, sexual orientation, gender identity, or gender expression. (Source: [Ontario Human Rights Code](#))

2.12. **Systemic Discrimination:** a form of discrimination that happens when attitudes, behaviour, policies or practices, even those that appear neutral, create unfair barriers for or disadvantage protected groups. (Source: [OHRC Dreams Delayed](#)) Institutional practices, attitudes, systems or structures that operate to limit an individual's or group's right to opportunities, or exclude an individual or group from participation on the basis of a prohibited ground. It is a pattern of discrimination that arises out of apparently neutral institutional policies or practices, that may be self-reinforcing and/or reinforced by institutional structures and power dynamics that create disproportionate adverse impacts, barriers to opportunities generally available and/or the differential and unequal treatment

~~of members of certain groups. Systemic discrimination does not occur when the requirement, qualification or factor is in good faith and legitimate in the circumstances or is permitted by law.~~

- 2.13. **Undue Hardship:** The legal standard that is used to determine if a requirement is reasonable and bona fide. Undue hardship considers the cost, outside sources of funding, and health and safety requirements. Accommodation providers must accommodate Code-related needs when possible without undue hardship. (Source: [Ontario Human Rights Code Section 11 \(2\)](#))

~~**Workplace Harassment:** A form of personal harassment that involves engaging in a course of vexatious comment or conduct against a worker in a workplace, where such conduct is known or ought reasonably to be known to be unwelcome. Workplace harassment does not include legitimate performance management of an employee.~~

- 2.14. **Hate Group Activities:** comments or actions that target a person or group and are motivated by bias, prejudice, or hate based on a Code-protected ground. Examples are: hate crimes, hate propaganda, advocating genocide, telephone/electronic communication promoting hate, and publicly displaying hate notices, signs, symbols, and emblems. (Source: [Ontario Human Rights Commission](#)) ~~Hate group activities represent some of the most destructive forms of human rights-based discrimination by promoting hatred against identifiable groups of people. Hate groups generally label and disparage people who may include immigrants, people with disabilities, members of particular racial, religious or cultural groups, and people who are 2SLGBTQIA+. Hate group activities will not be tolerated. Such activities contravene this policy, and other potential board policies related to school safety and may also contravene the Criminal Code of Canada.~~

3. Application

- 3.1. This policy applies to all WRDSB students, ~~staff~~employees, trustees, and other users such as members of consultative committees, clients of the Board, parents/caregivers, volunteers, permit holders, contractors, and employees of organizations not related to the Board but who work on or are invited onto Board premises.
- 3.2. Policy is an important way to dismantle systemic discrimination and set clear standards of conduct; WRDSB's Board of Trustees holds ~~explicit~~ responsibility for policy review and approval. This responsibility is foundational to recognizing and dismantling systemic discrimination and bias that contribute to the creation of conditions that violate this policy and the ~~Ontario Human Rights Code~~.
- 3.3. The WRDSB and all individuals who provide and receive services from the WRDSB are expected to uphold and abide by this Policy, by refraining from any form of harassment or discrimination, and by cooperating fully in any investigation of a harassment or discrimination complaint.
- 3.4. Managers, administrators and educators have the additional responsibility to act immediately if they observe, or receive allegations of harassment or discrimination. Managers and administrators are responsible for creating and maintaining an organizational environment that is free from harassment and discrimination, and should address all issues of harassment and discrimination.
- 3.5. This Policy does not prohibit ~~discrimination under special programs~~ that advance for advancing reasonable accommodation, equity programs and or pilot projects with the goal of achieving equity and inclusion for members of historically marginalized

communities - such special programs are not equivalent to discrimination under the Code.

- 3.6. The WRDSB has a duty to maintain an environment respectful of human rights and free of discrimination and harassment for all ~~employees~~ **staff** and individuals who receive services. It must be ever vigilant of anything that might interfere with this duty. In fostering this environment, the WRDSB expects that everyone will:
- uphold the duty to accommodate to the point of undue hardship, under the Code;
 - be aware of and sensitive to issues of discrimination and harassment through ongoing professional learning;
 - support individuals who are, or have been, targets of discrimination and harassment.
 - prevent discrimination and harassment;
 - take reasonable steps to remove any discriminatory barriers in employment policies and practices and in accessing programs, resources, and facilities;
 - take all allegations of discrimination and harassment seriously and respond promptly using established protocols;
 - be a positive role model;
 - not demonstrate, allow or condone behaviour contrary to this policy, including reprisal;
 - ~~report immediately to the Human Rights Branch any hate group activity.~~
- 3.7. This policy applies to ensure that the WRDSB provides services and work environments free of discrimination and harassment, in alignment with the ~~Ontario Human Rights Code~~. **The policy also prohibits discrimination or harassment based on the intersection of multiple grounds of discrimination (intersectionality).**
- 3.8. This policy also covers discrimination and harassment ~~by that occurs in the extended working and/or learning environment, where the conduct is committed by someone covered by this policy and its impacts such persons which occurs outside of study or work spaces, and which~~ are proven to have repercussions that adversely affect the Board's learning or working environment.
- 3.9. **Behaviours and practices that are contrary to this policy:**
- 3.9.1. **Discrimination, based on a protected ground (Section 2.9) is prohibited by this policy.**
- **The Code does not assume all adverse or unfair treatment is discrimination and requires more than identifying with a Code-protected group. The Code-protected identity(identities) must be at least one factor contributing to the adverse treatment; however they do not need to be the only factor.**
 - **Generally, this policy does not respond to general allegations of unfair treatment based only on speculation, accusation, suspicion, or belief with no evidence establishing a connection to a protected Code ground.**
- 3.9.2. **Harassment (in person or online), includes but is not limited to:**
- Epiphets, remarks, jokes or innuendos related to a person's race, gender identity, gender expression, sex, disability, sexual orientation, creed, age, or any other ground;
 - Posting or circulating offensive pictures, graffiti or materials, whether in print form or via e-mail or other electronic means;
 - Singling out a person for humiliating or degrading "teasing" or jokes because they are a member of a Code-protected group;

- Comments ridiculing a person because of characteristics that are related to a ground of discrimination. For example, this could include comments about a person's dress, speech or other practices that may be related to their sex, race, gender identity or creed. If a person does not explicitly object to harassing behaviour, or appears to be going along with it, this does not mean that the behaviour is acceptable. The behaviour could still be considered harassment under the Code.
- Where harassment is not connected to a protected ground, staff are encouraged to address the concern under Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment and students are encouraged to address the concern under Board Policy 6000 - Safe Schools.

3.9.3. Sexual and gender-based harassment (in person or online), includes but is not limited to):

- Paternalism based on gender which a person feels undermines his or her self-respect or position of responsibility;
- Unwelcome physical contact;
- Suggestive or offensive remarks or innuendoes about members of a specific gender;
- Propositions of physical intimacy;
- Gender-related verbal abuse, threats or taunting;
- Leering or inappropriate staring;
- Bragging about sexual prowess or questions or discussions about sexual activities;
- Offensive jokes or comments of a sexual nature;
- Rough and vulgar humour or language related to gender;
- Display or distribution of sexually offensive pictures, graffiti or other materials including through electronic means;
- Demands for dates or sexual favours;
- Sexual solicitation or advances by persons in a position to grant or deny a benefit to the recipient.
- Staff may address a concern of sexual harassment under Administrative Procedure 3740 - Prevention and Resolution of Workplace Harassment or Administrative Procedure 1210 - Code-Based Human Rights Complaint Resolution for Staff.

3.9.4. Hate-related activity or behaviour (see 2.14) ;

3.9.5. Creating or contributing to a poisoned learning or working environment;

3.9.6. Condoning or failing to address or prevent potential discrimination;

3.10. Interfering with an investigation or complaint resolution process under the Policy;

3.10.1. including acts or threats of reprisal against (See 2.10.),

3.10.2. influencing someone to provide false or misleading information;

3.10.3. knowingly providing false or misleading information;

3.10.4. breaching confidentiality provisions of the complaint resolution process;

3.10.5. making a vexatious, malicious, frivolous or bad-faith complaint or allegation(s);

- 3.11. Failure to fulfill the the procedural or substantive duty to accommodate under the Code (see section 2.3);
- 3.12. Other human rights violations or violations of the Policy.
- 3.13. The WRDSB policy prohibits acts or suggestions of retaliation or reprisal against any individual involved in a human rights complaint resolution process including a reporter, complainant or witness. All complaints of retaliation or reprisal must be immediately reported to a Principal, supervisor/ or manager, or the Human Rights Branch. Reprisals are grounds for a complaint under the Human Rights Policy.
- 3.13.1. Corrective measures implemented for an individual who is found to have violated the policy are not reprisal.
- 3.14. Anyone who is covered by this Policy is entitled and encouraged to use the process to bring forward a concern or complaint regarding ~~complain about~~ any discrimination and harassment they face.
- 3.15. In addition, nothing in any of the Board's procedures precludes individuals who believe they are targets of (or have witnessed) discrimination and harassment from directly expressing to the individual that the behaviour is inappropriate and must stop immediately. Many complaints can be resolved quickly and effectively using this approach.
- 3.16. In order to stop discrimination and harassment, supervisory, administrative and managerial personnel must expeditiously address and attempt to resolve complaints under this policy and involve the Human Rights Branch as appropriate.
- 3.17. In order for the complaint resolution process to proceed, the person receiving the complaint would need to establish "prima facie" discrimination (discrimination on its face). A complainant would need to identify that they have a characteristic protected from discrimination (see Protected/Prohibited Grounds, section 2.9~~see section 4~~), they have experienced an adverse impact through their engagement with the school board, and that the protected characteristic was a factor in the adverse impact.
- 3.18. Complaints brought forward by WRDSB staff members will be addressed through [AP1210 - Code-Based Human Rights Complaint Resolution Process for Staff](#).
- 3.19. Complaints brought forward by WRDSB non-staff members will be addressed through [AP1215 - Code-Based Human Rights Complaint Resolution Process for Non-Staff](#).
- 3.20. Complaints against Trustees will be addressed through the [Trustee Code of Conduct \(G201\)](#).
- 3.21. Complaints of harassment, discrimination or reprisal will be taken seriously and responded to following the appropriate administrative procedures ~~promptly investigated~~. With respect to WRDSB staff employees, remedial action, which may include disciplinary action, will be taken, where appropriate, as per progressive discipline procedures.
- 3.22. This Policy is not intended to discourage or prevent persons from exercising any other legal rights they may have pursuant to any other law, including the right to file a complaint with the Human Rights Tribunal of Ontario or any other administrative law process. Staff ~~Employees~~ may also have rights under collective agreements that will give them other choices for dealing with a complaint ~~problem~~.

- 3.23. In situations where competing rights may be involved, the WRDSB will follow the Ontario Human Rights Commission's organizational process for addressing competing human rights.

