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

Agenda

Special Board of Trustees' Board Meeting

Date: Monday, November 30, 2026.

Time: 5:30 p.m.
** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

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

Attendees:

Board of Trustees:
Anna Aceto-Guerin, Jennifer Allore, Linda Cuff (Chair), Harriet Cullen, Ruthann Fisher, Winston Francis, Marisa Phillips, Josh Rivers (Vice-Chair), Sandra Wojcik

Student Representatives:
Rashid Abu Ghazaleh, Brayden Thompson

Senior Administration:
Patrick Eby, Jordan Figueiredo, Gerald Foran, Shesh Maharaj, Angela McHardy, Paul Mendonça, Kerry Pomfret, Jennifer Ritsma, Annalisa Varano

Special Resource:

Recording Secretary:
Stephanie Medeiros

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer/Memorials 1.1.1 Declaration and Oath of Allegiance of new Trustee	Board of Trustees A. Aceto-Guerin		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally cared for by the Haudenosaunee, Anishinaabe and Chonnonton People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action:			
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			

ITEM	Who	Agenda Section	Method & Outcome
3. Consent Agenda: Board (Minutes of meetings, staff report)			
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 West Galt Boundary Review – Initial Report 5.2 West KW Boundary Review - Initial Report	S. Maharaj S. Maharaj	pp. 4-32 pp. 33-64	Approval Approval
6. Ownership Linkage **(Communication with the External Environment)**			
7. Reports from Board Committees/Task Forces			
8. Board Education (at the request of the Board)			
9. Policy Discussion			
10. Assurance of Successful Board Performance			
11. Assurance of Successful Director of Education Performance			
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):			
13.2 Pending Items: **13.3** Pending Items for OCSTA Consideration	Committee/Task Force	Due Date	Action Taken
14. Items for the Next Meeting Agenda	Trustees		
15. Adjournment **Confirm decisions made tonight**	Director of Education		
15.1 Confirm Decisions Made Tonight	Recording Secretary	--	Information
16. Closing Prayer			
16.1 Closing Prayer	All		
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

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

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

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

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

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

Amen

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

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

Revised Report

Date: November 30, 2026

To: Board of Trustees

From: Chief Executive Officer

Subject: West Galt Boundary Review – Initial Boundary Review Report

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

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

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

The Ministry of Education has provided capital funding for an addition at St. Gregory CES, which is now under construction. The addition allows the Board to ease current and projected enrolment pressures at St. Augustine CES by balancing enrolment between the two schools and making effective use of the funded permanent space at St. Gregory CES.

This report outlines the proposed boundary review for St. Augustine CES and St. Gregory CES and asks Trustees to approve proceeding with the review under APF017 – Boundary Review Process.

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

1. Board Policy IV 010 Facilities/Accommodations

"…the CEO shall not …

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

2. APF017 – Boundary Review Process

Alignment to the MYSP:

☐ **Learning**
- ☐ Support multiple pathways & tools for success
- ☐ Accelerate excellence & innovation while building transferable, future-ready skills
- ☐ Engage students as co-creators in their learning
- ☐ Transform learning through leadership & staff support & development

☐ **Serving**

- ☐ Celebrate & promote our distinct Catholic identity
- ☐ Develop faith & live gospel values
- ☐ Strengthen connections between home, school, & parish
- ☐ Connect faith formation to learning

☒ **Belonging**

- ☒ Create safe, welcoming environments that reflect our diversity
- ☐ Promote a sense of mattering & dignity
- ☒ Foster equitable, inclusive, & barrier-free learning & work environments
- ☒ Engage families & build community partnerships

Background/Comments:

The proposed boundary review would apply to the West Galt area, where students are accommodated at St. Augustine CES and St. Gregory CES. The purpose of the review is to look at how to adjust the school boundaries between these two schools to better balance enrolment, support student learning, and make full use of the permanent space that is under construction at St. Gregory CES. Any boundary changes approved by the Board are proposed to take effect in September 2027.

The attached Initial Boundary Review Report is the first step in the process set out in APF017 – Boundary Review Process. It describes the background to the review and presents three boundary options for consideration, including the option preferred by the Staff Committee. These options are a starting point for discussion and have been prepared so that families, Trustees, and the broader community can understand the possible changes and how each one would affect the two schools.

The proposed process includes opportunities for families and the community to share their views. This would include meetings of the Catholic School Advisory Council (CSAC) and at an in-person drop-in public open house as well as via electronic means through email and a survey.

To support this work, the Board confirmed, on November 23, 2026, the assignment of two Trustees to attend the CSAC meetings and the open house, so Trustees hear directly from the school communities.

Recommendation:

THAT the Board of Trustees approve the commencement of the West Galt Boundary Review, including an in-person drop-in public open house consistent with past practice and conducted in accordance with operational and safety procedures established by staff, with an updated engagement timeline to be communicated by staff.

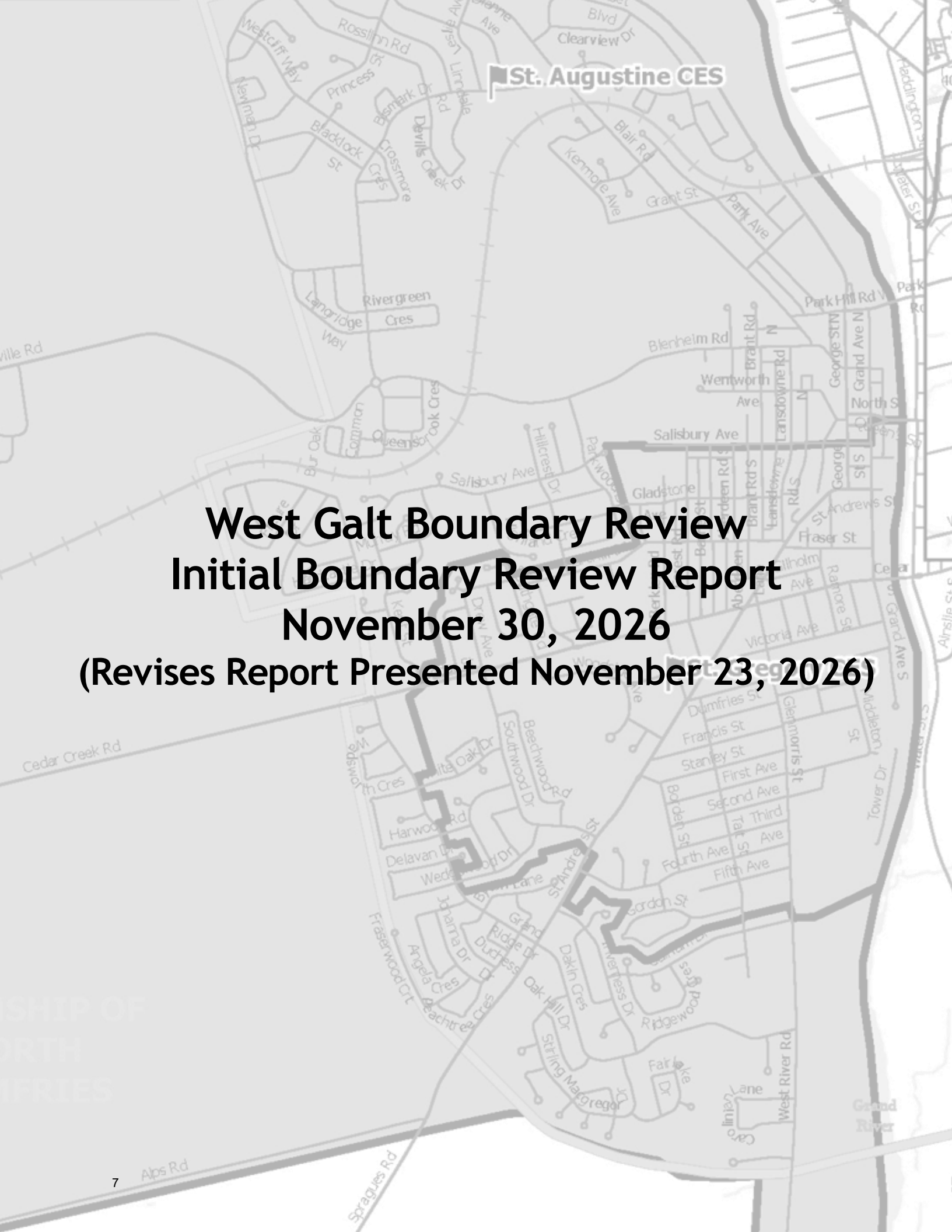
Prepared/Reviewed By: Annalisa Varano
Chief Executive Officer

Jennifer Passy
Manager of Planning

Virina Elgawly
Planning Officer

Shesh Maharaj

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



West Galt Boundary Review
Initial Boundary Review Report
November 30, 2026
(Revises Report Presented November 23, 2026)

Executive Summary

This Initial Boundary Review Report provides the Board of Trustees with the necessary information to initiate a boundary review for St. Augustine Catholic Elementary School (CES) and St. Gregory CES. The main purpose is to reduce enrolment pressure at St. Augustine CES and make use of new capacity funded by the Ministry of Education at St. Gregory CES.

The boundary review process will follow Administrative Procedure APF017, involving a Staff Committee composed of school board staff, staff from Student Transportation Services of Waterloo Region (STSWR), and other support staff as required. This committee is tasked with reviewing enrolment projections, capacity limitations, and accommodation options.

Three options are presented in this report. The Staff Committee's Preferred Alternative, Option 1, addresses accommodation objectives by balancing enrolment and facilities, maximizing the use of all review area facilities, and providing logical attendance boundaries.

Public engagement is an important part of the process. Families and school communities will have opportunities to learn about the review and provide feedback through Catholic School Advisory Council (CSAC) meetings, an in-person drop-in public open house, email, and an online survey.

After public engagement is complete, staff will prepare a Final Boundary Review Report for the Board of Trustees. The report will summarize the process, community input, staff analysis, and final recommendations. The Board of Trustees will make the final decision.

The review is proposed to be completed by February 22, 2027, with a transition committee established following the decision to support the implementation of changes in September 2027.

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1 Introduction

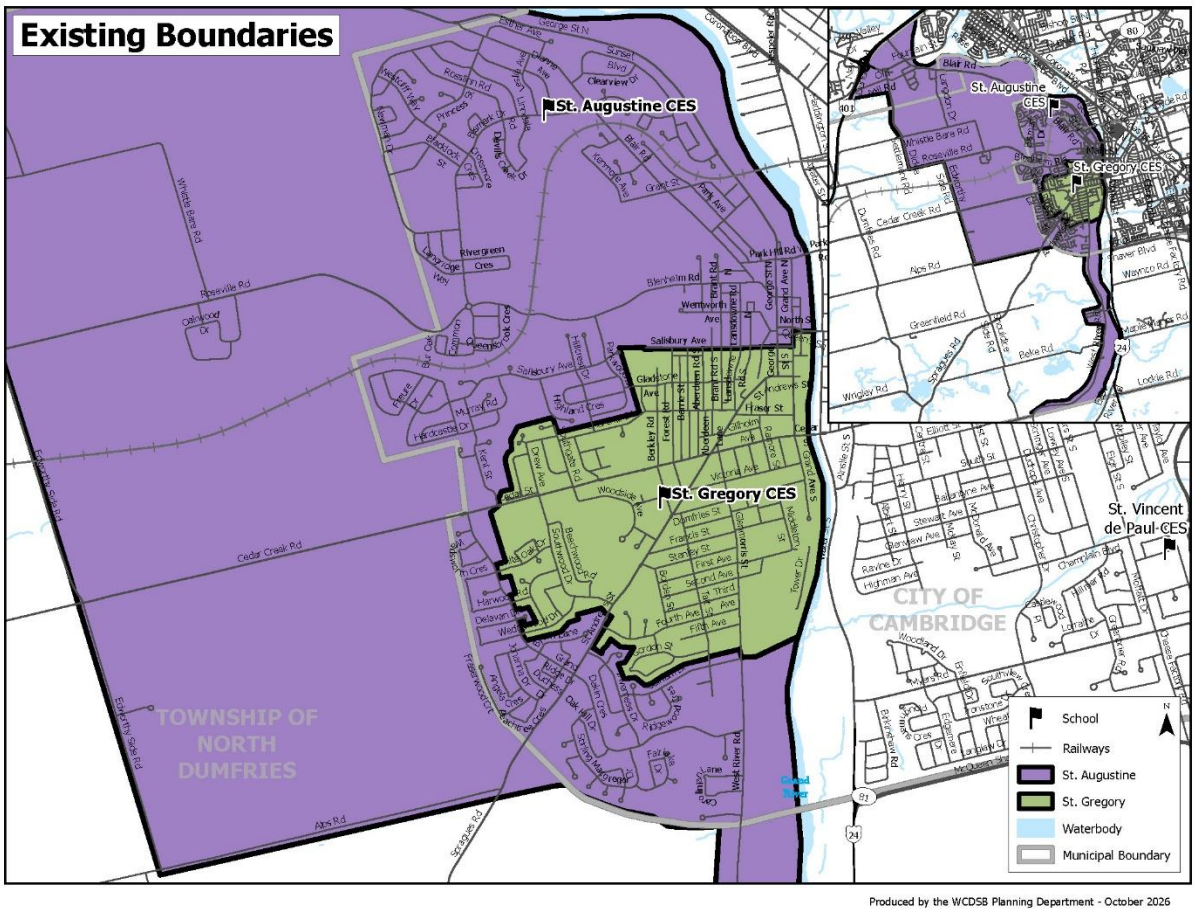
The purpose of this report is to ask the Board of Trustees to approve the start of a boundary review involving St. Augustine CES and St. Gregory CES. The review is intended to address current and projected enrolment pressure at St. Augustine CES and make effective use of available and funded permanent space at St. Gregory CES.

The Board has received a capital funding for an addition at St. Gregory CES which is under construction. The addition provides an opportunity to rebalance enrolment between the two school communities.

Any approved boundary changes are proposed to take effect in September 2027.

The existing boundaries for the schools involved in this review are illustrated in Figure 1.

Figure 1 - Existing Boundaries



2 Scope

The review is limited to St. Augustine CES and St. Gregory CES, as adjustment to the attendance boundaries between these schools can alleviate enrolment pressure at St. Augustine CES while optimizing the use of available and funded permanent capacity being constructed at St. Gregory CES.

The review area has been defined taking into account current and projected enrolment, existing attendance boundary relationships, school locations, transportation considerations, the funded addition at St. Gregory CES, and the ability of a boundary change to provide a practical long-term accommodation solution.

3 Goals of the Review

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

- Establish attendance boundaries that optimize the use of available and funded capacity at St. Gregory CES.
- Relieve overcapacity pressures at St. Augustine CES, where possible.
- Establish attendance boundaries for both schools that best meet the board-wide boundary review goals.

3.1 Board-Wide Boundary Review Goals

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

- Provide the highest quality learning environment possible.
    - Consider how program environments support student achievement.
- Use system resources efficiently by balancing enrolment and facilities.
    - Maximize the use of Board-owned facilities over the long term.
    - Minimize reliance on portables as a long-term strategy, while recognizing that they may be needed in the short term.
- Provide an accommodation solution that is sustainable for at least five years.
- Create boundaries that maximize the number of students that can walk to school.
    - Consider the Board's existing transportation policy and how it may be impacted by or limit accommodation scenarios.
- Provide logical attendance boundaries.
    - Follow logical divides such as major roads, physical barriers, etc.
    - Recognize existing neighbourhoods wherever possible.
- Reduce operating costs (e.g., maintenance, operations, transportation, etc.).
- Develop accommodation options with consideration for Ministry of Education capital funding formulas and the Board's long term capital plan.

4 Boundary Review Process

The boundary review will be conducted in accordance with Administrative Procedure APF017 – Boundary Review Process, which reads:

> *"A Boundary Review is conducted when the school board is proposing the relocation (in any school year or over a number of school years) of students or grades, in which the number of students or enrolment of the grades is less than 50% of the school's enrolment. This calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years."*

4.1 Staff Committee Composition

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

- Adrian Frigula, Senior Manager of Facility Services
- Anna Taylor, Supervisor of Construction & Renovations
- Bryan Cinti, Administrator, St. Augustine CES
- Isabelle Lung Ler, Planning Technician
- Jennifer Passy, Manager of Planning
- Patrick Eby, Superintendent of Learning
- PersonGuy Hu, Transportation Planner – Central Area, Student Transportation Services of Waterloo Region (STSWR)
- Sahar Eghtesadi, Planner
- Sherrie Rellinger, Administrator, St. Gregory CES
- Sherry Roswell, Operations Supervisor, STSWR
- Shesh Maharaj, Executive Superintendent of Corporate Services, Treasurer & Chief Financial Officer
- Virina Elgawly, Planning Officer
- Other resource staff as needed.

The Staff Committee met in October 2026 to review the enrolment projections and capacity limitations of each facility and establish consensus on the options presented in this Initial Boundary Review Report.

4.2 Initial Boundary Review Report

This Initial Boundary Review Report has been prepared in accordance with APF017. The report includes relevant background information and boundary change options and identifies a Staff Committee preferred alternative.

4.3 Public Engagement

In accordance with APF017, information will be presented to each affected school's CSAC, and an in-person drop-in public open house will be held to provide information and seek input on the options, including the preferred alternative. Input may be provided via email and a survey to be shared with the community.

4.4 Communication Plan

This boundary review includes St. Augustine CES and St. Gregory CES. Therefore, these two school communities are the key communications targets and will be informed of the progress of this boundary review, opportunities to learn more about the review, and ways to provide input. To accomplish this, staff will:

- Establish a dedicated webpage following Board approval of the initiation of the boundary review. The webpage will include background information from the Initial Boundary Review Report, a Frequently Asked Questions section that may be updated throughout the review, input received, survey information, and the Final Boundary Review Report.
- Establish a dedicated email address to receive input throughout the review.
- Provide affected school communities with notice of the initiation of the boundary review, the Initial Boundary Review Report, dates of CSAC meetings, and access to the survey.
- Provide notice of the start of the boundary review to the Ministry of Education.

- Send communication to subscribers of the boundary review webpage and through school messaging systems and social media.
- Provide notice of the in-person drop-in public open house.
- Provide notice of scheduled Board meetings and contact details for delegations.
- Attend CSAC meetings at affected schools to present the Initial Boundary Review Report and receive input.
- Conduct an in-person drop-in public open house.
- Provide electronic communication about the availability of the Final Boundary Review Report and the Board of Trustees' decision.
- Support schools with the distribution of decision letters to affected families.

4.4.1 Public Engagement Schedule

The Initial Boundary Review Report will be shared with the St. Augustine CES and St. Gregory CES school communities at their respective CSAC meetings, and information displayed at the planned in-person drop-in public open house. At each meeting, input will be received by staff. This input, together with additional feedback collected online and by email, will be reviewed and considered by the Staff Committee before a final recommendation is presented to the Board of Trustees. This input will also form part of the Final Boundary Review Report.