2. ~~Commitments~~

- 2.1 ~~The WRDSB is dedicated to providing welcoming, inclusive, caring and safe schools and workplaces and will promote and enforce appropriate standards of conduct at all times.~~
- 2.2 ~~The WRDSB is committed to meeting its obligations under Ontario's Human Rights Code in addressing human rights complaints in a fair, equitable, confidential and timely manner that contributes to the protection and promotion of human rights.~~
- 2.3 ~~The WRDSB and the Board of Trustees are committed to identifying and eliminating or modifying policies, procedures, systemic or personal practices that create barriers to opportunities or benefits that are generally available, where such a barrier is related to a ground protected by the Ontario Human Rights Code and is not a requirement, qualification, or factor implemented in good faith and legitimate in the circumstances and permitted by law.~~
- 2.4 ~~The WRDSB is committed to providing mandatory human rights, anti-oppression and anti-racism training and education for all WRDSB staff. Trustees and students will also be engaged in learning to support their knowledge and understanding of human rights and responsibilities pursuant to the Ontario Human Rights Code.~~
- 2.5 ~~The WRDSB is committed to honouring the remedial nature of the Ontario Human Rights Code and will view complaints as an opportunity for learning, improvement, responsibility-taking and healing.~~

3.0 ~~Application of the Policy~~

~~Complaints of discrimination and/or harassment by or about WRDSB employees will be dealt with under the Violence in the Workplace Policy (1009) and Prevention and Resolution of Workplace Harassment Administrative Procedure (3740).~~

~~Complaints of discrimination and/or harassment by or about students will be dealt with under the Safe Schools Policy (6000) and the Code Of Conduct Policy (6001).~~

~~Complaints of discrimination and/or harassment by or about members of the WRDSB community including parents/caregivers, volunteers, community members and visitors will be dealt with under the Code Of Conduct Policy (6001).~~

~~Complaints of discrimination and/or harassment against a Trustee will be addressed under the Trustee Code of Conduct (G201).~~

4. ~~Protected Grounds~~

~~This policy prohibits discrimination or harassment based on the following grounds, as indicated in the Ontario Human Rights Code:~~

- ~~• Age;~~
- ~~• Creed (religion);~~

- Sex (including pregnancy and breastfeeding);
- Sexual orientation;
- Gender identity;
- Gender expression;
- Family status (such as being in a parent/caregiver-child relationship);
- Marital status (including married, single, widowed, divorced, separated or living in a conjugal relationship outside of marriage, whether in a same-sex or opposite-sex relationship);
- Disability (including mental, physical, developmental or learning disabilities);
- Race;
- Ancestry;
- Place of origin;
- Ethnic origin;
- Citizenship;
- Colour;
- Record of offences (criminal conviction for a provincial offence, or for an offence for which a pardon has been received);
- Receipt of public assistance (in housing only);
- Association or relationship with a person identified by one of the above grounds;
- Perception that one of the above grounds applies;
- Any grounds that are added to the Ontario Human Rights Code prior to revision of this policy

The policy also prohibits discrimination or harassment based on any combination of these grounds. People may experience discrimination and harassment based on the intersection of multiple grounds of discrimination (intersectionality):

Persons who believe that they have been subjected to harassment and/or discrimination are encouraged to express concerns and register complaints. The WRDSB policy prohibits acts of retaliation or reprisal against an individual complainant or witness. All complaints of retaliation or reprisal must be immediately reported to a Principal, supervisor or manager.

Complaints of harassment, discrimination or reprisal will be promptly investigated. With respect to WRDSB employees, remedial action, which may include disciplinary action, will be taken, where appropriate, as per progressive discipline procedures.

5. Key Concepts

5.1 Discrimination: means any form of unequal treatment based on a Code ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices, procedures or policies that appear neutral, but disadvantage one or more individuals based on grounds protected by the Code. Discrimination may take obvious forms, or it may happen in very subtle ways. It can be perpetrated by individuals, or by the system, institution or organization. Racism, and specifically anti-Indigenous and anti-Black racism, are often experienced through systemic discrimination (see 5.7). Even if there are many factors affecting a decision or action, if discrimination is one such factor, it constitutes a violation of this policy.

This Policy does not prohibit discrimination under special programs for advancing reasonable accommodation, equity programs and or pilot projects with the goal of achieving equity and inclusion for members of historically marginalized communities.

5.2 Harassment: means a course of comments or actions (including physical harassment) that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by this Policy. Harassment can occur in person or online. Personal conflict and reasonable action taken by the employer or supervisor relating to the management and direction of staff or the workplace is not harassment. Harassment can occur based on any of the grounds of discrimination:

5.2.1 Examples of harassment include:

- Epithets, remarks, jokes or innuendos related to a person's race, gender identity, gender expression, sex, disability, sexual orientation, creed, age, or any other ground;
- Posting or circulating offensive pictures, graffiti or materials, whether in print form or via e-mail or other electronic means;
- Singling out a person for humiliating or degrading "teasing" or jokes because they are a member of a Code-protected group;
- Comments ridiculing a person because of characteristics, that are related to a ground of discrimination. For example, this could include comments about a person's dress, speech or other practices that may be related to their sex, race, gender identity or creed. If a person does not explicitly object to harassing behaviour, or appears to be going along with it, this does not mean that the behaviour is acceptable. The behaviour could still be considered harassment under the Code.

5.3 Sexual Harassment: a form of harassment with explicit or implicit sexual overtones:

5.3.1 Examples of sexual and gender-based harassment can include:

- Gender-related comments about a person's physical characteristics or mannerisms;
- Paternalism based on gender which a person feels undermines his or her self-respect or position of responsibility;
- Unwelcome physical contact;
- Suggestive or offensive remarks or innuendoes about members of a specific gender;
- Propositions of physical intimacy;
- Gender-related verbal abuse, threats or taunting;
- Leering or inappropriate staring;
- Bragging about sexual prowess or questions or discussions about sexual activities;
- Offensive jokes or comments of a sexual nature;
- Rough and vulgar humour or language related to gender;
- Display of sexually offensive pictures, graffiti or other materials including through electronic means;
- Demands for dates or sexual favours;
- Sexual solicitation or advances by persons in a position to grant or deny a benefit to the recipient.

5.4 Poisoned environment: a poisoned environment is created by comments or conduct (including comments or conduct that are condoned or allowed to continue when brought to the attention of management) that create a discriminatory work environment. The comments or conduct need not be directed at a specific person, and may be from any person, regardless of position or status. A single comment or action, if sufficiently serious, may create a poisoned environment.

5.5 Malicious/Vexatious complaint: A claim that is deliberately and maliciously filed in order to damage the reputation of a person or group, or otherwise filed in bad faith, or which is known or ought to have reasonably been known by the complainant to have no reasonable basis in fact may be considered harassment and a violation of this policy.

5.6 Reprisal: Reprisal is the negative treatment or suggestion of negative treatment of a person because of their involvement in a human rights complaint, investigation or resolution process. Reprisals are grounds for a complaint under the Human Rights Policy.

5.7 Systemic Discrimination: Institutional practices, attitudes, systems or structures that operate to limit an individual's or group's right to opportunities, or exclude an individual or group from participation on the basis of a prohibited ground. It is a pattern of discrimination that arises out of apparently neutral institutional policies or practices, that may be self-reinforcing and/or reinforced by institutional structures and power dynamics that create disproportionate adverse impacts, barriers to opportunities generally available and/or the differential and unequal treatment of members of certain groups. Systemic discrimination does not occur when the requirement, qualification or factor is in good faith and legitimate in the circumstances or is permitted by law.

5.8 Workplace Harassment: A form of personal harassment that involves engaging in a course of vexatious comment or conduct against a worker in a workplace, where such conduct is known or ought reasonably to be known to be unwelcome. Workplace harassment does not include legitimate performance management of an employee.

5.9 Hate Group Activities: Hate group activities represent some of the most destructive forms of human rights-based discrimination by promoting hatred against identifiable groups of people. Hate groups generally label and disparage people who may include immigrants, people with disabilities, members of particular racial, religious or cultural groups, and people who are 2SLGBTQIA+. Hate group activities will not be tolerated. Such activities contravene this policy, and other potential board policies related to school safety and may also contravene the Criminal Code of Canada.

5.10 Competing Rights: Involve situations where parties to a dispute claim that the enjoyment of an individual or group's human rights and freedoms, as protected by law, would interfere with another's rights and freedoms. This complicates the normal approach to resolving a human rights dispute where only one side claims a human rights violation. In some cases, only one party is making a human rights claim, but the claim conflicts with the legal entitlements of another party or parties. In situations where competing rights may be involved, the WRDSB will follow the Ontario Human Rights Commission's organizational process for addressing competing human rights.

6.0 — Complaints

Anyone who is covered by this Policy is entitled and encouraged to use the process to bring forward a concern or complaint regarding any discrimination and harassment they face.

In addition, nothing in any of the Board's procedures precludes individuals who believe they are targets of (or have witnessed) discrimination and harassment from directly expressing that the behaviour is inappropriate and must stop immediately. Many complaints can be resolved quickly and effectively using this approach. In order to stop discrimination and harassment, supervisory, administrative and managerial personnel must expeditiously address and attempt to resolve complaints under this policy and involve the Human Rights Branch as appropriate.

7. — Roles and Responsibilities

Policy is an important way to dismantle systemic discrimination and set clear standards of conduct; WRDSB's Board of Trustees hold explicit responsibility for policy review and approval. This responsibility is foundational to recognizing and dismantling systemic discrimination and bias

that contribute to the creation of conditions that violate this policy and the Ontario Human Rights Code:

The WRDSB and all individuals who provide and receive services from the WRDSB are expected to uphold and abide by this Policy, by refraining from any form of harassment or discrimination, and by cooperating fully in any investigation of a harassment or discrimination complaint:

Managers, administrators and educators have the additional responsibility to act immediately if they observe, or receive allegations of harassment or discrimination. Managers and administrators are responsible for creating and maintaining an organizational environment that is free from harassment and discrimination, and should address all issues of harassment and discrimination:

The WRDSB has a duty to maintain an environment respectful of human rights and free of discrimination and harassment for all employees and individuals who receive services. It must be ever vigilant of anything that might interfere with this duty. In fostering this environment, the WRDSB expects that everyone will:

- uphold the duty to accommodate to the point of undue hardship, under the Code;
- be aware of and sensitive to issues of discrimination and harassment through ongoing professional learning;
- support individuals who are, or have been, targets of discrimination and harassment;
- prevent discrimination and harassment;
- take reasonable steps to remove any discriminatory barriers in employment policies and practices and in accessing programs, resources, and facilities;
- take all allegations of discrimination and harassment seriously and respond promptly using established protocols;
- provide positive role models;
- not demonstrate, allow or condone behaviour contrary to this policy, including reprisal;
- report immediately to the Human Rights Branch any hate group activity.



Report to Board

September 28, 2026

Subject: West Waterloo Elementary Schools Boundary Review – Initial Report

Recommendation

This report is provided for information.

Status

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

Appendix A defines the review area, identifies the schools included in the review, explains the reasons for the review, summarizes current and projected enrolment and facility utilization, and introduces an initial boundary scenario for community input. A summary of community input received to date is provided in Appendix B. The scenario is a starting point for engagement and may be refined or replaced in response to analysis and feedback.

Anticipated Milestones

- September 2026: Establish the Boundary Review Steering Committee (BRSC), present the Initial Report, launch the review webpage and begin information sharing.
- October to November 2026: Conduct public and school-community engagement through feedback tools, open house(s) and school-based consultation.
- November 2026: Review input and refine the initial scenario or develop additional scenarios, as required.
- November 16, 2026: Publish the draft preferred scenario and rationale for a final public input period of at least 21 days.
- December 14, 2026: Present the Final Report and BRSC recommendations to the Board of Trustees for decision.
- January to June 2027: Complete transition planning, subject to Board approval.

- September 2027: Implement any approved boundary changes and begin annual enrolment and utilization monitoring.

Background

This review responds to accommodation and planning conditions identified in Appendix A, including enrolment imbalance across the review area, enrolment pressure and capacity constraints at Vista Hills Public School, continued residential growth, and the use of temporary Development Area holding school assignments. The review is intended to establish sustainable long-term attendance boundaries, improve the balance of enrolment and available space, and dissolve Development Area assignments where a permanent solution can be established.

Review Scope

The schools included in the review are:

- Abraham Erb Public School
- Edna Staebler Public School
- Laurelwood Public School
- Vista Hills Public School

French immersion program delivery, grade configuration and school closures are outside the scope of this review. Detailed boundary maps, facility information, enrolment projections and the initial scenario are provided in Appendix A.

AP 4991 Process and Community Engagement

AP 4991 applies to boundary reviews where no school closure or consolidation is proposed. Under the standard process, the BRSC prepares an Initial Report and presents it to the Board for information. Appendix A fulfills this initiation milestone by defining the review area and included schools, providing the rationale and supporting enrolment and utilization information, and setting out the proposed engagement plan and initial scenario.

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

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

Financial implications

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

Communications

A communications plan has been developed. It includes a dedicated boundary review webpage, a schedule of school communications and social media notices, and public engagement opportunities. The BRSC will meet regularly to guide the process and facilitate engagement. Reports, maps, engagement opportunities, feedback summaries, and process updates will be posted publicly throughout the review. Communications will identify how to request accessibility and translation supports.