Table 1 - Public Engagement Schedule

Date	Purpose
Board of Trustee Meeting Monday, November 30, 2026	Planning Staff to present Initial Boundary Review Report to Board of Trustees
December 1, 2026 - February 8, 2027	Input received via WestGalt@wcdsb.ca
December 1, 2026 - January 13, 2027	Online public engagement survey
Monday December 14, 2026 at 6:00pm St. Gregory CES CSAC	Planning staff to present Initial Boundary Review Report to St. Gregory CSAC and receive input
Monday December 14, 2026 at 7:30pm St. Augustine CES CSAC	Planning staff to present Initial Boundary Review Report to St. Augustine CSAC and receive input
In-Person Drop-In Public Open House Details to Follow Tuesday, January 12, 2027	Information in the Initial Boundary Review Report to be displayed, feedback solicited from school communities, and opportunity for the public to discuss the review with staff.
Board of Trustees Meeting Monday, February 8, 2027	Planning staff to present Final Boundary Review Report to Board of Trustees Opportunity for delegations
Board of Trustees Meeting Monday, February 22, 2027	Final decision to be made by the Board of Trustees Opportunity for delegations

In accordance with Section 5.1 of the Board's Operational and Procedural By-law, delegations wishing to address a committee or the Board are required to e-mail stephanie.medeiros@wcdsb.ca by 9:00 a.m. the

Monday prior to the scheduled meeting. Further details on Committee and Board meetings are available online.

4.4.2 Recommendations and Approval

After the public engagement phase, a Final Boundary Review Report will be prepared for consideration by the Board of Trustees. The Final Boundary Review Report will summarize the process, public engagement, the input received, how that input informed the final recommendation, and implementation details to be presented to the Board of Trustees. Emails received after the report has been finalized and published will be provided to Trustees separately.

The Final Boundary Review Report will be available to the public and any person interested may register as a delegation to address the Board of Trustees in accordance with the Board's by-law.

The final decision will be made by the Board of Trustees.

5 Background

Enrolment growth within the St. Augustine CES attendance boundary has increased accommodation pressure and the need for portable classrooms. Under the Status Quo condition, enrolment is projected to continue increasing over the forecast period and exceed the portable capacity of the site.

St. Gregory CES has been underutilized for several years. Recognizing the need to re-balance enrolment in West Galt, the Board has received funding for an addition at St. Gregory CES. A five net new classroom addition and interior renovations are underway at St. Gregory CES, increasing permanent capacity from 242 to 349 pupil places. The project also includes site and servicing improvements.

Undertaking the recommended boundary review is necessary and appropriate to ensure that school boundaries reflect current and forecasted enrolment needs, support the effective use of school capacity, and provide a longer-term accommodation solution for the affected school communities.

5.1 St. Augustine CES

St. Augustine CES, located at 177 Bismark Drive in Cambridge, operates as a Junior Kindergarten to Grade 8 (JK-8) elementary school. An on-site child care centre is operated by the YMCA of Three Rivers. Before and after school care is delivered by both the Board and the YMCA.

St. Augustine CES has an On the Ground (OTG) capacity of 352 pupil places. There are 11 portables on site in 2026. In October 31, 2026, the school's enrolment was 575, resulting in a utilization rate of 163%.

The school property is approximately 8.64 acres (3.50 hectares) in size. The school was originally constructed in 1991. The site is relatively large, and its grading and configuration support portable placement.

Figure 2 - St. Augustine CES School Site Aerial Photograph (2025)



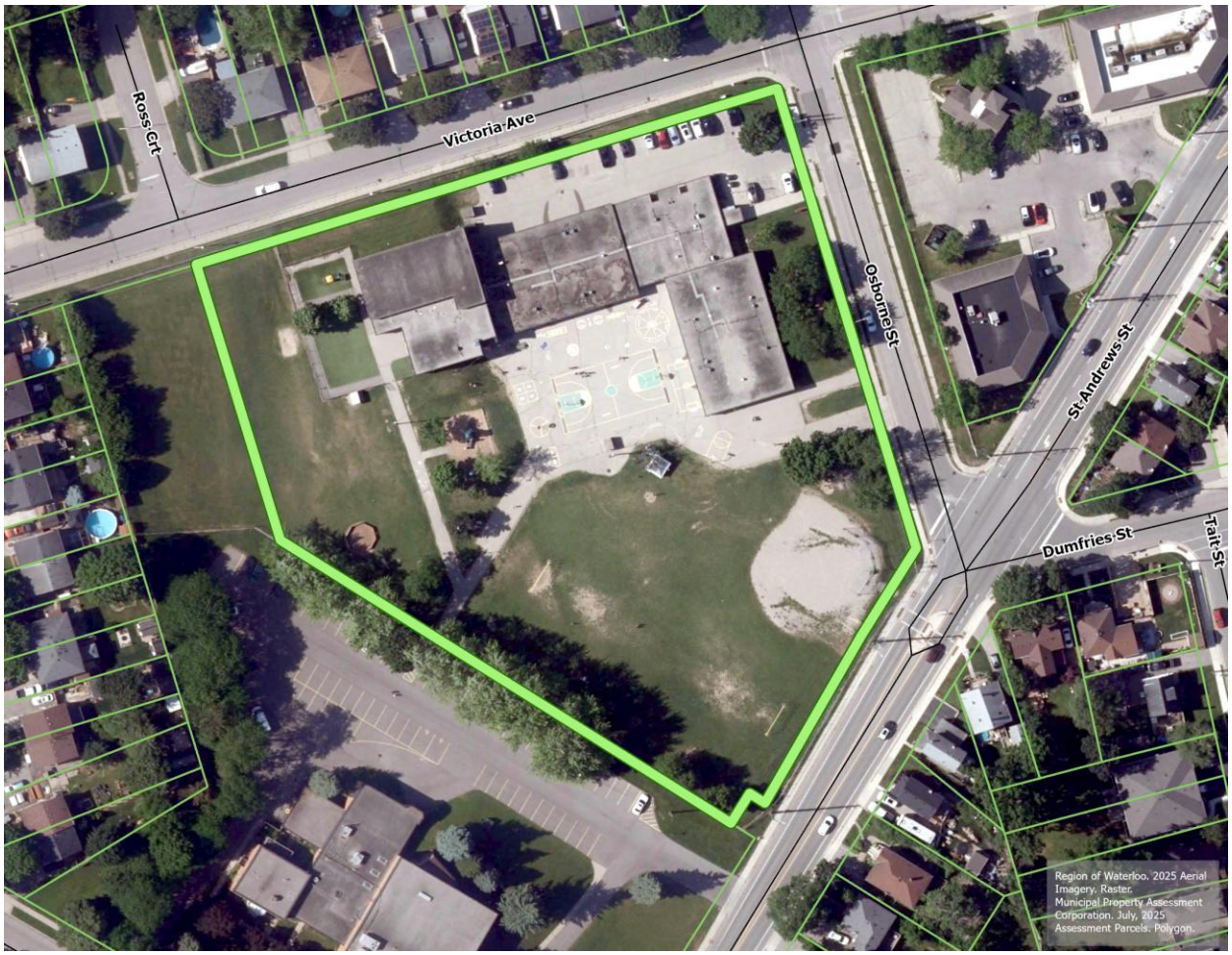
5.2 St. Gregory CES

St. Gregory CES, located at 34 Osborne Street in Cambridge, operates as a JK-8 elementary school. There is no before and after school programming currently operating. *The Board is also licensed to use the parking lot jointly with St. Gregory Church.*

St. Gregory CES has an OTG capacity of 242 pupil places. A five net new classroom addition and renovations are currently under construction, which will increase the school's permanent capacity to 349 pupil places. There are no portables on site in 2026. In October 31, 2026, the school's enrolment was 143, resulting in a utilization rate of 59%.

The school property is approximately 3.76 acres (1.52 hectares) in size. The original school was constructed in 1958, with additions completed in 1964 and 1967. The site has significant changes in grade to the southwest, which constrain opportunities for portable accommodation and affect circulation across the property.

Figure 3 - St. Gregory CES School Site Aerial Photograph (2025)



6 Temporary Accommodation

The Ministry of Education's Temporary Accommodation Grant funds the lease, purchase, relocation, and servicing of portables. The Board moves portables among schools as enrolment needs change, rather than maintaining vacant units or continually adding to its inventory.

Each school's portable limit is based on site conditions, infrastructure (e.g. electrical capacity), access, play space, parking, and operational requirements. A single constraint may determine the practical limit used for enrolment planning.

6.1 St. Augustine CES Portable Limits

St. Augustine CES currently has 11 portables. Electrical and parking capacity may support more portables; however, washroom capacity would have to be added to accommodate more than 728 students plus staff on-site. Therefore, 12 remains the working limit unless these conditions are formally resolved.

Table 2 - St. Augustine CES Portable Capacity

School	Existing	Portable Limit	Remaining room	Above ceiling	Main constraint	What this means
St. Augustine	11	12	1	0	Washrooms	One more to reach the 12-unit ceiling. 728 student washroom limit. Additional fire route required beyond 12.

6.2 St. Gregory CES Portable Limits

St. Gregory CES currently has no portables. The approved site plan for the addition allows up to six portables. While the addition is expected to improve electrical and parking capacity, limiting reliance on portables is preferred given the school's small site and changes in grade.

Table 3 - St. Gregory CES Portable Capacity

School	Existing	Portable Limit	Remaining room	Above ceiling	Main constraint	What this means
St. Gregory	0	6	6	0	Limited site size	Site plan supports six. Parking and hydro upgrades with addition.

7 Student Transportation

STSWR is responsible for determining bus eligibility in accordance with board policy and delivering student transportation on behalf of the board.

The walking webs in Figure 4 and Figure 5 show the 1.6 km walking distance that applies to students in Grades 4 to 8. Students in JK to Grade 3 have a walking distance of 0.8 km. Areas where walking routes are considered hazardous are excluded from the walking webs, so students living there may be eligible for transportation even if they live within walking distance. Walking webs are subject to change.

These walking webs, together with in-house data from STSWR, have informed the determination of current Walk and Bus Eligible students in Table 4.

As Out of Boundary students are not eligible for board-provided transportation, they are not reflected in the eligibility numbers presented. Students who have opted out of transportation are included to provide a comparison of the maximum number of students eligible for busing.

Table 4 - Current Walk and Bus Eligible Information

School	Walk Eligible	Bus Eligible	AM/PM Runs	Min Ride Time	Max Ride Time
St. Augustine	195	351	5	3 min	30 min
St. Gregory	125	0	0	0 min	0 min

Figure 4 - St. Augustine CES 1.6km Walking Web

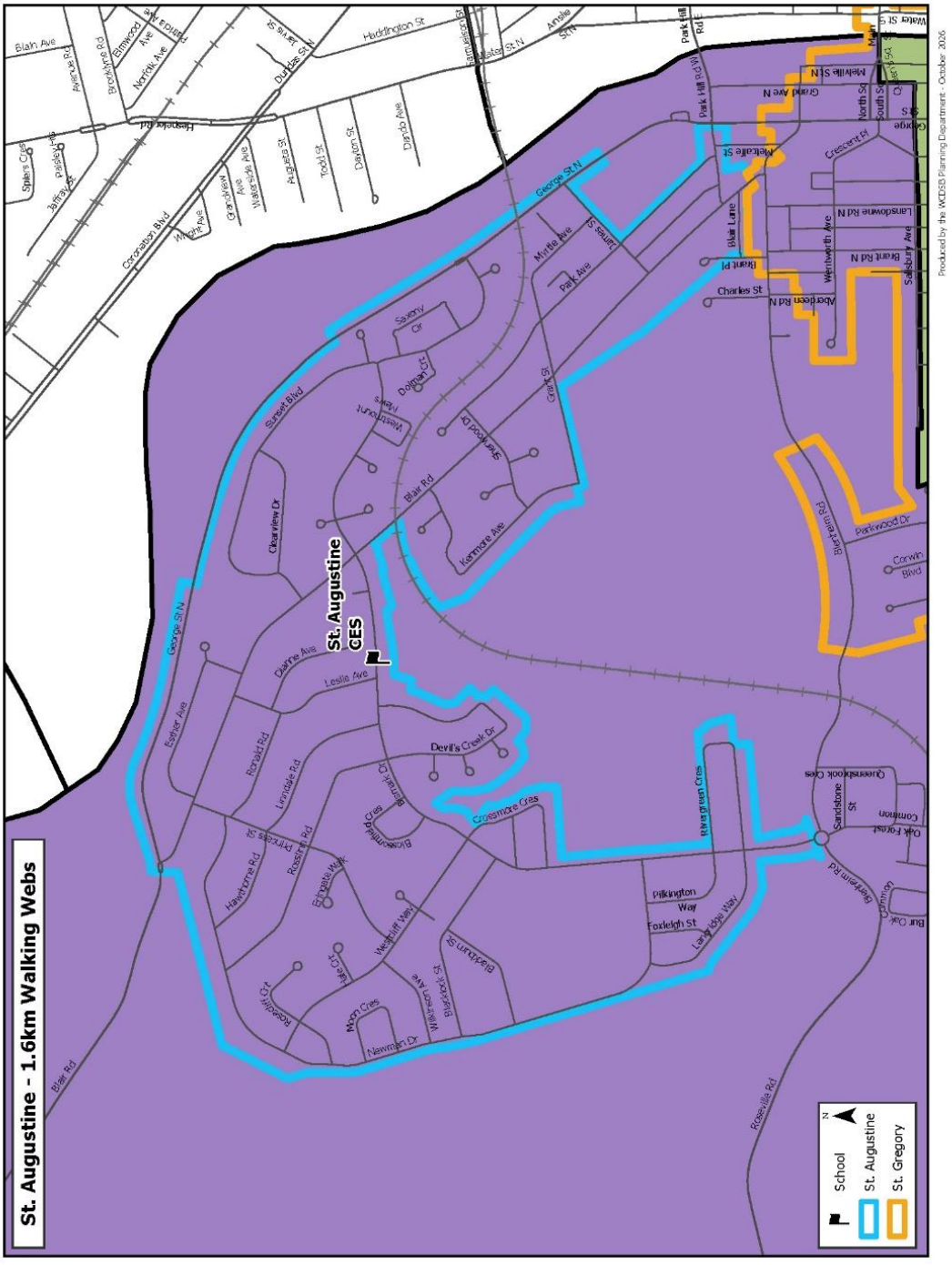
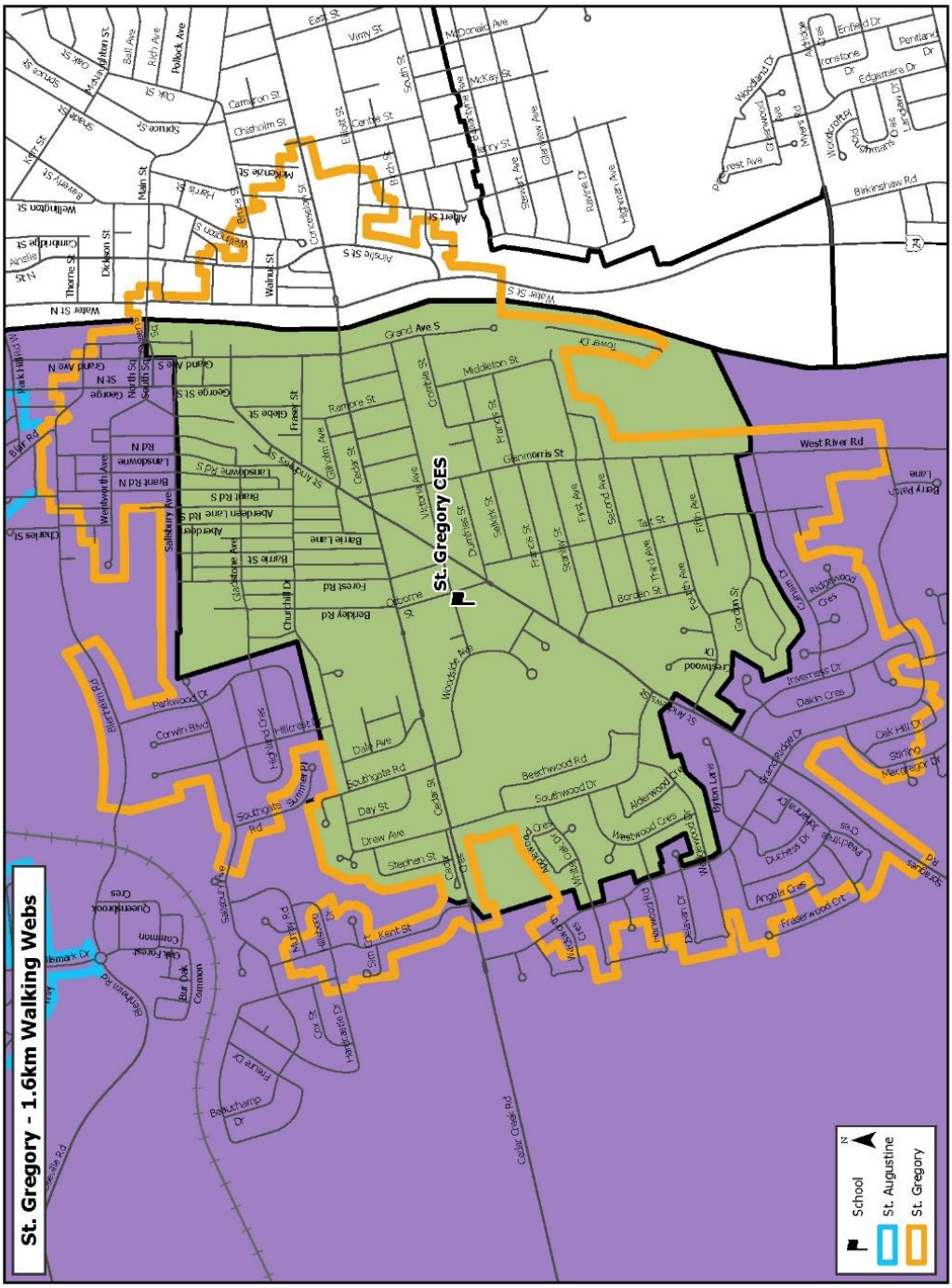