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

INITIAL REPORT

WEST WATERLOO ELEMENTARY SCHOOLS BOUNDARY REVIEW

September 28, 2026



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Executive Summary

The Boundary Review Steering Committee prepared this report in accordance with Administrative Procedure 4991 - Boundary Reviews. This report initiates a boundary review for elementary schools in West Waterloo. The boundary review includes Abraham Erb Public School (JK-6), Edna Staebler Public School (JK-8), Laurelwood Public School (JK-8), and Vista Hills Public School (JK-8), as well as the following Development Areas (DAs):

- North Waterloo DA (holding at Edna Staebler Public School)
- North Waterloo II DA (holding at Edna Staebler Public School)

This Initial Report is being presented for information. No boundary decision or approval of attendance boundary changes is requested at this stage. Any change to an established attendance boundary requires a future decision by the Board of Trustees following community engagement and presentation of a Final Report.

The boundary review aims to:

Appendix A

- Set sustainable long-term boundaries in West Waterloo
- Relieve enrolment pressure at Vista Hills Public School
- Replace temporary Development Area Holding School assignments with sustainable long-term attendance boundaries

Key Drivers

- Current and projected enrolment pressure at Vista Hills Public School.
- Uneven distribution of enrolment and available permanent school capacity across the review area.
- Continued residential development in West Waterloo.
- The need to review the North Waterloo and North Waterloo II Development Area holding assignments and determine whether the lands can be incorporated into long-term attendance boundaries.
- The objective is to create sustainable, contiguous, and, where possible, more walkable neighbourhood school boundaries.

Scenario 1 for Community Input

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

Community Engagement

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

Timeline Highlights

- **September 2026:** Initial report and community engagement begins.
- **December 2026:** Present final recommendations to the Board.
- **September 2027:** Implement any Board-approved boundary changes.

Background

Boundary Review Process

The Waterloo Region District School Board (WRDSB) conducts boundary reviews in accordance with [Administrative Procedure 4991 - Boundary Reviews](#) (AP 4991). AP 4991 applies when changes to school attendance boundaries are being considered, and no school closure or consolidation is proposed.

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

The schools in this review are within the [WRDSB Long-Term Accommodation Plan 2020-2030](#) (the **LTAP**) Review Area E22 Waterloo West (Clair Hills-Columbia Forest). West Waterloo has had significant residential development over the last ten years. A boundary review is required to establish sustainable boundaries for the area and replace the temporary Holding School assignments for the North Waterloo and North Waterloo II **Development Areas (DAs)** with long-term attendance boundaries.

Development Areas

A Development Area (DA) is a geographically defined area in which students are assigned to a Holding School as a temporary accommodation measure. DAs are commonly established in growing communities where the local school lacks sufficient capacity or where a long-term attendance boundary has not yet been established. Refer to [Administrative Procedure 4992—Temporary Student Accommodation for Development Areas](#).

The current North Waterloo and North Waterloo II Development Areas (see Figure 1) are temporarily assigned to Edna Staebler Public School.

Through this boundary review, the WRDSB is considering whether to incorporate these lands into long-term attendance boundaries. Until the Board of Trustees approves and implements any boundary changes, the existing Holding School assignments remain in effect.

West Waterloo Background

Vista Hills Public School opened in September 2016. A boundary review in 2015 set the new school's attendance area. This included changes to the Edna Staebler Public School, Abraham Erb Public School and Laurelwood Public School boundaries. The Columbia Forest and Clair Hills neighbourhoods were reassigned from Edna Staebler Public School to the new Vista Hills Public School. The Grade 7 and 8 feed from Abraham Erb Public School was reassigned from Laurelwood Public School to the new Vista Hills Public School. This process included a recommendation to conduct a Phase 2 review to reconsider the Grade 7-8 feed from Abraham Erb Public School.

The WRDSB conducted Phase 2 of the review in 2018. Abraham Erb Public School students were redirected from Vista Hills Public School to Laurelwood Public School. In response to significant overcrowding at Vista Hills Public School, two Development Areas (DAs) were established where no students yet existed. The DAs were established as a temporary

Appendix A

accommodation measure in response to enrolment pressure at Vista Hills Public School. The assignments were intended to be reconsidered once residential development and enrolment patterns were sufficiently established to support a long-term attendance boundary.

Residential development within the North Waterloo and North Waterloo II DAs has advanced since the temporary assignments were established. Current development and enrolment information now supports reviewing attendance boundary options.

Boundary Review Scope

The purpose of the boundary review is to establish sustainable long-term attendance boundaries for the schools in the review area, improve the balance of enrolment and permanent school capacity (utilization), address identified enrolment pressure, and determine whether the North Waterloo and North Waterloo II **Development Areas (DAs)** can be incorporated into long-term attendance boundaries.

The boundary review includes schools within **Long-Term Accommodation Plan (LTAP)** Review Area E22 Waterloo West (Clair Hills-Columbia Forest). All four schools have a **French Immersion (FI)** program.

- Abraham Erb Public School (JK- 6, FI)
- Edna Staebler Public School (JK- 8, FI)
- Laurelwood Public School (JK- 8, FI)
- Vista Hills Public School (JK- 8, FI)

Edna Staebler Public School currently serves as the Holding School for the North Waterloo and North Waterloo II Development Areas.

The following matters are outside the scope of this boundary review:

Appendix A

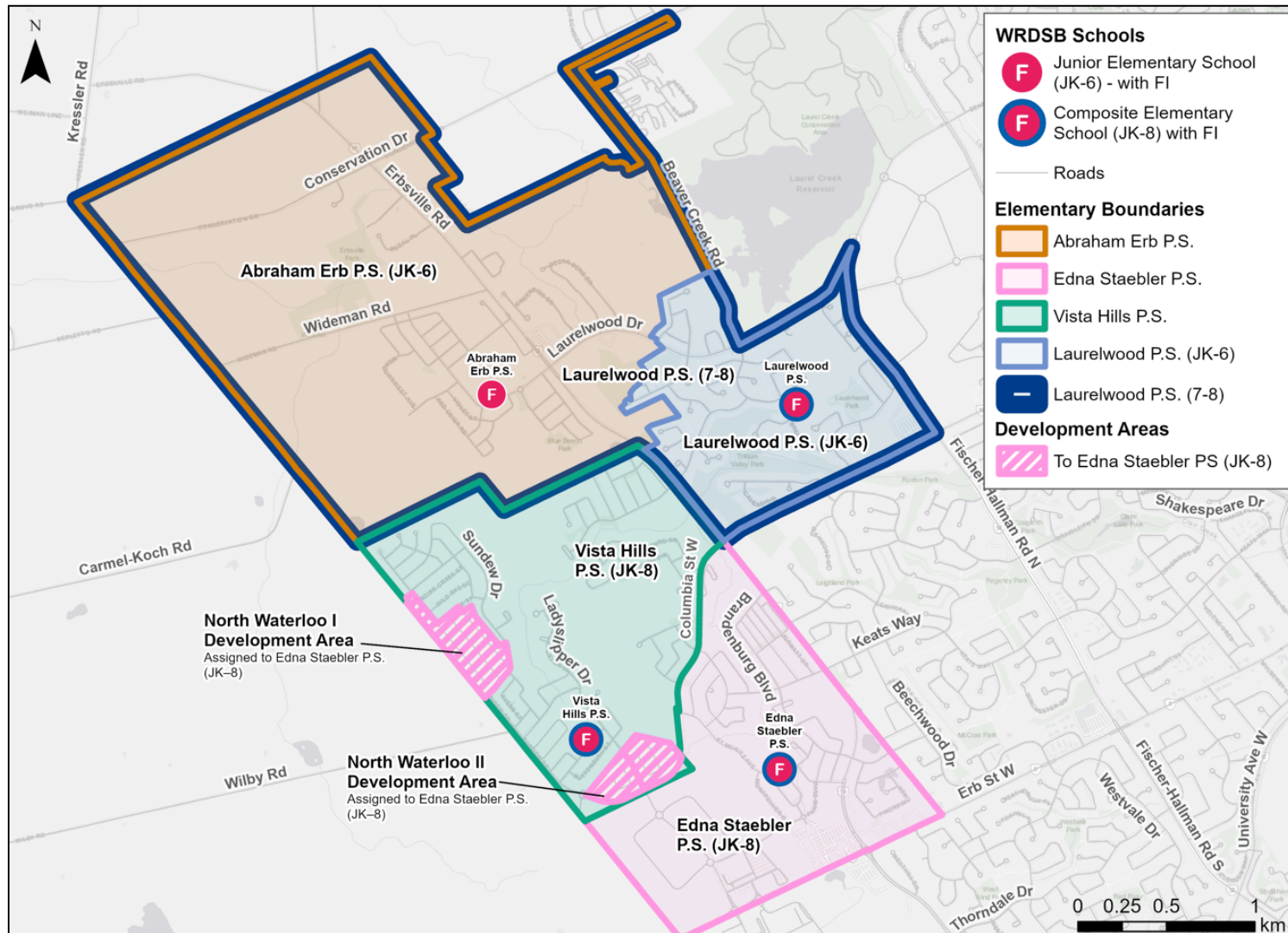
- school closure or consolidation;
- changes to the established grade configuration of a school; and
- changes to the location or delivery model of the French Immersion program.

Proposed boundaries should maximize the number of students within a school boundary who are within walking distance (refer to [Board Policy 4009—Student Transportation](#)).

All schools in the review have a **French Immersion (FI)** program. The boundary review will evaluate potential transition provisions for students currently enrolled in FI and identify them in the Final Report. Transportation eligibility may change based on any approved home school assignment or transition provision.

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 Development Areas



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

Appendix A

Facility and Site Information

Table 1 provides an overview of the facilities in Review Area E22.

Table 1: Review Area E22 Waterloo West (Clair Hills-Columbia Forest) - Facility and Site Information

School	Year of Construction	On-the-Ground Capacity	Site Area (acres)	Gross Floor Area (m ²)	Child Care and Extended Day	Programs
Abraham Erb PS	2005	487	5.99	4795.8	Extended Day	FI
Edna Staebler PS	2008	720	5.86	4201.6	Child Care and Extended Day	FI
Laurelwood PS	1998, addition 2024	550	8.04	5844.17	Extended Day	FI
Vista Hills PS	2016	643	6.02	6365.75	Extended Day	FI

Boundary changes may affect access to before- and after-school care for some families. Existing programs in the affected area are operating at or near capacity, and several maintain waitlists. Approval of a boundary change does not guarantee that a child care or Extended Day placement will transfer to, or be available at, a student's newly assigned school.

WRDSB staff will coordinate with the operators during transition planning to communicate available options to affected families.

Existing Conditions

Table 2 provides status quo enrolment projections for the review area school, assuming no changes to existing attendance boundaries or Development Area holding assignments. The projections are based on September 2026 enrolment and incorporate student yields from development applications in circulation at the time.

Appendix A

Under the status quo, Vista Hills Public School is projected to remain above 100% utilization throughout the projection period. Laurelwood Public School is projected to remain above capacity in the earlier years of the projection before declining just below 100% utilization. Edna Staebler Public School is projected to decline to 59% utilization by 2036. These projections demonstrate an uneven distribution of enrolment and permanent capacity across the review area.

Table 2: Status Quo Enrolment Projections

School	OTG	ACTUAL		PROJECTED				Utilization		
		2025	2026	2027	2030	2033	2036	2027	2033	2036
Abraham Erb Public School	487	400	400	370	330	380	390	76%	78%	80%
Edna Staebler Public School	720	550	535	550	480	440	425	76%	61%	59%
Laurelwood Public School	550	695	665	625	560	535	510	114%	97%	93%
Vista Hills Public School	643	775	785	775	740	715	720	121%	111%	112%
Review Area Total	2400	2420	2385	2320	2110	2070	2045	97%	86%	85%

Notes:

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

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

Scenario 1

The **Boundary Review Steering Committee (BRSC)** has developed Scenario 1 as a starting point for analysis and community engagement. It may be revised or replaced in response to community input, transportation analysis and further review by the BRSC. Figure 2 below and this [interactive online map show Scenario 1](#).