Figure 5 - St. Gregory CES 1.6km Walking Web



8 Analysis

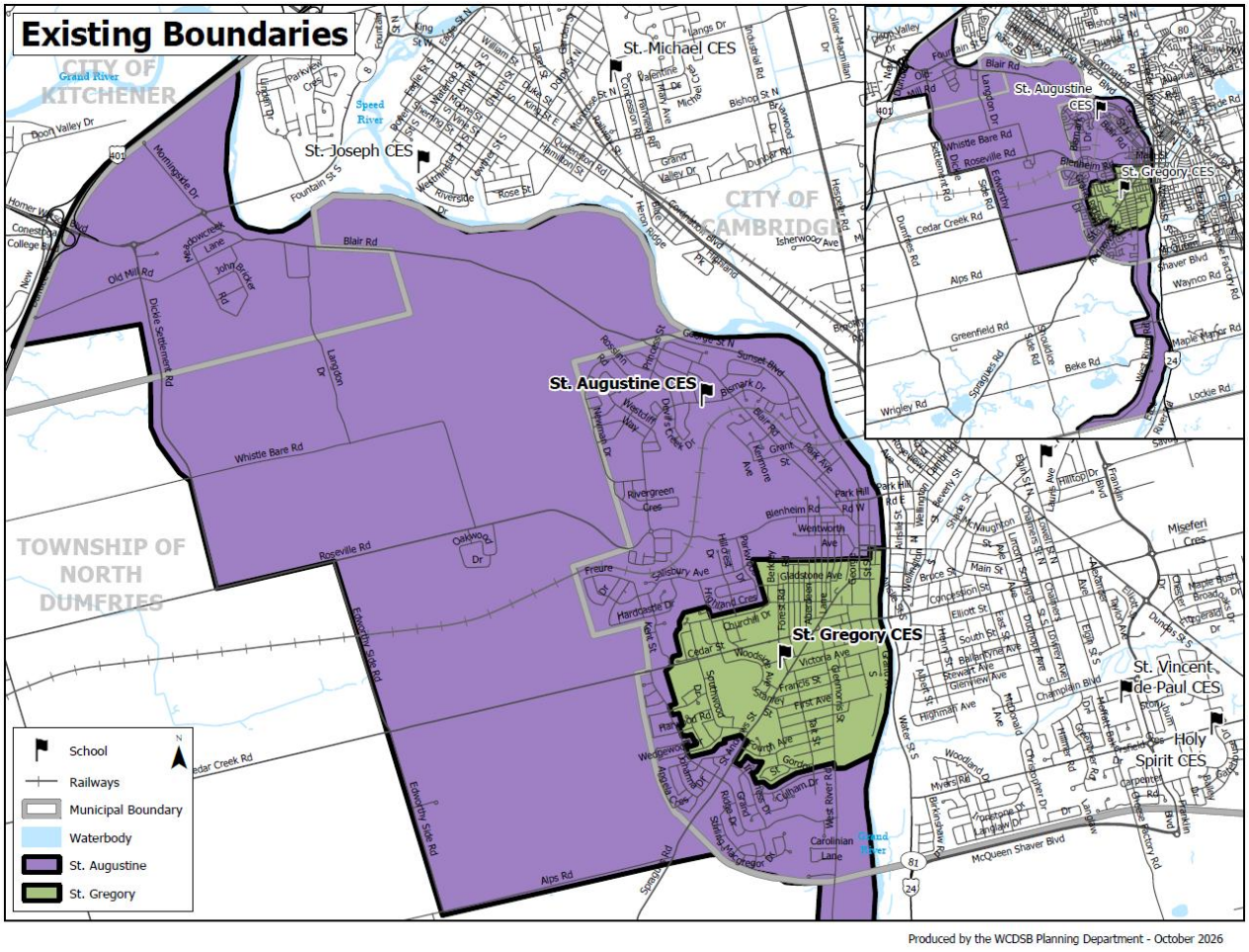
8.1 Status Quo Enrolment Forecast

The existing boundaries of St. Augustine CES and St. Gregory CES are show in Figure 7. The St. Augustine CES boundary wraps around the St. Gregory CES attendance area and extends south along the Grand River.

Table 5 - Status Quo Enrolment (26/27)Table 5 provides the current 2026/27 school year enrolment and utilization and Table 6 provides forecasted enrolment and utilization to 2037 reflecting the completion of the addition at St. Gregory CES.

OTG capacity refers to a school's size as determined by loading instructional spaces within a facility to current Ministry of Education standards based on room type (e.g., kindergarten classroom, regular classroom, regular classroom, resource room, special education classroom). OTG does not include portables, and portables are not counted in the calculation of utilization.

Figure 6 - Existing Boundaries



There are currently 42 Out of Boundary students attending St. Augustine CES and St. Gregory CES. For projection purposes, they have been included in each school's home sub-area (Sub-Area A for St. Augustine CES and Sub-Area G for St. Gregory CES).

St. Augustine CES is currently over capacity and is projected to experience significant enrolment pressure during the forecast period, while St. Gregory CES is underutilized to the end of the forecast period.

Table 5 - Status Quo Enrolment (26/27)

Schools	OTG	2026/27		
		Enrolment	Utilization	Portables / Surplus Classrooms
St. Augustine	352	575	163%	11
St. Gregory	242	143	59%	0
Total	**594**	**718**	**121%**	**11**

Table 6 - Status Quo Enrolment Projection

Schools	OTG	2027/28			2030/31			2032/33			2037/38		
		Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms
St. Augustine	352	613	174%	12	765	217%	18	813	231%	20	774	220%	19
St. Gregory	349	139	40%	(8)	127	36%	(9)	127	37%	(9)	130	37%	(9)
Total	**701**	**752**	**107%**	**12**	**892**	**127%**	**18**	**941**	**134%**	**20**	**904**	**129%**	**19**

**Please note that values in brackets represent classroom surplus, while positive values indicate the number of portables required. Totals reflect positive values (portables) only.*

8.2 Sub-Areas

To facilitate detailed enrolment analysis, the existing attendance boundaries of the two schools included in the review have been divided into geographic sub-areas. These sub-areas reflect the current school boundary structure and provide a consistent geographic basis for assessing enrolment distribution and potential boundary options.

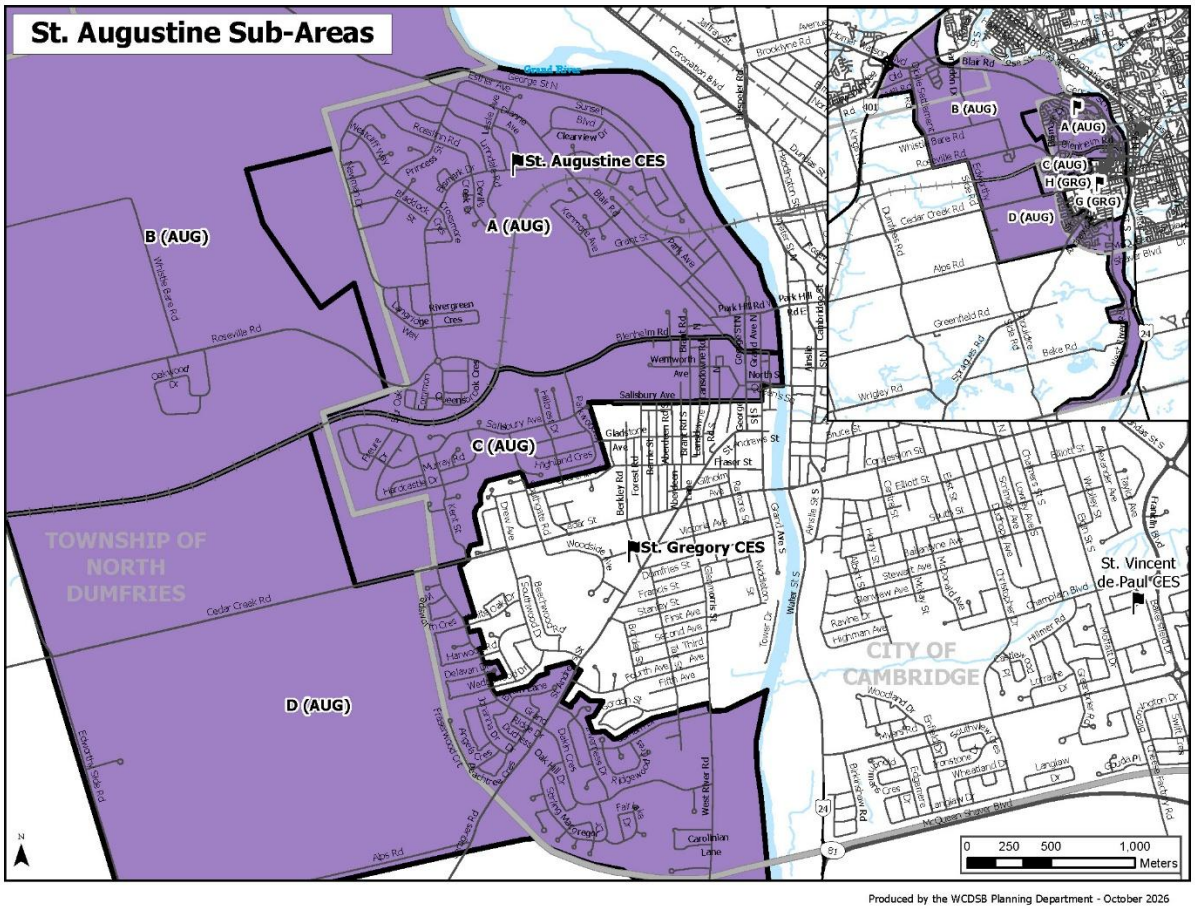
8.2.1 St. Augustine CES

Table 7 and Figure 7 show the St. Augustine CES sub-areas and associated enrolment projections.

Table 7 - St. Augustine CES Sub Area Enrolment

St. Augustine Sub-Areas	2026/27 Actual	2027/28	2030/31	2032/33	2037/38
A (Home Area + Out of Boundary)	294	317	435	473	408
B	34	38	47	55	63
C	132	133	143	144	151
D	115	125	140	141	152
TOTAL	575	613	765	813	774

Figure 7 - St. Augustine CES Sub Area Map



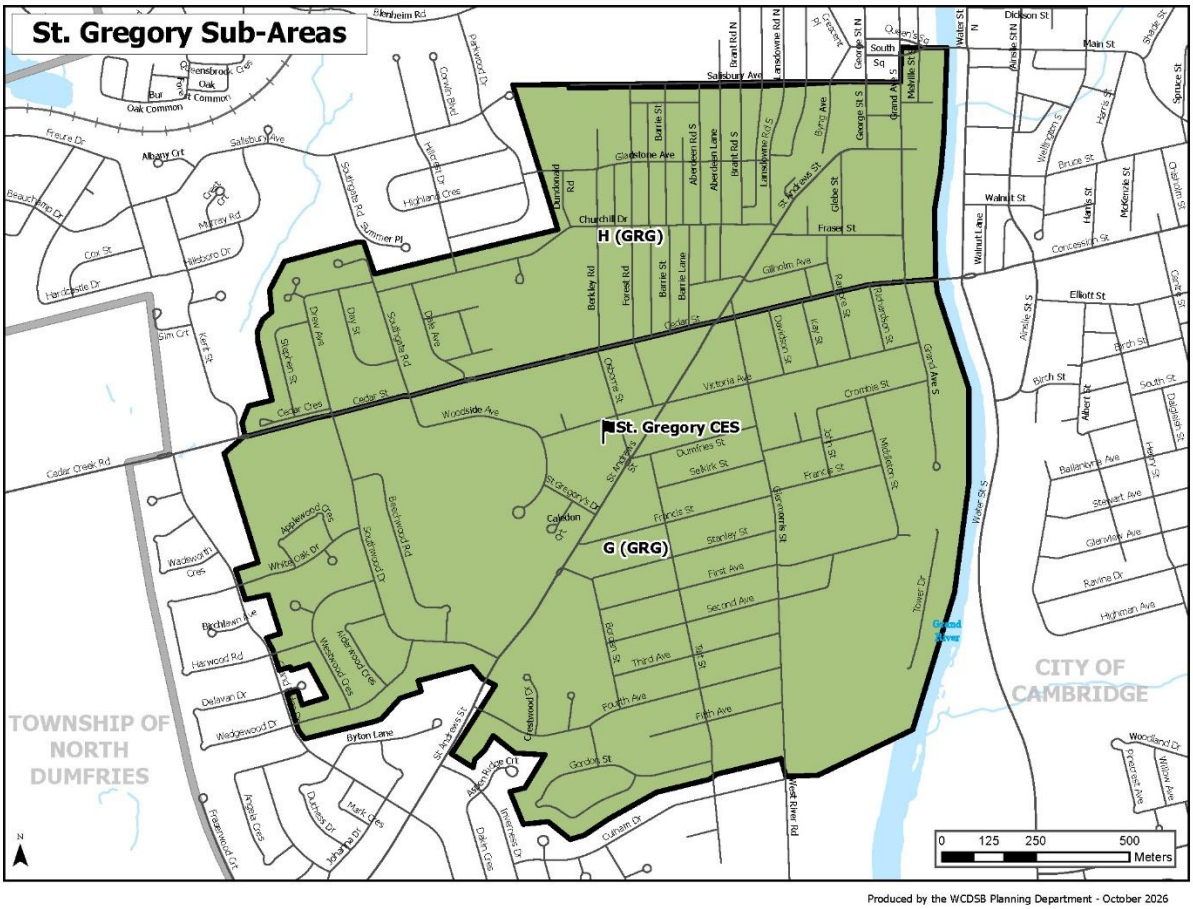
8.2.2 St. Gregory CES

Table 8 and Figure 8 show the St. Gregory CES sub-areas and associated enrolment projections.

Table 8 - St. Gregory CES Sub Area Enrolment

St. Gregory Sub-Areas	2026/27 Actual	2027/28	2030/31	2032/33	2037/38
G (Home Area + Out of Boundary)	123	118	111	112	116
H	20	21	16	15	14
TOTAL	**143**	**139**	**127**	**127**	**130**

Figure 8 - St. Gregory CES Sub Area Map



9 Options

Three (3) options are presented in this report, including the Staff Committee's preferred alternative. It is proposed that the boundary change would take effect in September 2027.

The projections for each option assume a Grade 7 legacy exception. This means Grade 7 students living in a redirected sub-area are assumed to stay at St. Augustine CES for Grade 8.

9.1 Option 1 – Preferred Alternative

Option 1 is the Staff Committee's Preferred Alternative. It would redirect the following sub-areas, as follows (Figure 9 and Table 9):

- Move Sub-Areas B and D from St. Augustine CES to St. Gregory CES.

Figure 9 - Option 1 (Staff's Preferred Alternative) Map

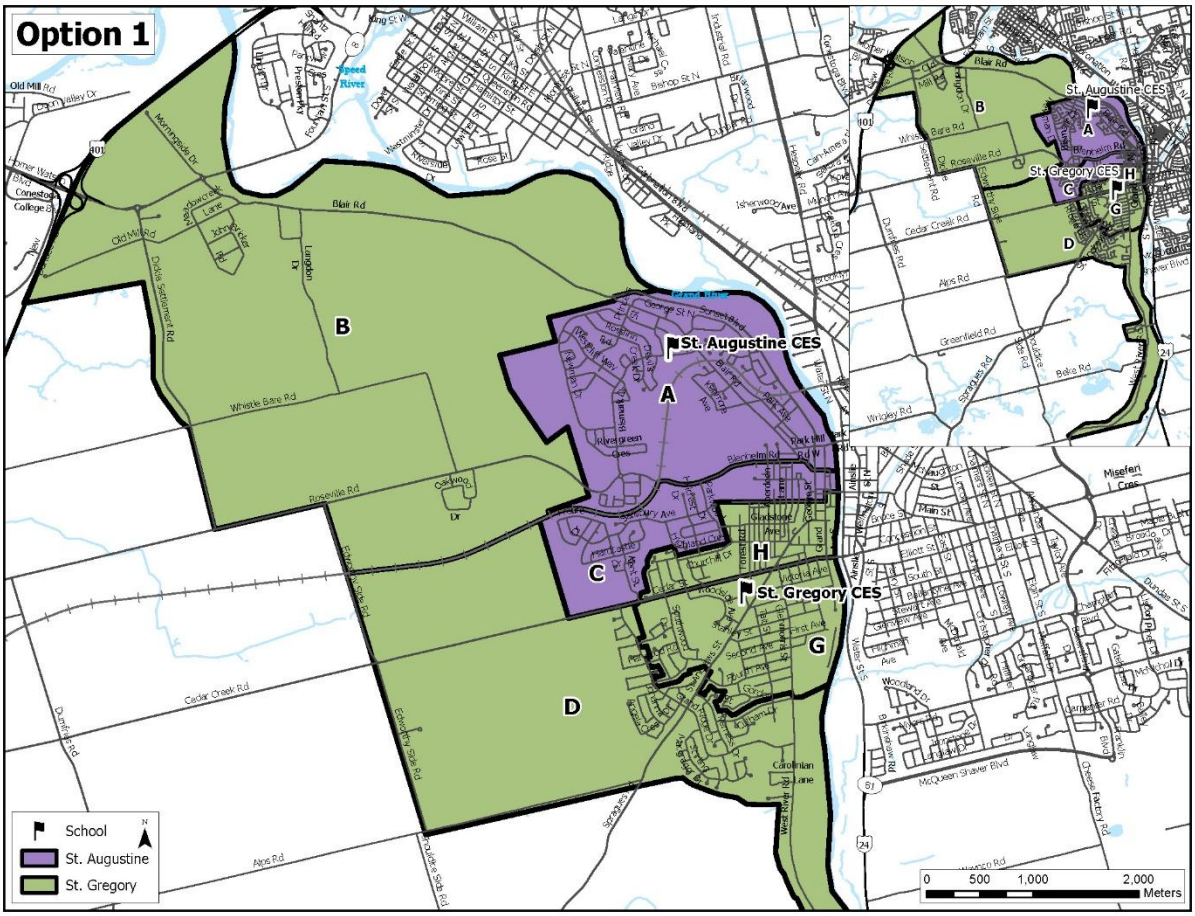


Table 9 - Option 1 (Staff's Preferred Alternative) Projection

Option 1	OTG	2027/28			2030/31			2032/33			2037/38		
		Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms
St. Augustine	**352**	469	133%	6	578	164%	10	618	175%	12	559	159%	10
St. Gregory	**349**	283	81%	(2)	314	90%	(1)	323	93%	0	344	99%	0
Total	**701**	**752**	**107%**	**6**	**892**	**127%**	**10**	**941**	**134%**	**12**	**904**	**129%**	**10**

**Please note that values in brackets represent classroom surplus, while positive values indicate the number of portables required. Totals reflect positive values (portables) only.*

Table 10 - Option 1 Walk and Bus Eligible Information

School	Walk Eligible	Bus Eligible	AM/PM Runs	Min Ride Time	Max Ride Time
St. Augustine	195	205	3-4	3 min	20 min
St. Gregory	153	118	2	5 min	40 min

9.1.1 Assessment of Option 1

Option 1 provides the strongest overall alignment with the review goals. Based on October 31, 2026 enrolment, the affected sub-areas included 149 students. Option 1 provides substantially more relief to St. Augustine CES than Option 2 while making effective use of the funded capacity at St. Gregory CES without creating the level of accommodation pressure projected under Option 3. It also supports increased utilization of permanent capacity at St. Gregory CES over the forecast period, with utilization projected to increase from 81% in 2027 to 99% in 2037.