The BRSC will use the input received to refine the scenario and/or develop new boundary options. Additional engagement opportunities will be added if significant scenario changes emerge.

Scenario 1 Highlights

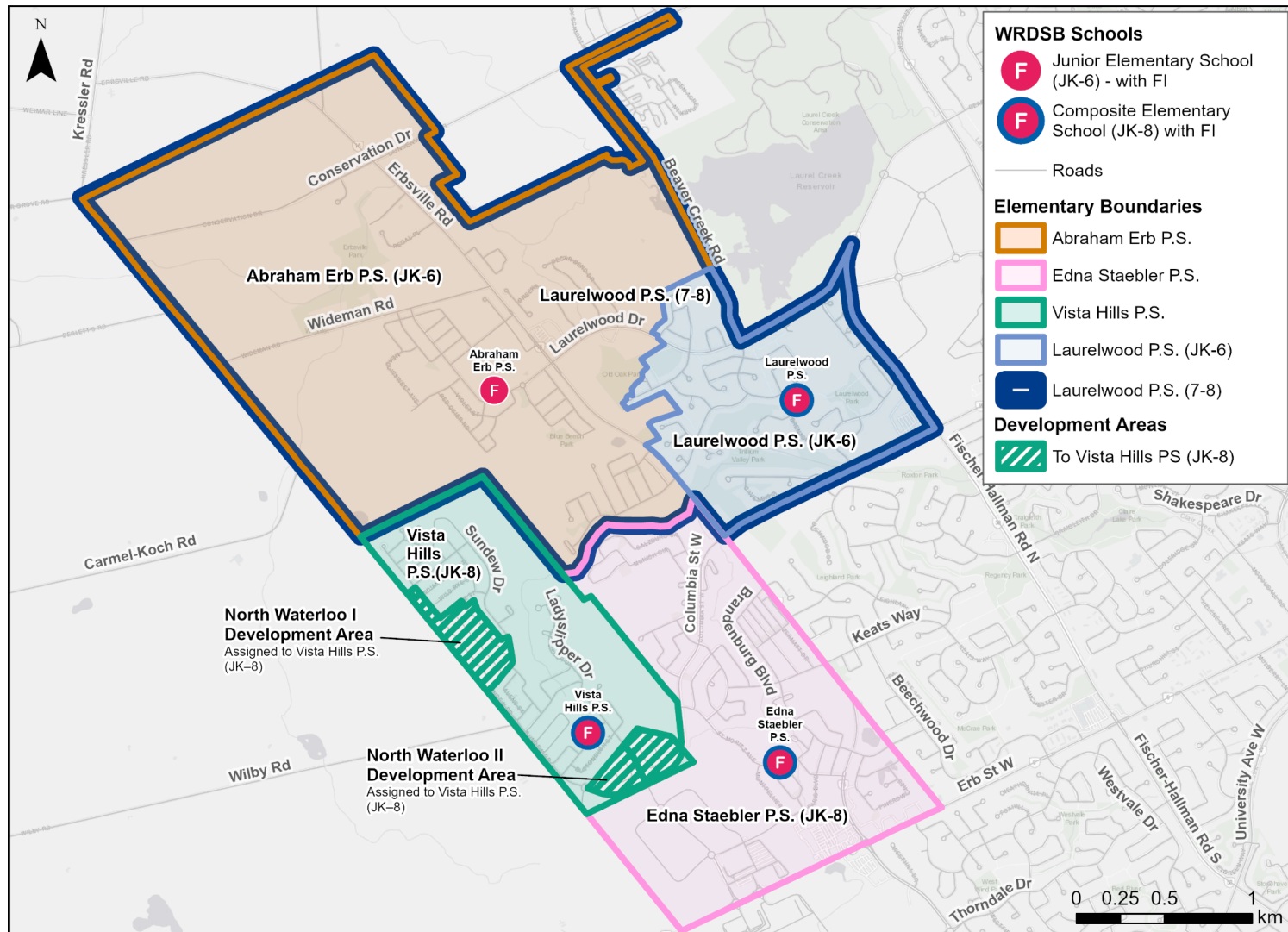
- Reassign the Columbia Forest neighbourhood (north of Clair Creek) from Vista Hills Public School to Abraham Erb Public School for JK-6 and Laurelwood Public School for Grades 7-8
- Reassign the portion of the Clair Hills neighbourhood, south of Clair Creek (identified on Figure 2), including Munich Circle and Salzburg Drive, from Vista Hills Public School to Edna Staebler Public School for JK-8.
- Incorporate the North Waterloo Development Area into the Vista Hills Public School attendance boundary for JK-8.
- Incorporate the North Waterloo II Development Area into the Vista Hills Public School attendance boundary for JK-8.

Impacted Students

Based on preliminary 2026-2027 enrolment data, Scenario 1 would impact approximately 200 students. Approximately 150 students would be reassigned from Vista Hills PS to Abraham Erb, Laurelwood, and Edna Staebler Public Schools. Approximately 60 students from the **Development Areas** would be reassigned from Edna Staebler Public School to Vista Hills Public School.

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

Figure 2: Scenario 1 Map



Appendix A

Table 3: Scenario 1 Enrolment Projections

School	OTG	ACTUAL		PROJECTED				Utilization		
		2025	2026	2027	2030	2033	2036	2027	2033	2036
Abraham Erb Public School	487	400	400	450	420	485	495	92%	100%	102%
Edna Staebler Public School	720	550	535	480	390	350	340	67%	49%	47%
Laurelwood Public School	550	695	665	675	590	560	540	123%	102%	98%
Vista Hills Public School	643	775	785	725	710	680	680	113%	106%	106%
Review Area Total	2400	2420	2385	2330	2110	2075	2055	97%	86%	86%

Notes:

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

Scenario 1 redistributes enrolment among the four review area schools and reduces projected utilization at Vista Hills Public School compared with the status quo. However, Vista Hills Public School is still projected to remain above 100% utilization throughout the projection period. Laurelwood Public School is projected to experience significant overutilization in the implementation year before declining to approximately 100% later in the projection period (note that the existing portapak structure is not included in the school's OTG). Abraham Erb Public School is projected to approach or slightly exceed capacity in the longer term. Edna Staebler Public School is projected to become increasingly underutilized, declining to 47% utilization by 2036. These results and associated trade-offs will require further consideration throughout the review. The projected long-term underutilization at Edna Staebler Public School will require continued monitoring through the LTAP and future capital and accommodation planning processes.

Legacy and Transition Provisions

The following preliminary transition considerations will be evaluated throughout the review:

- Allowing students entering Grade 8 in the implementation year to remain at their current school;
- Permitting students currently enrolled in French Immersion (FI) to remain at their existing FI school, subject to applicable procedures; and
- Confirming transportation eligibility for students who exercise any approved legacy provision.

The Final Report will identify any recommended transition provisions, including eligibility, sibling treatment and transportation implications, subject to Board approval where required.

Transportation Impacts

Preliminary transportation analysis indicates that Scenario 1 is expected to reduce the number of buses required at Vista Hills Public School from 6 to 2. One additional bus route may be required for both Abraham Erb Public School and Edna Staebler Public School. Based on preliminary analysis, most students in the North Waterloo Development Area are expected to be within walking distance of Vista Hills Public School, subject to confirmation of transportation eligibility and a suitable walking route.

The City of Waterloo is planning a pedestrian crossover at Columbia Street West and St. Moritz Avenue. Construction is currently anticipated in 2027, subject to municipal approvals and construction scheduling.

A development proposal for 515 Erbsville Road currently includes an extension of Royal Fern St to White Birch Avenue to the North. If the proposed road connection is constructed and an appropriate walking route is confirmed, it may affect

Appendix A

future transportation eligibility for some students travelling from Columbia Forest to Abraham Erb Public School. The timing and suitability of this potential route have not yet been confirmed.

Any active transportation routes referenced in this report are preliminary. Availability depends on confirming that appropriate infrastructure is complete and that a suitable walking route has been identified in accordance with WRDSB transportation policies.

Scenario Evaluation Criteria

The following evaluation criteria were considered in developing Scenario 1:

- Balancing utilization between schools
- Improving walkability for students
- Reducing reliance on transportation
- Creating contiguous attendance boundaries that provide clear student pathways
- Replacing Development Area temporary assignments with sustainable long-term attendance boundaries

Overall, Scenario 1:

- Improves but doesn't eliminate overutilization at Visa Hills Public School;
- Increases near-term enrollment pressure at Laurelwood Public School;
- Moves Abraham Erb Public School toward capacity;
- Increases long-term underutilization at Edna Staebler Public School;
- Replaces the two temporary Development Area assignments; and
- Changes transportation and walking eligibility for some students.

Appendix A

Community engagement and input will be critical to informing the scenario recommended for consideration in December 2026.

Community Engagement

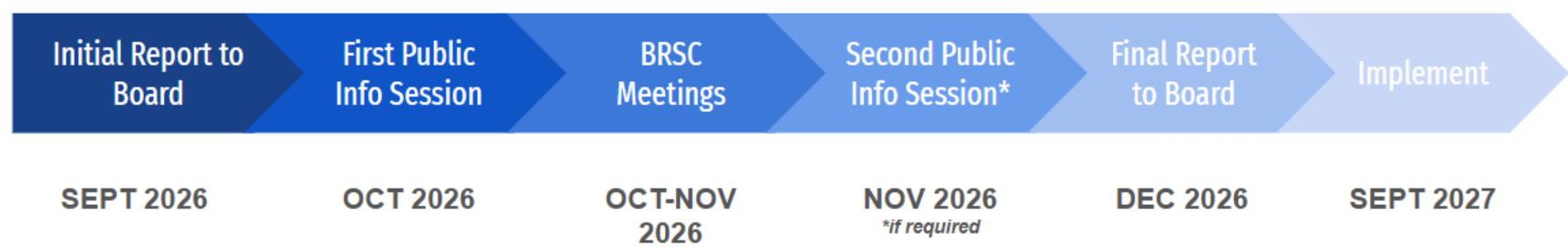
The WRDSB is committed to meaningfully engaging school communities throughout the West Waterloo boundary review process. Community input is important to the BRSC’s understanding of local conditions, potential impacts and opportunities to improve boundary options. Feedback will inform the BRSC’s analysis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

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

Engagement Timeline and Activities

Engagement activities are planned throughout the 2026-2027 school year (Figure 3 and Table 4).

Figure 3: Boundary Review Timeline



Appendix A

Table 4: Boundary Review Engagement Activities

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

Engagement Methods

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

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

Communications

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

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

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

Glossary of Terms

Boundary Review Steering Committee (BRSC)

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

Development Area (DA)

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

French Immersion (FI)

An optional program in which students learn in French for a prescribed portion of the school day in accordance with WRDSB program requirements.

Holding School

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

On-the-Ground Capacity (OTG)

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

Appendix A

Portables and Portapaks

Relocatable classroom buildings used to temporarily increase a school's capacity when enrolment exceeds available space. Portable classrooms are standalone buildings, whereas portapaks are physically attached to the school building.

Scenario

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

Utilization Rate

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

Walking Distance

The distance threshold used to determine transportation eligibility under Board Policy 4009. The existence of a suitable walking route is assessed separately by Student Transportation Services of Waterloo Region.



Report to Board

September 28, 2026

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

Recommendation

This report is provided for information.

Status

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

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

Anticipated Milestones

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

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

Background

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

Review Scope

The schools included in the review are:

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

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

AP 4991 Process and Community Engagement

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

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

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

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

Financial implications

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

Communications

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

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



INITIAL REPORT

NEW BRESLAU-HOPEWELL CROSSING ELEMENTARY SCHOOL BOUNDARY REVIEW

September 28, 2026



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Executive Summary

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

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

Status

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

Appendix A

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

Preliminary Scenario 1 for Community Input

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

Community Engagement

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

Timeline Highlights

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

Background

Boundary Review Process

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

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

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

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

Capital Plan

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

Appendix A

The new JK-8 elementary school will have:

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

The child care will have:

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

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

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

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

Boundary Review Scope

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

The review area includes 4 existing schools.

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

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

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

Appendix A

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

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

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

Development and Residential Growth

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

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

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

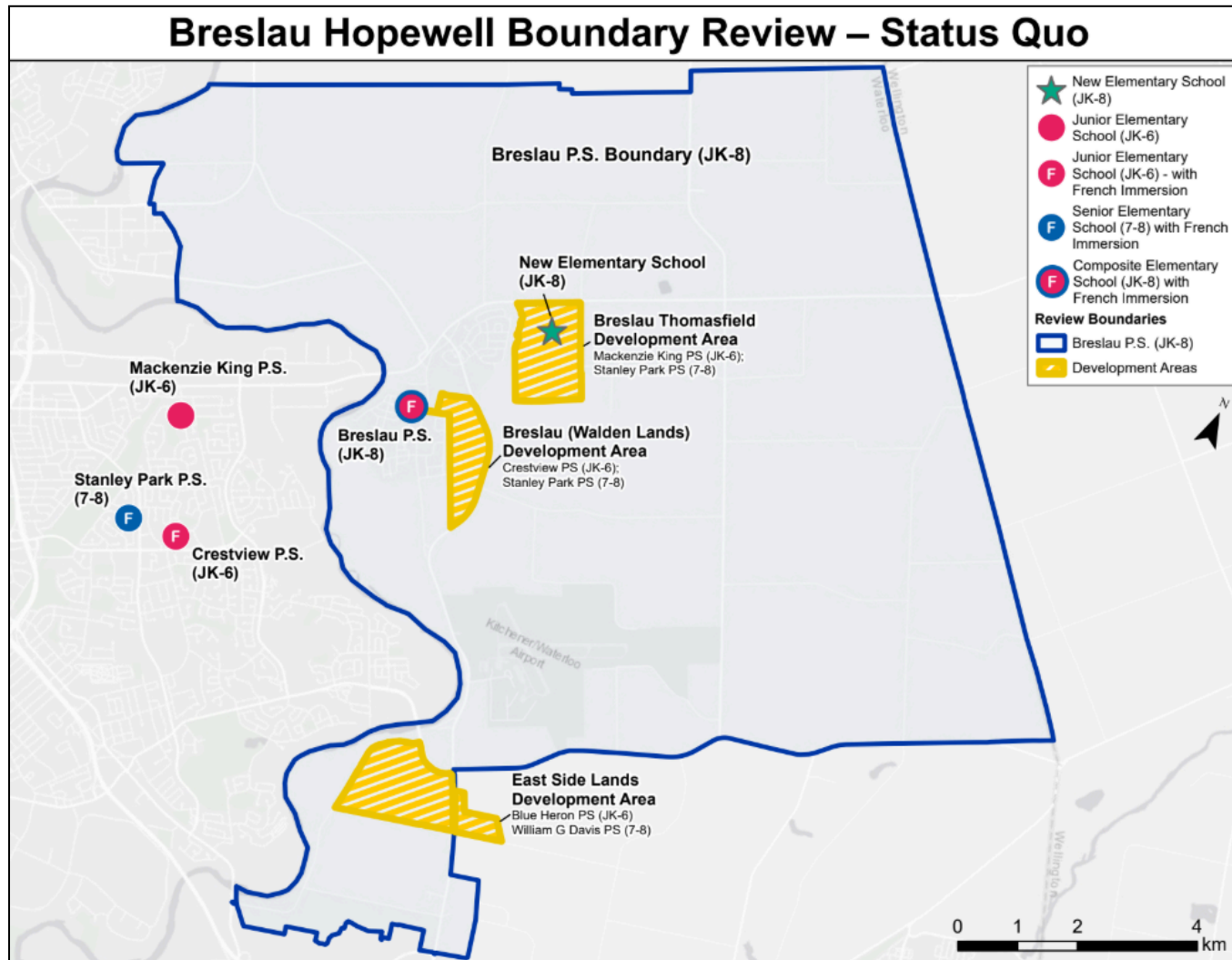
Appendix A

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

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

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

Figure 1: Review Area Map



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

Appendix A

Existing Conditions

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

Table 1: Status Quo Enrolment Projections for Review Area Schools

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

Notes:

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

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

Scenario 1

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

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

Scenario 1 Highlights

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

Scenario Evaluation Criteria

The following evaluation criteria were considered in developing Scenario 1:

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

Appendix A

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

Potentially Affected Students

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

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

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

Legacy and Transition Provisions

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

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

Appendix A

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

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

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

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

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

Post-Opening Monitoring

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

Table 2: Scenario 1 Projection

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

Appendix A

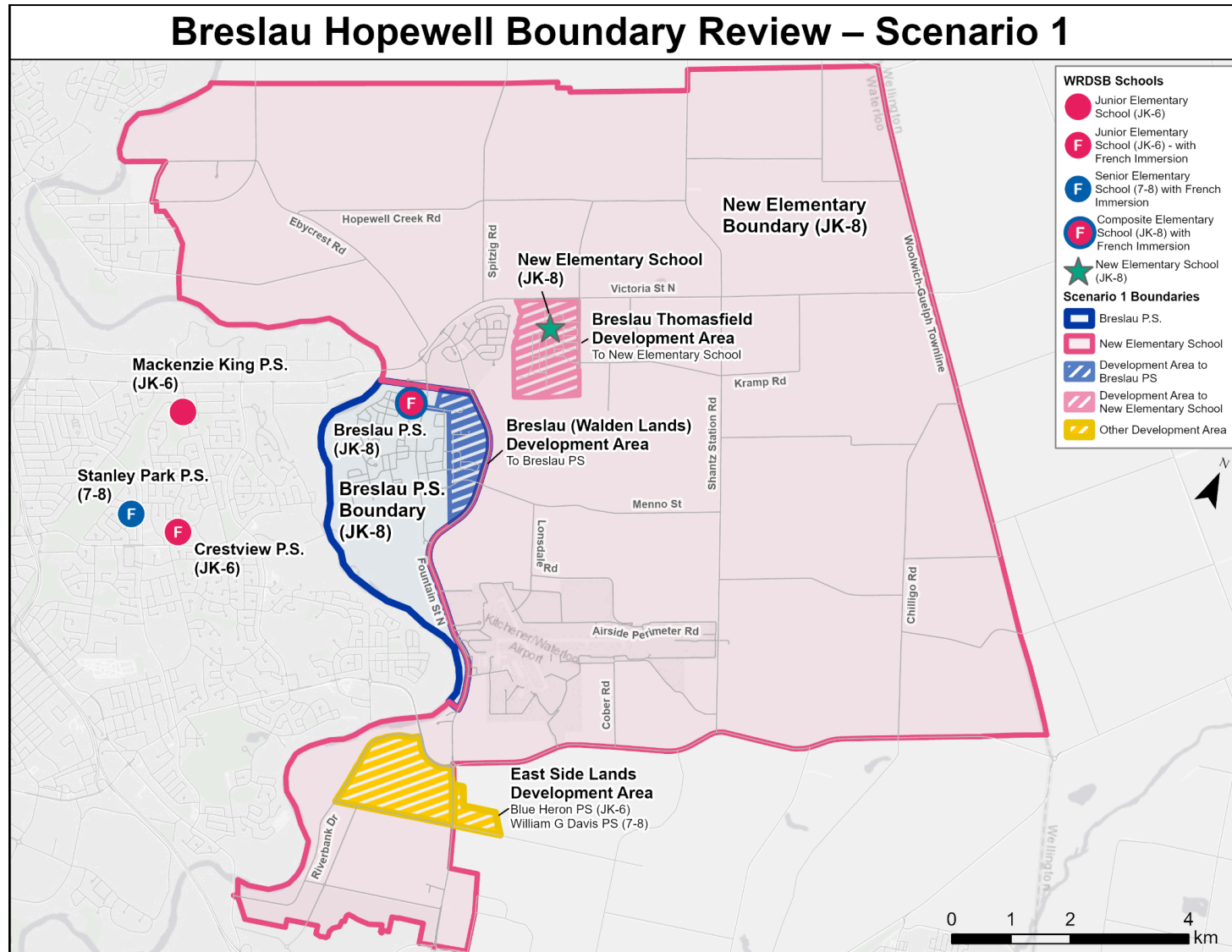
New Breslau Hopewell Elementary School	611	0	0	245	290	310	450	40%	51%	74%
	1176	510	515	680	840	985	1180	58%	84%	100%

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

Notes:

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

Figure 2: Scenario 1 Map



Community Engagement

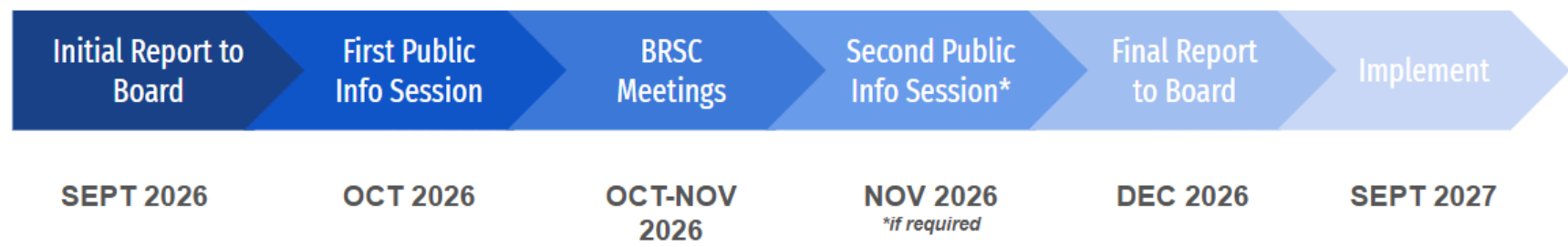
The WRDSB is committed to meaningfully engaging school communities throughout the boundary review process for the new Breslau-Hopewell Crossing Elementary School. Community input is important to the BRSC’s understanding of local conditions, potential impacts and opportunities to improve boundary options.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

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

Engagement Timeline and Activities

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

Figure 3: Boundary Review Timeline



Appendix A

Table 3: Boundary Review Engagement Activities

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

Engagement Methods

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

Appendix A

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

Communications

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

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

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

Glossary of Terms

Boundary Review Steering Committee (BRSC)

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

Development Area (DA)

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

French Immersion (FI)

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

Holding School

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

On-the-Ground Capacity (OTG)

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

Appendix A

Portables

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

Scenario

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

Utilization Rate

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

Walking Distance

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



Report to Board

September 28, 2026

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.

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 2020-2030 Long-Term Accommodation Plan

	REVIEW AREA	SCHOOL / PROJECT
New schools and Rebuilds	E01	Proposed Cambridge West (Bismark Dr) Elementary School
	E02	Proposed North Cambridge (Equestrian Way)
	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 (Esler Lake Dr/Pinery Trail) Elementary School
	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
	E17	Proposed Forest Glen Public School or Grandview Public School (New Hamburg) Addition
	E19	Proposed John Mahood Public School Addition
	E21	Proposed Ayr Public School Addition
	E23	Proposed Keatsway, Centennial or Mary Johnston Public Schools Addition
	S02	Proposed Huron Heights Secondary School Addition (amendment to LTAP)
	S04	Proposed Waterloo-Oxford District Secondary School 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 Board

September 28, 2026

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 the short-term cash flow needs of the Waterloo Region District School Board for fiscal year 2026.

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 2026-27 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 of Business Services and
Treasurer of the Board
in consultation with Leadership Council.

Appendix A

Resolution

**A RESOLUTION AUTHORIZING THE BORROWING OF MONEY TO MEET
SHORT-TERM CASH FLOW NEEDS 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 2026-2027.**
- 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 23rd day of September, 2026.