Overall, Option 1 provides the strongest balance between immediately reducing reliance on portables at St. Augustine CES, utilizing permanent capacity at St. Gregory CES, and limiting the number of students affected by the boundary change. The main trade-off is transportation, as Option 1 results in the longest modelled maximum ride time at St. Gregory CES (40 minutes).

Advantages

- Provides significant enrolment relief at St. Augustine CES while making effective use of the funded capacity at St. Gregory CES.
- Immediately reduces reliance on portable accommodation at St. Augustine CES without immediately creating significant accommodation pressure at St. Gregory CES.

Disadvantages

- St. Augustine CES is projected to reach its 12-portable limit in 2032, which may require financial investment in fire safety measures if additional portables are required.
- Introduces additional transportation requirements for St. Gregory CES.
- Results in the longest modelled maximum ride time at St. Gregory CES among the three options.
- Affects a larger geographic area and more students than Option 2.

9.2 Option 2

Option 2 would redirect the following sub-area, as shown in Figure 10 and Table 11:

- Move Sub-Area D from St. Augustine CES to St. Gregory CES.

Figure 10 - Option 2 Map

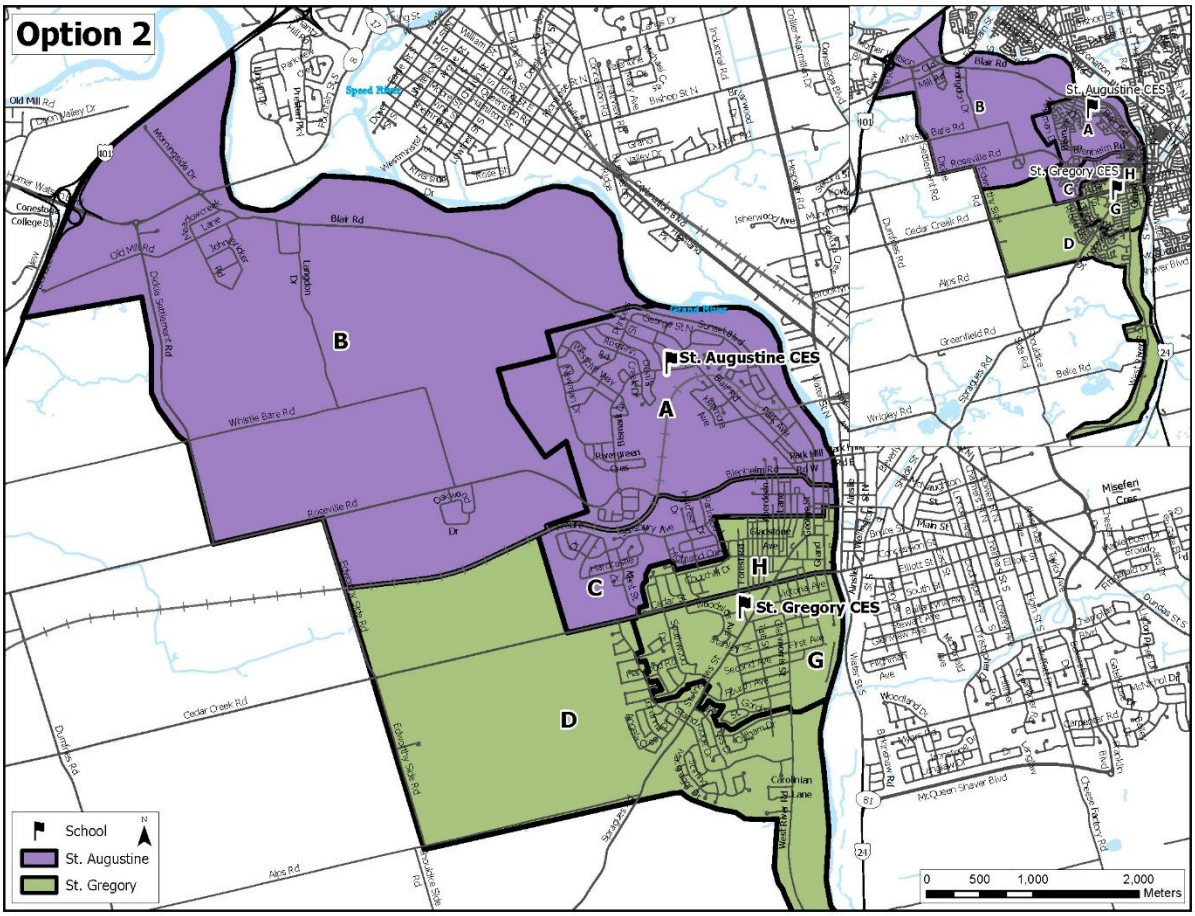


Table 11 - Option 2 Projection

Option 2	OTG	2027			2030			2032			2037		
		Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms
St. Augustine	**352**	503	143%	7	625	178%	12	672	191%	14	622	177%	12
St. Gregory	**349**	249	71%	(4)	267	77%	(3)	268	77%	(3)	281	81%	(2)
Total	**701**	**752**	**107%**	**7**	**892**	**127%**	**12**	**941**	**134%**	**14**	**904**	**129%**	**12**

**Please note that values in brackets represent classroom surplus, while positive values indicate the number of portables required. Totals reflect positive values (portables) only.*

Table 12 - Option 2 Walk and Bus Eligible Information

School	Walk Eligible	Bus Eligible	AM/PM Runs	Min Ride Time	Max Ride Time
St. Augustine	195	239	4	3 min	30 min
St. Gregory	153	84	1-2	5 min	20 min

9.2.1 Assessment of Option 2

Option 2 minimizes the extent of the boundary change and the number of students affected. Based on October 31, 2026 enrolment, Sub-Area D included 115 students, the fewest redirected students of the three options. It also results in the lowest transportation impact at St. Gregory CES. However, the redirection of a smaller sub-area provides the least enrolment relief at St. Augustine CES and leaves considerably more unused permanent capacity at St. Gregory CES. As a result, Option 2 performs well in minimizing disruption but less effectively against the review goals of balancing enrolment, reducing reliance on portables, and making effective long-term use of the funded addition at St. Gregory CES.

Advantages

- Represents the smallest boundary change, affecting fewer students and a smaller geographic area.
- Provides some enrolment relief at St. Augustine CES while increasing utilization of St. Gregory CES.
- Preserves the greatest amount of available permanent capacity at St. Gregory CES for future enrolment change.
- Results in the lowest transportation impact at St. Gregory CES of the three options.

Disadvantages

- Provides the least enrolment relief at St. Augustine CES.
- St. Augustine CES would exceed its 12-portable limit, with 14 portables projected in 2032.
- Makes less effective use of the funded addition at St. Gregory CES than the other options.
- Provides the least balanced distribution of enrolment and permanent capacity between the two schools.

9.3 Option 3

Option 3 would redirect the following sub-areas, as shown in Figure 11 and Table 13:

- Move Sub-Areas C and D from St. Augustine CES to St. Gregory CES.