Waterloo Region District School Board

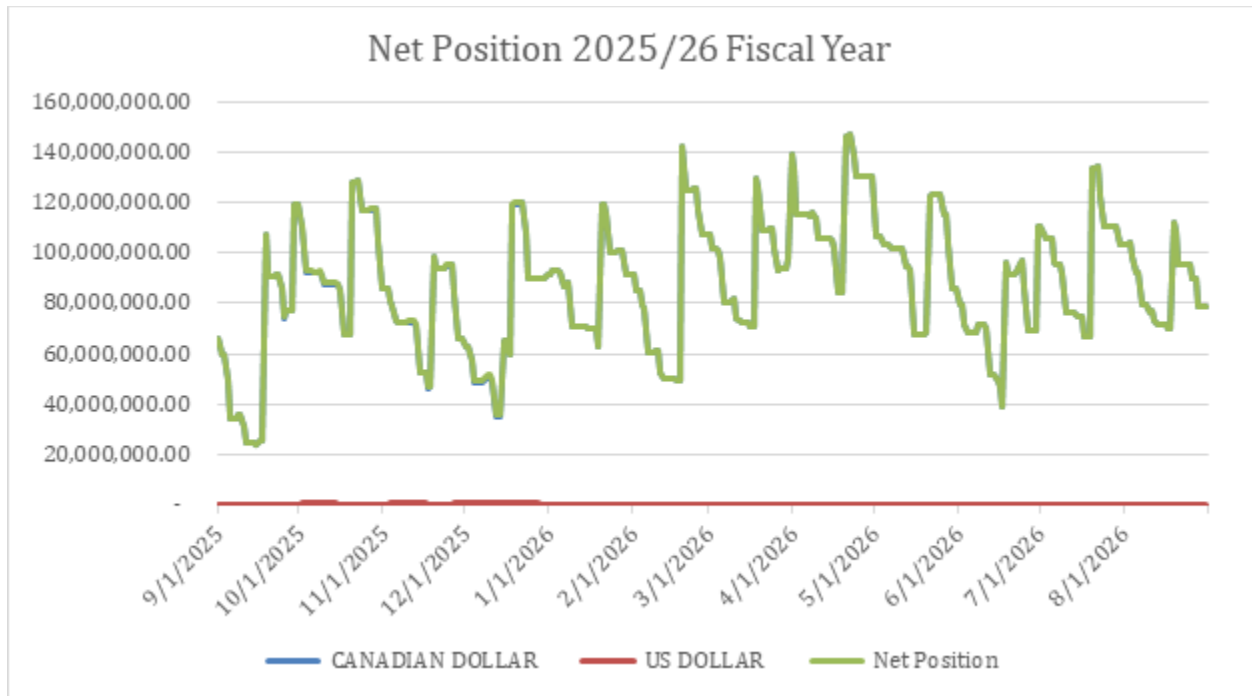
Per: _____

Chairperson or Vice-Chairperson

Treasurer

Appendix B

Daily Net Cash Position





Report to Board

September 28, 2026

Subject: Annual Audit Committee Report – 2025-2026

Recommendation

The Waterloo Region District School Board approve the report outlining the work of the Audit Committee as outlined in the report titled “Annual Audit Committee Report – 2025-2026”, as presented.

Status

Audit Committee Members

The Audit Committee consisted of the following members for 2025-2026:

- Trustee Kathleen Woodcock (Chair)
- Trustee Scott Piatkowski
- Trustee Meena Waseem
- Tracy Williams, External Member
- Graham Rumble, External Member

In addition, regular attendees at the committee meetings include:

- Scott Miller, Chief Executive Officer
- Bill Lemon, Chief Operating Officer
- Nick Landry, Superintendent of Business Services and Treasurer of the Board
- Miruna Armellini, Controller, Financial Services
- Andrea Eltherington, Regional Internal Audit Manager
- Shannon Thompson, Manager of Review Services
- Melanie Dugard, Partner, Doane Grant Thorton

Administrative Tasks

At the beginning of the year and in accordance with recommended good practice, various administrative tasks were completed. These included:

- developing a work plan; and
- developing a meeting schedule and agenda for the year.

Meetings

It was agreed to hold four meetings throughout the year, from September to May.

The members in attendance at each meeting were as follows:

Member's Name	September 23, 2025	November 12, 2025	February 10, 2026	May 20, 2026
<i>Kathleen Woodcock, Chair</i>	X	X	X	ABS
<i>Scott Piatkowski</i>	X	X	X	X
<i>Meena Waseem</i>	X	X	X	X
<i>Graham Rumble</i>	ABS	X	X	ABS
<i>Tracy Williams</i>	X	X	X	X

X – Present ABS - Absent N/A - Not applicable

Governance

The Audit Committee operated throughout the fiscal year ending August 31, 2025. All of the members satisfied the eligibility requirements in accordance with Ontario Regulation 361/10.

External Auditors

The relationship with the external auditors, Doane Grant Thorton, has been satisfactory and private meetings were held during the year. Doane Grant Thorton presented an Audit Plan and confirmed their independence to the Board Audit Committee on May 20, 2026. The Audit Committee reviewed and recommended the approval of the 2025/2026 annual audited financial statements on November 12, 2025.

Internal Auditors

The relationship with the internal auditors has been satisfactory and private meetings were held during the year. The Audit Committee reviewed the results of the risk assessment, as well as the risk-based internal audit plan for the 2025/2026 fiscal year.

During the 2025/2026 fiscal year, the following internal audits or other engagements (i.e. audit follow-up reviews) were started by the Regional Internal Audit Team (RIAT):

The following audits or audit follow-ups were approved in the 2025/2026 audit plan and were started in the 2025/2026 fiscal year:

- Attendance Support Program and Return to Work
- Back-up, Disaster and Recovery Follow-up
- Payroll Follow-up
- Penetration Testing Follow-up
- Privacy Follow-up
- IT Vulnerability Follow-up
- Human Rights Complaint Process Follow-up
- Community Use of Schools Audit
- Strategic Risk Assessment (SRA) Refresh

The following audit or audit follow-ups were approved for the 2025/2026 audit plan but deferred by management to 2026/2027:

- None

The Audit Committee endorsed each report, including management's action plan, and advised the Board of Trustees to accept it.

The Audit Committee received reports from an internal audit that assessed the progress toward management's implementation of action plans developed in response to previous audit findings. This enabled the Audit Committee to engage management in a discussion regarding findings not satisfactorily actioned, as well as encouraging renewed efforts on overdue action plans.

Background

Under Ontario Regulation 361/10 of the Education Act, there is a requirement for the Audit Committee to provide an annual report to the Board. The purpose of this report is to provide a summary of the internal audit work performed by the Regional Internal Audit Team (RIAT) and to provide a summary of their planned enrollment-based audits for upcoming fiscal years.

Financial implications

There are no known financial implications.

Communications

No further communication at this time.

Prepared by: Nick Landry, Superintendent of Business Services and Treasurer of the Board
in consultation with the Board Audit Committee.

**Annual Report to the Board of Trustees and Forwarded
To the Ministry of Education
For the Year Ended August 31, 2026**

District School Board Name: Waterloo Region District School Board
Fiscal Year: 2025/2026

Re: Annual Audit Committee Report to the Ministry of Education as per
Ontario Regulation 361/10

During the 2025/2026 fiscal year, the following internal audits or other engagements (i.e. audit follow-up reviews) were started by the Regional Internal Audit Team (RIAT): The following audits or audit follow-ups were approved in the 2025/2026 audit plan and were started in the 2025/2026 fiscal year:

- Attendance Support Program and Return to Work
- Back-up, Disaster and Recovery Follow-up
- Payroll Follow-up
- Penetration Testing Follow-up
- Privacy Follow-up
- IT Vulnerability Follow-up
- Human Rights Complaint Process Follow-up
- Community Use of Schools Audit
- Strategic Risk Assessment (SRA) Refresh

The following audit or audit follow-ups were approved for the 2025/2026 audit plan but deferred by management to 2025/2026:

- None

The Audit Committee endorsed each report, including management's action plan, and advised the Board of Trustees to accept it.

The Audit Committee received reports from an internal audit that assessed the progress toward management's implementation of action plans developed in response to previous audit findings. This enabled the Audit Committee to engage management in a discussion regarding findings not satisfactorily actioned, as well as encouraging renewed efforts on overdue action plans.

Date
Title: Audit Committee Chair

Signature



Report to Board

September 28, 2026

Subject: Appointment of External Member(s) to the Board Audit Committee

Recommendation

That the Board re-appoint Ms. Tracy Williams as an external member to the Board Audit Committee for a second term, ending August 31, 2028.

That the Board re-appoint Mr. Graham Rumble as an external member to the Board Audit Committee for a second term, ending August 31, 2029.

Status

The external member appointments to the Board Audit Committee are effective as of the dates outlined in this report.

Background

[Ontario Regulation 361/10](#) requires all school boards to establish an Audit Committee. The regulation states that “where a board has eight or more board members, but less than fifteen, the Audit Committee shall consist of five members, including three board members and two persons who are not board members.”

Following a review of the candidates’ credentials, past experience and an interview process, the selection committee is recommending that the following individuals be appointed to serve on the Board Audit Committee as external members in the capacities and for the terms noted below:

- Tracy Williams CPA, Faculty Financial Officer, University of Waterloo
 - o Audit Committee Member- September 1, 2025, to August 31, 2028
- Graham Rumble CPA, Vice President of Finance, Contrans Group
 - o Audit Committee Member- September 1, 2026, to August 31, 2029

Financial implications

No financial implications.

Communications

The external members contained in this report have been advised of the recommendation being brought forward and will receive confirmation once approved.

Prepared by: Kathleen Woodcock, Chairperson of the Board Audit Committee
Nick Landry, Superintendent of Business Services and Treasurer of the Board,
in consultation with Leadership Council.



Report to Board

September 28, 2026

Subject: Compliance Audit Committee

Recommendation

That the Waterloo Region District School Board appoint the following members to the Compliance Audit Committee, held jointly with the Waterloo Catholic District School Board (WCDSB) effective November 15, 2026:

- 1. Tracy Williams, External Member, WRDSB Audit Committee**
- 2. Graham Rumble, External Member, WRDSB Audit Committee**
- 3. Zeynep Danis, External Member, WCDSB Audit Committee**
- 4. Ali Ahmed, External Member, WCDSB Audit Committee**

Status

As required by the *Municipal Elections Act, 1996*, every district school board must appoint a Compliance Audit Committee by October 1, 2026, to hear and decide on applications for compliance audits regarding a trustee candidate's campaign expenses.

Background

The Committee must be composed of three to seven people who cannot be members of the school board, Board employees, registered third parties or candidates in the school board election.

As in previous years, staff are proposing a joint Compliance Audit Committee with the Waterloo Catholic District School Board for the 2026 Municipal Election. This committee would be comprised of the external Audit Committee Members from each board. Each Board is responsible for approving two of the four members of the jointly held Compliance Audit Committee.

The responsibilities of the Compliance Audit Committee and the compliance audit process are set out in [Section 88.33 to 88.37 of the Municipal Elections Act](#). Members of the Committee will serve until the next municipal election and their term begins on November 15, 2026. This committee will only meet if a compliance audit is required; to date there has never been a meeting of this Committee.

Using the methodology noted above, the following individuals are being recommended to become members of the Board's Election Expense Compliance Audit Committee:

Tracy Williams (WRDSB)
Graham Rumble (WRDSB)
Zeynep Danis (WCDSB)
Ali Ahmed (WCDSB)

Each of the individuals listed above meet the criteria to sit on the committee, and all have agreed to volunteer.

Financial implications

No financial implications at this time, however, the board shall pay all costs in relation to the committee's operation and activities in the event an elector files an application for a compliance audit as stated in the Municipal Elections Act.

Communications

To ensure the smooth flow of information, communications should be part of every report - identifying who needs the information, how it will be communicated and by whom. This paragraph should be developed by the originator with advice from the Communications Department.

Prepared by: Stephanie Reidel, Manager, Corporate Services & Nick Landry, Superintendent of Business Services & Treasurer of the Board in consultation with Leadership Council.



June 30, 2026

The Honourable Lena Metlege Diab
Minister of Immigration, Refugees and Citizenship

Subject: IRCC Funding for Newcomer LINC and Settlement Services

The following motion received unanimous support from the Board of Trustees at our meeting on June 2, 2026 after receiving a presentation from staff regarding the work the Halton District School Board (HDSB) has been engaged in to assist newcomers to Halton.

Be it resolved that the Chair of the Board write a letter to the Minister of Immigration, Refugees and Citizenship regarding the need for Immigration, Refugees and Citizenship Canada (IRCC) funding to enable and assist with Welcome Centre programming and initiatives; and that a copy be forwarded to Halton area MPs and the Ontario Public School Board Association.

Further to a letter sent by HDSB CEO (Director) Ennis on January 31, 2025, I am writing to express the HDSB's profound concern regarding the funding reduction for LINC and Settlement Services currently delivered through our school board.

The HDSB serves more than 67,000 Kindergarten - Grade 12 students across 110 schools, as newcomer families continue to choose Halton as an attractive place to build their new life in Canada. [Halton's population](#) has increased at an incredible pace during the past 15 years, and according to [DemoStats Trends Environics](#) (2023), the newcomer population in Halton is projected to increase by an additional 3.28% between 2023 and 2028. Our settlement program highlights for 2025-2026 show that services were delivered to 892 students and 1125 parents and guardians.

The funding partnership we have with IRCC strengthens the HDSB's efforts to ensure all newcomer families feel welcomed and supported by their communities, and in our schools. The current four year funding allocation levels, a reduction of 30 % year over year, will progressively dismantle the support thousands of newcomer families receive from our service team as they transition into Canadian society. As a direct result of this reduction, interpretation and translation services, along with much needed program resources, such as our Community Connections programming provided to families will be impacted.

Furthermore, the reduction in services over the next three years would create substantial barriers to access for more than 500 *current* LINC clients who will be left out of accessing language training that is

Street Address: J.W. Singleton Education Centre • 2050 Guelph Line, Burlington, Ontario L7P 5A8

Mailing Address: J.W. Singleton Education Centre • P.O. Box 5005, Stn. LCD 1, Burlington, Ontario L7R 3Z2

Phone: 905-335-3663 | 1-877-618-3456 Fax: 905-335-9802

www.hdsb.ca

needed to access employment, education, healthcare and advocate for their children.

A portion of our newcomer students arrive from areas in the world where they have faced trauma and gaps in schooling, and as a result they are reliant on mental health and settlement services to support their successful integration into the school system. Our youth settlement specialists (YSS) facilitate critical communication regarding parent-teacher conferences, guidance meetings, mental health support services within the school board and various community partners. A substantive reduction in funding would translate in loss of support in these critical areas.

I urge IRCC to revisit the short and long-term impacts of the funding decision directed towards the newcomers, in particular women, who have only recently been welcomed to the country.

Sincerely,

Amy Collard
Chair, Halton District School Board
Trustee, Burlington Ward 5

CC:
Halton Area MPs
Ontario Public School Boards' Association Member Boards

Ministry of Education

Minister

315 Front Street West
Toronto ON M7A 0B8**Ministère de l'Éducation**

Ministre

315, rue Front Ouest
Toronto ON M7A 0B8

Ontario

Maedith Radlein

Chair

Waterloo Region District School Board

maedith_radlein@wrdsb.ca

Dear Maedith Radlein:

Thank you for your correspondence regarding the Waterloo Region District School Board's (WRDSB) concerns about potential school board governance reform in Ontario.

The Ministry of Education continues to invest in publicly funded education and is committed to ensuring that these resources are used wisely and for the benefit of students. To that end, on May 7, 2026, our government passed the *Putting Student Achievement First Act, 2026*. This Act strengthens school board oversight and accountability and ensures more consistent learning experiences for students to prepare them for the jobs of tomorrow.

With regard to changes strengthening governance and accountability, trustees remain in English language school boards. The position of Director of Education is now referred to as the Chief Executive Officer (CEO) by the school board and Minister approval is required to terminate the CEO. Authority to hire the CEO remains with the board of trustees. Aspects of trustee powers related to financial decisions have changed. Now that the Bill has passed, the ministry will develop a regulation to establish these parameters.

For more detailed information, please see the memorandum "Putting Student Achievement First Act, 2026 receives Royal Assent" from the Minister of Education and Deputy Minister of Education to all Chairs of district school boards issued on May 14, 2026.

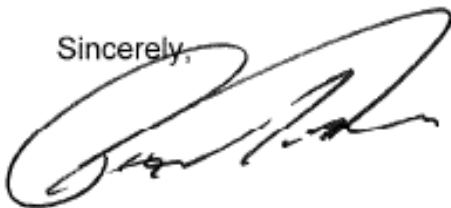
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In your letter, you raise the prospect of consultation and review with respect to school board governance reform. The Ministry values the perspective of school boards and education partners in the development of education policy. As part of the legislative process, the Ministry undertook consultation that included opportunities for public input through the Ontario Regulatory Registry. Additionally, the legislative process for the Putting Student Achievement First Act, 2026 included public hearings and parliamentary committee review, which provided additional opportunity for stakeholder and public input.

Promoting an inclusive, equitable, and supportive school environment for every student in this province will continue to be a top priority for our government.

Thank you for taking the time to share your concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Paul Calandra', with a large, sweeping initial 'P'.

The Honourable Paul Calandra
Minister of Education



July 3, 2026

The Honourable Paul Calandra, Minister of Education
Ministry of Education
315 Front Street West, 14th Floor
Toronto, ON, M7A 0B8

RE: Waterloo Region District School Board Approved Budget for 2026-2027 and Urgent Structural Budget Pressures

Dear Minister Calandra,

On behalf of the Board of Trustees for the Waterloo Region District School Board (WRDSB), I am writing to formally share with you that WRDSB's Budget for the upcoming school year has been approved. While we have passed a budget that continues to make targeted investments in math, literacy, classroom safety and technology, we are concerned that our ability to continue making investments in our shared priorities is at risk due to structural underfunding by the Province. We must share our urgent concerns regarding the severe budget pressures that threaten our ability to maintain the high standard of education and support our students deserve.

1. Chronic Underfunding of Special Education

The gap between the actual needs of our students and the funding allocated through the Special Education Grant continues to widen. The complexity of student needs in our classrooms is rising, yet the funding model fails to reflect these realities. To ensure the safety, well-being, and academic progression of our most vulnerable learners, the WRDSB has been forced to subsidize Special Education by depleting our Special Education reserves over the past few years, diverting funds from other areas of the boards budget, and we find ourselves in a position where we may need to consider reductions in special education services as part of an overall deficit elimination plan in future years.

2. Operational and Structural Budget Pressures

There are immediate, unavoidable cost increases across several key operational areas that are not adequately covered by current provincial funding allocations:



- Short-Term Supply Costs: The escalating costs associated with short-term staff absences and supply coverage continue to outpace the funding provided by the Ministry. In 2026-27 alone, we anticipate having to divert \$17.7 million from other areas of our budget to cover short-term supply costs.
- Statutory Benefits: The Canada Pension Plan (CPP) enhancement was phased-in over the past number of years, and there is no evidence that Ministry funding benchmarks have increased to reflect the higher employer contributions that are required. For the 2026-27 school year, staff estimate the incremental impact to the WRDSB is \$728,000 in unfunded employer contributions for CPP.
- Commodities and Services: Inflationary pressures have sharply increased the baseline cost of running our facilities, utilities, and procuring essential educational services and technologies.

3. The Elimination of Responsive Education Programs (REPs)

We are profoundly disappointed by the lack of announcements regarding certain Responsive Education Programs (REPs) for 2026-27. In previous years, these targeted investments were instrumental in supporting student mental health and equity. The absence of this funding means that the long-term viability of some programs may be at risk, and has resulted in a loss of revenue for the WRDSB of roughly \$800,000. Some of the key programs not being funded in 2026-27 include:

- Graduation Coaches for Black students, who have successfully closed achievement gaps and fostered belonging.
- Human Rights and Equity Advisor, essential for maintaining safe, inclusive, and legally compliant school environments.
- Student bursaries that alleviate financial barriers for lower-income families.

In total, the WRDSB has been forced to allocate significant funds simply to cover these unfunded and underfunded areas.

To put this structural funding issue into perspective, if the Ministry were to fully fund short-term supply costs (as an example) those redirected funds could instead be used to directly support students and staff in our schools. Specifically, this funding shortfall represents the equivalent of:

- 130 Math and Literacy Intervention Specialists, who work shoulder-to-shoulder with teachers to improve their teaching practice and work directly with students to leverage high yield instructional strategies to improve their literacy and math.
- 252 Educational Assistants (EAs) to support classroom integration and safety.



- 32 behaviour support teams to build staff capacity to deal with ongoing behaviour issues and help foster a safe and welcoming environment for all students.

We urgently request the Ministry of Education address these concerns and develop a sustainable funding model that fully funds the equity, mental health, and special education needs of Waterloo Region students and accurately reflects the operational realities of modern school boards.

Thank you for your time, consideration, and continued partnership in education.

Sincerely,

A handwritten signature in black ink, appearing to read 'Maedith Radlein'.

Maedith Radlein
Chair, Board of Trustees
Waterloo Region District School Board

cc: WRDSB Trustees
Ontario Public School Boards' Association (OPSBA) and Member Board Chairs
and CEOs
Premier of Ontario
Local Members of Provincial Parliament
WRDSB Labour Partners
WRDSB Statutory Committees

Good evening, trustees. Below is the response to our letter on classroom evacuations.

Maedith



Maedith Radlein

Chair, Board of Trustees

Trustee (Kitchener)

Pronouns: she/her

Waterloo Region District School Board

51 Ardelt Avenue, Kitchener ON, N2C 2R5

----- Forwarded message -----

From: **Safe Schools Branch (EDU)** <SafeSchoolsBranch@ontario.ca>

Date: Tue, Aug 11, 2026, 12:43 p.m.

Maedith Radlein

Chair, Board of Trustees

Waterloo Region District School Board

Maedith_radlein@wrdsb.ca

Dear Maedith Radlein,

Thank you for writing to share the data your board is collecting on student evacuations and your related recommendations.

The government is committed to ensuring that every student has the supports they need to succeed in school. It is the priority of the Ministry of Education to ensure that schools are safe, inclusive, and accepting learning environments for all students to thrive and succeed.

Our government is providing \$30.6 billion in Core Education Funding (Core Ed) for the 2026-27 school year, including a projected total of \$872.3 million for the Waterloo Region District School Board.

Operating funding provides transparent and equitable support across all school boards that reflects the uniqueness of students and communities across the province. Individual school boards determine how to allocate their funding. While

school boards are responsible for local programming and decision-making, school boards must remain fully accountable to the community they serve and should ensure that public funds are used in ways that directly benefit learners.

Special Education Funding Supports

As part of Core Ed, the Ministry of Education provides Ontario's 72 publicly funded school boards with targeted funding through the Special Education Fund. The Special Education Fund supports positive outcomes for students with special education needs by funding the additional costs of the programs, services and/or equipment these students may need.

For the 2026-27 school year, the Special Education Fund is projected to increase to \$3.83 billion, despite student enrolment declining across the province. Overall, this represents an increase of approximately \$2 million, or 0.1 per cent, over 2025-26; and approximately \$1.0 billion or 34% since 2017-18. More specifically, in the Special Education Fund, Waterloo Region District School Board is projected to receive approximately \$106.5 million in 2026-27.

The Special Education Fund is for the additional or incremental costs of the programs, services, or equipment that students with special education needs may require. In addition to the investments made through the Special Education Fund, school boards can use other Core Ed and Responsive Education Programs funding to meet their responsibility to support students with special education needs.

Mental Health Supports

For the 2026-27 school year, Mental Health Allocation in Core Ed is projected to provide \$91.9 million for mental health. This allocation provides dedicated funding for a variety of staffing and initiatives related to student mental health and addictions supports. Mental health funding continues to be enveloped, meaning that school boards are required to use funding from the Mental Health Allocation for mental health programs, services, and supports. Any unspent funding must be put aside and spent on mental health in the future. Recognizing that mental health is foundational to student achievement, this allocation includes funding for a Mental Health Leader to work with school and school board administrators, educators, school-based mental health professionals and community partners.

Data Collection Requirements

The ministry is currently reviewing [Policy/Program Memorandum \(PPM\) 120: Reporting violent incidents to the Ministry of Education](#) to identify opportunities for potential updates to ensure timely, accurate, and comprehensive data on school violence.

Once again, thank you for taking the time to write. The information in your letter has been shared with ministry staff, and it will be considered as we continue to look at ways to further improve and strengthen education.

Sincerely,

Patrick Byam

Director, Safe Schools Branch

Ministry of Education



September 1, 2026

Honourable Paul Calandra
Minister of Education

Subject: Special Education Funding

Minister Calandra,

On June 16th, the Board of Trustees passed the following motion unanimously, during our deliberations on the 2026-2027 school year budget:

Be it resolved that the Chair of the Board write a letter to the Minister of Education to advocate for increased and sustainable funding for special education.

Current Provincial funding, specifically for Special Education, does not fully cover the cost of providing the necessary programs and services required by students with special education needs. This has been a significant issue for school boards throughout Ontario for several years, resulting in larger class sizes, fewer educational assistants and other specialized staffing positions, along with a reduced number of self-contained classes for students who struggle in a traditional classroom setting.

Here in Halton, the Centre for Diverse Learners (CDL) voted against the 2026-2027 Special Education Plan at their June Special Education Advisory Committee (SEAC) meeting. In their Minority Report, they cited that, "Our decision is based on concerns regarding the cumulative impact of increased class sizes, reductions in specialized staffing, and decreased access to professional supports for students with special education needs." The report outlines "reductions in special education teaching positions, educational assistants, psychoeducational consultants, speech and language consultants, social workers, child and youth care practitioners, structured reading supports, and assistive technology supports" as concerning.

The 2026 Independent Ontario Auditor General's Performance Audit of Special Education Needs found that "existing resources are often insufficient to ensure consistent implementation of accommodations and programming". This is consistent with the concerns expressed by the CDL. For declining enrolment boards this is especially concerning because most special education funding is based on overall enrolment while the number of students with special education needs continues to increase disproportionately.

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In their Minority Report, the CDL recommends that the HDSB, “formally advocate to the Ministry of Education for increased and sustainable special education funding that reflects the complexity and growth of student needs,” and added that their “decision to oppose the proposed plan should not be interpreted as criticism of Board staff or the Special Education Department.

Like many school boards across Ontario, the HDSB spends significantly more on Special Education than we receive from the province. HDSB Trustees would also like to echo the sentiments expressed earlier this year by the Limestone and Thames Valley school boards, and **request that additional funding be made available to school boards to ensure our students with special education needs are able to access the intensive supports they need in order to reach their potential.**

We recommend implementing a provincial working group composed of representatives from school boards across the province who have special education expertise, and members of agencies that support students with special education needs, alongside Ministry representatives tasked with developing a more realistic funding model that will meet the current system’s needs.

Sincerely,

Amy Collard
Chair, Halton District School Board
Trustee, Burlington Ward 5

CC:
MPPs
Ontario Public School Boards' Association Member Boards

**Ministry of the Solicitor General
Regional Supervising Coroner**

**Ministère du Solliciteur général
Coroner régional principal**

East Region – Ottawa Office
347 Preston Street, Suite 350
Ottawa ON K1S 3H8
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Région de l'Est – Bureau d'Ottawa
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June 25, 2025

Kathleen Woodcock
President
Ontario Public School Boards Association

Via E-Mail to: president@opsba.org

Dear Ms. Woodcock,

Re: OCC File No: 2025-05739
Date of Death: February 17, 2025

The Office of the Chief Coroner investigated the death of this person. They were teaching at a high school when they lost consciousness and later died. Please find enclosed a copy of the case summary regarding this death.

The Office of the Chief Coroner has a mandate to investigate deaths that meet Section 10 criteria of the Coroners Act, R.S.O. 1990, c. C.37 and to make recommendations towards preventing similar future deaths.

I can share this information, in the interest of public safety by virtue of Section 18(4) of the Coroners Act:

Disclosure to the public

(4) The Chief Coroner shall bring the information collected during a coroner's investigation and the investigation's findings and recommendations, which may include personal information as defined in the Freedom of Information and Protection of Privacy Act, to the attention of the public, or any segment of the public, if the Chief Coroner reasonably believes that it is necessary in the interests of public safety to do so. 2018, c. 3, Sched. 6, s. 7 (1).

Upon reviewing recommendations towards the prevention of future deaths, the circumstances indicate that you may be in a position to implement the following:

Recommendation #1

The Ministry of Education, Ministry of Health, School Boards of Ontario and Principals with the assistance of the Heart and Stroke Foundation, should mandate that all students ages 4 and up receive age-appropriate, regular awareness and skills building sessions annually on how to respond to a sudden cardiac arrest event, including how to perform cardiopulmonary resuscitation (CPR) and use an automatic external defibrillator (AED). This capacity and skills building could be in any format and adapted to the students' age and developmental levels and could include formal certification courses, capacity building sessions, online or virtual training or self-directed learning. Regardless of format, this training must have some hands-on practice of both CPR and use of an AED. In addition, this training should be tracked annually by schoolboards to ensure compliance, and the data should be used as a quality indicator of educational standards in health education.

Recommendation #2

The Ministry of Education should, with the assistance of health organizations like the Heart and Stroke_Foundation and the Ministry of Labour, Immigration, Training and Skills Development, mandate that all school staff and teachers across Ontario have up to date Cardiopulmonary Resuscitation training, including in the use of automatic external defibrillators. This training should be provided annually.

Recommendation #3

The Ministry of Education and the Ministry of Health in partnership with The School Boards of Ontario and Principals of Ontario, should ensure that easily identified and accessible automatic external defibrillators are available at all schools. These should be regularly inspected and tested. Furthermore—an obligatory oversight system for inspections and testing should be an ongoing function for each school.

We would appreciate your response to this recommendation by **December 29, 2025**.

Please be advised that your response will be considered a public document and may be released to interested parties upon request.

Coroner's recommendations are not legally binding; however, we trust it will be given careful consideration for implementation and, if not implemented, that your organization provides an explanation.

Please direct your response to: **Dr. Louise McNaughton-Filion** at occ.ottawa@ontario.ca

Please contact me if you have any questions.

Sincerely,



Louise McNaughton-Filion, MD CCFP(EM), CFP CCPE
Regional Supervising Coroner
East Region – Ottawa Office



September 15, 2026

Honourable Paul Calandra
Minister of Education

Subject: Moratorium on School Closures

On June 2nd, the Board of Trustees passed the following motion unanimously, during our discussion of the 2026-2027 school year budget:

Be it resolved that the Chair of the Board write a letter to the Minister of Education to request a review of the moratorium on school closures (Program Accommodation Reviews) to determine how this moratorium can be lifted and that a copy be forwarded to all MPPs and the Ontario Public School Board Association.

It would be beneficial to school boards if the moratorium on school closures is lifted and new guidelines implemented as soon as possible. This would result in numerous benefits to students across Ontario including:

1. Prioritizing student achievement and well-being by ensuring classrooms are robust learning environments with fewer split grades;
2. Ensuring schools have the critical mass necessary to provide students with the whole school experience, including extracurricular activities like sports teams, choirs and bands, and clubs; and
3. Reducing the cost to maintain underused facilities, which would make more money available to invest in supporting student achievement.
4. Opening opportunities for other public (or private) entities to take advantage of the disposed properties, which could be well-aligned with provincial goals.

Another key benefit of exploring the re-opening of the Pupil Accommodation Review processes for Boards, especially urban ones, is that it provides the necessary tool for Boards to continue finding increased efficiencies in the delivery of programs to its students, and ensure that investments in schools is strategic and garners the most optimal outcomes at a cost effective rate.

For the Halton District School Board specifically, our Long Term Accommodation Plan has identified numerous areas in aging neighbourhoods of Oakville, Burlington, and Halton Hills that would benefit from consolidating its aging facilities into existing or rebuilt facilities within close proximity.

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For example, the consolidation of a number of K-5/6 and middle school (6/7-8) facilities into a single K-8 school facility, via a new school on an existing site, or a major renovation and addition to an existing school would:

- Result in efficiencies in staffing, operations, and maintenance costs.
- Ensure that new facilities meet accessibility standards as well as the Ministry's upcoming targets on air conditioning.
- Remove a significant number of schools from the 5-15 year renewal backlog.
- Create opportunities for other public entities to secure design-built space in schools (i.e. residential, retirement homes, LTCs).
- Reinvest funds retained from the disposition of lands in other schools.
- Improve distribution of academic resources through larger school facilities.

The ability to remove underutilized schools from school board inventories would ensure a greater financial investment in the classroom, promoting both student achievement and wellbeing. The initial challenges brought forward from the consolidation of schools in a community would be quickly replaced by the benefits that would come from consolidations.

For example, the HDSB has made significant cuts throughout the system to ensure the 2026-2027 budget is balanced. Trustees are concerned that if boards do not have all the necessary tools to identify operational savings, further cuts will need to be made to programs that support student achievement and wellbeing in future years. PARs are a tool that can save school boards hundreds of thousands of dollars for each facility that is closed through the efficiencies that are immediately realised.

Halton Region is no stranger to these projects and initiatives. Since the last round of PARs that were triggered as part of the last set of guidelines, the following successful projects came to life and are being enjoyed by the community due to the investment and opportunities they opened up.

1. The recent closure of two major secondary school facilities (Robert Bateman and Lester B. Pearson) created the following opportunities:
 - a. M.M. Robinson Secondary School: An addition and major renovations, including the adjoining City of Burlington Community indoor pool.
 - b. Robert Bateman Community Centre: After the consolidation and closure of the school in 2019, the property was later acquired by the City of Burlington, and was completely renovated the facility to accommodate:
 - Brock University's Education Campus (relocated from Hamilton)
 - Techplace (small business incubator)
 - Burlington Public Library
 - Halton District School Board's Gary Allan Learning Centre and Alternative Education programs (moved into a smaller right-sized facility)

- c. Lester B. Pearson HS: Its closure allowed other public and private entities to take advantage of the facility after its closure in 2017. This included the HCDSB, Brock University, and HDSB when doing major renovation to another elementary school project.
- 2. St. Michael Catholic School: Consolidation of St. John CES into St. Michaels, allowing for the construction of a new addition and a 3 room child care. St. John CES has since been circulated as part of O. Reg. 374/23, and may be acquired for another purpose that will be beneficial to the community.
- 3. St. Nicholas Catholic School: Consolidation of St. Joseph CES and St. James CES, which allowed the construction of a brand new facility in south Oakville, and relocated an Adult Education Centre from a leased facility into a board-owned facility. Also removed a significant amount of renewal and accessibility costs from future projects.
- 4. QEW Park: Closure of the high school allowed the redevelopment of the space into a community centre owned and operated in the Town of Oakville
- 5. Lorne Skuce PS: Its closure allowed CSViamonde to enter into a lease-to-own option on the site, allowing them to open both an elementary and secondary school on site (Ecole Elementaire DuChene et Geatan Gervais), the latter of which later moved to a site adjacent to White Oaks Secondary School after a portion of the lands were disposed by HDSB.

The above are simply a few examples of the benefits the communities have received in exchange for the closure and consolidation of schools in the Region of Halton, and does not include all those that have been felt in other urban communities throughout Ontario. Re-opening the Pupil Accommodation Review process will continue this work, and will also give more opportunities to the Province in meeting its other strategic plans, such as but not limited to:

- 1. New schools for Boards in need
- 2. Affordable housing
- 3. Long-term Care Homes and/or Retirement homes
- 4. New childcare projects purpose-built into schools

We would also be remiss to not acknowledge that the closures and consolidations did in fact cause tension in more rural communities, where the distance between schools and the reliance on the area municipalities on providing public spaces were also strained. This remains a valid challenge that needs to be addressed. However, in urban areas where there are numerous schools, Pupil Accommodation Reviews will enable boards to create numerous benefits to the overall community and the Province as a whole.

For the above reasons, we respectfully request that the Minister of Education and the Government of Ontario consider re-opening PARs in urban areas until a more detailed plan can be developed for the rural areas.

Thank you for your time and consideration. I would be happy to discuss further at your convenience.

Sincerely,

Amy Collard
Chair, Halton District School Board
Trustee, Burlington Ward 5

CC:
MPPs
Ontario Public School Boards' Association Member Boards