Figure 11 - Option 3 Map

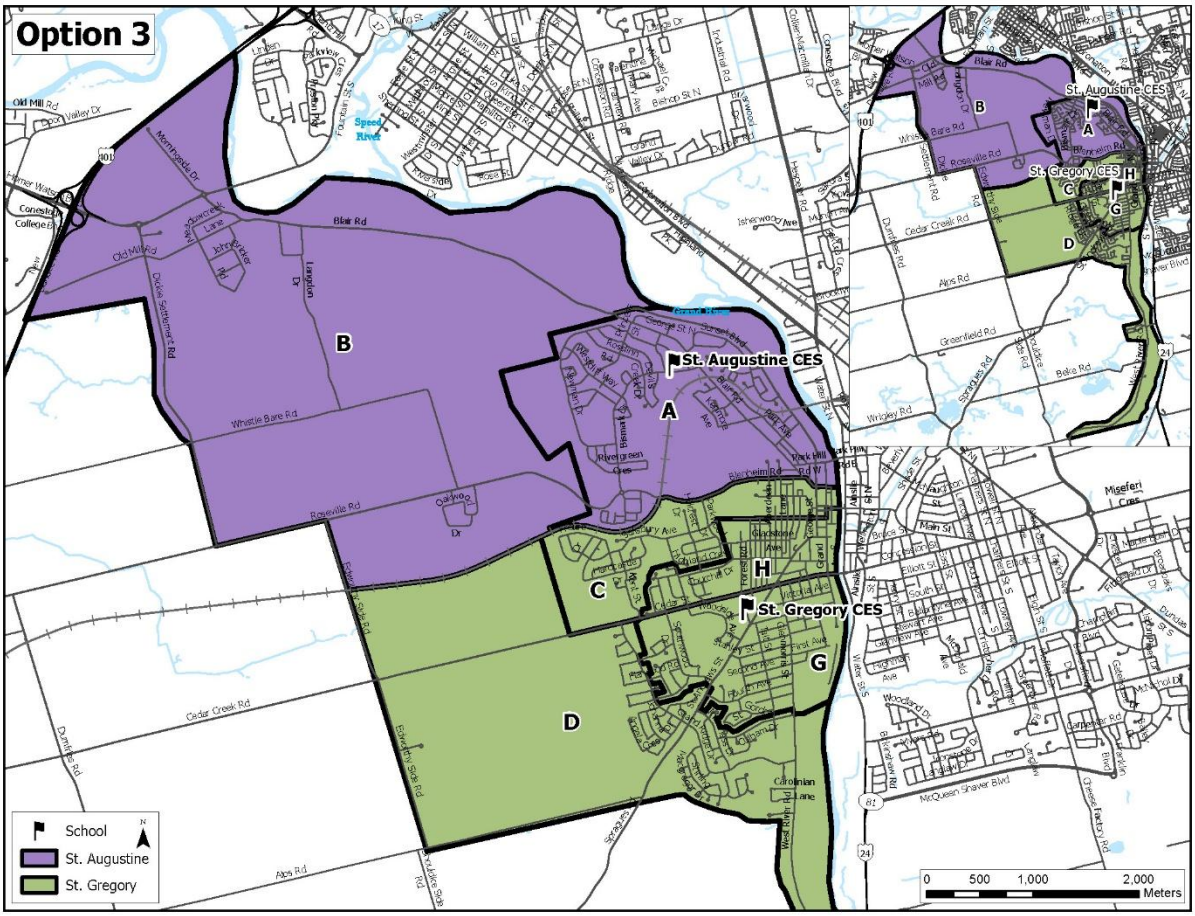


Table 13 - Option 3 Projection

Option 3	OTG	2027/28			2030/31			2032/33			2037/38		
		Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms
St. Augustine	**352**	381	108%	2	482	137%	6	528	150%	8	471	134%	6
St. Gregory	**349**	371	106%	1	410	118%	3	413	118%	3	433	124%	4
Total	**701**	**752**	**107%**	**3**	**892**	**127%**	**9**	**941**	**134%**	**11**	**904**	**129%**	**10**

Table 14 - Option 3 Walk & Bus Eligible Information

School	Walk Eligible	Bus Eligible	AM/PM Runs	Min Ride Time	Max Ride Time
St. Augustine	195	112	2	3 min	30 min
St. Gregory	168	196	3	5 min	20 min

9.3.1 Assessment of Option 3

Option 3 provides the greatest relief to St. Augustine CES but also represents the largest boundary change. Based on October 31, 2026, enrolment there are 247 students in Sub-Areas C and D, substantially more than either of the other options. While the option makes effective use of the new capacity at St. Gregory CES and reduces pressure at St. Augustine CES, projected enrolment at St. Gregory CES exceeds its expanded permanent capacity. This reduces flexibility at St. Gregory CES and shifts accommodation pressure to a school with a smaller site, which is not preferred. With more students affected and the resulting pressure at St. Gregory CES, Option 3 does not address the review goals as well as Option 1.

Advantages

- Provides the greatest enrolment relief at St. Augustine CES.
- Provides the greatest reduction in reliance on portable accommodation at St. Augustine CES.
- Makes the greatest use of the new permanent capacity at St. Gregory CES.
- Results in a shorter modelled maximum ride time at St. Gregory CES than Option 1.

Disadvantages

- Results in projected enrolment at St. Gregory CES exceeding its expanded permanent capacity.
- Creates accommodation pressure at St. Gregory CES, limiting the long-term flexibility provided by the new addition.
- Results in the highest number of bus-eligible students at St. Gregory CES among the options.
- Affects the greatest number of students.
- May shift accommodation pressure from St. Augustine CES to St. Gregory CES rather than achieving a sustainable balance between the schools.

10 Additional Considerations

For any of the following additional considerations, the Final Boundary Review Report will provide specific recommendations for the Board of Trustees' consideration.

10.1 Legacy Exceptions

Legacy exceptions are a routine consideration of any boundary review. The board has historically allowed Grade 7 students to finish Grade 8 in the year of any boundary change. The projections in this report assume that all Grade 7 students in redirected sub-areas will remain at their current school for Grade 8.

Grade 7 students are not required to stay at their current school for Grade 8. However, parents / guardians of Grade 7 students in a redirected area will be offered this option once a boundary change is approved. Transportation is provided to Grade 7 students who choose to stay, if they qualify in accordance with Board procedure APO012-Transportation. Younger siblings are not eligible for the legacy exception and would attend their new designated school.

10.2 Out of Boundary Attendance

Schools may be closed to Out of Boundary admissions (i.e. capped) at any time at the discretion of senior staff. This occurs when a school's enrolment significantly exceeds its capacity. However, it is common for schools involved in a boundary review to be capped to set clear expectations about school attendance under the new boundaries. St. Augustine CES is currently closed to Out of Boundary admissions.

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

10.2.1 Extraordinary Out of Boundary Admissions

The Board has historically allowed parents / guardians affected by a boundary change to apply for their child to attend a school other than their new home school. These extraordinary Out of Boundary requests are reviewed by senior staff, and decisions are final. Transportation is not provided to students granted this permission.

10.3 Extended Day Care

The school profiles in Section 5.1 identify that St. Augustine CES has board operated extended day care available. Similar programming is not current available at St. Gregory CES.

The board is committed to offering extended day programming at St. Gregory CES, subject to confirming program viability in accordance with board practices.

11 Conclusion

Overall, based on enrolment, capacity, and transportation considerations, Option 1 provides the strongest balance of the review goals. Option 2 affects fewer students and has a lower transportation impact but provides less relief to St. Augustine CES and makes less effective use of the funded capacity at St. Gregory CES. Option 3 provides greater relief to St. Augustine CES but results in greater accommodation pressure at St. Gregory CES.

The Staff Committee's Preferred Alternative, Option 1, specifically addresses the accommodation objectives by:

- Providing significant enrolment relief at St. Augustine CES.
- Making effective use of the funded addition at St. Gregory CES.
- Creating a more balanced distribution of enrolment and permanent capacity between the two schools.
- Reducing reliance on portable accommodation at St. Augustine CES while retaining some capacity at St. Gregory CES to respond to future enrolment change.
- Limiting the number of students affected compared with Option 3.

Subject to approval by the Board of Trustees to begin the boundary review on November 30, 2026, it is proposed that the review will be completed February 22, 2027.

Once a decision is made, a transition committee will be established to support students, families, and staff as the resulting boundary changes are implemented.

12 Glossary of Terms

Accommodation Pressure: A situation where enrolment, program needs, site constraints, or facility limitations create challenges for accommodating students at a school or within a group of schools.

Addition: New permanent space added to an existing school building. Additions increase the permanent pupil place capacity of a school.

Attendance Boundary: The geographic area assigned to a school. Students who live within an attendance boundary are generally directed to attend that school, subject to Board procedures and approved exceptions.

Bus Eligible: A student who qualifies for Board-provided transportation based on STSWR criteria, Board policy, or approved exceptions.

Capacity: The number of students a school is rated to accommodate in its permanent building space. In this report, capacity generally refers to On the Ground capacity unless otherwise stated.

Capital Funding: Funding provided through the Ministry of Education or other approved sources to support major school projects, such as new schools, additions, renovations, or replacement schools.

Capital Project: A major facility project, such as a new school, addition, renovation, or replacement school, that requires capital funding and approval.

Enrolment: The number of students attending a school or projected to attend a school in a future year.

Enrolment Forecast or Projection: An estimate of future student enrolment based on current enrolment, historical trends, residential development, demographic information, student yield, and other planning assumptions.

Legacy Exception: Legacy exceptions are considerations to allow a grade or grades of students to remain at their current home school, despite a boundary change.

On the Ground Capacity (OTG): The Ministry of Education recognized capacity of the permanent portion of a school building. OTG does not include portables.

Out of Boundary Student: A student who attends a school other than the school assigned as their home address attendance boundary.

Over Capacity or Overutilized: A school is over capacity when enrolment is greater than its On the Ground capacity. This may result in the need for portables, boundary changes, additions, or other accommodation strategies.

Portable: A temporary classroom placed on a school site to provide additional student accommodation. Portables are not counted as permanent capacity.

Portable Capacity or Portable Limit: The number of portables that can reasonably be accommodated on a school site based on site conditions, building access, washroom capacity, servicing, parking, play space, municipal requirements, and other operational or safety considerations.

Pupil Place: A Ministry-recognized measure of student capacity in a school building.

Review Area: The group of schools, attendance boundaries, and geographic areas being considered as part of a boundary review.

School Site Constraints: Physical or operational limitations on a school property that may affect accommodation options. Examples may include site size, parking, play space, access, servicing, portable placement, and circulation limitations.

Sub-Area: A smaller geographic area used in boundary review analysis to understand enrolment, development, transportation, and potential boundary change impacts.

Underutilized: A school is underutilized when enrolment is below its On the Ground capacity to a degree that may result in inefficient use of space or resources.

Utilization: A percentage calculated by comparing enrolment to On the Ground capacity. For example, a school with 400 students and an OTG capacity of 500 pupil places has a utilization rate of 80%.

Walk Eligible: A student who lives within the distance and safety criteria established for walking to school and is not eligible for Board-provided transportation.

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

Revised Report

Date: November 30, 2026

To: Board of Trustees

From: Chief Executive Officer

Subject: West Kitchener-Waterloo Boundary Review – Initial Boundary Review Report

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

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

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

Holy Rosary CES is experiencing significant accommodation pressure, with limited capacity for additional students. The school has maximized its use of portables and relies on off-site parking and park space to meet municipal and Board requirements.

St. Paul CES has received funding for an eight-classroom addition. The additional school space addresses previously forecasted enrolment pressure within the existing St. Paul CES boundary.

Temporary use of the St. Francis (K) CES facility to accommodate the St. Bernadette CES during the reconstruction of that school, provides opportunity to reimagine accommodation solutions in West Kitchener-Waterloo.

This report provides Trustees with information on the proposed process and seeks permission to proceed with a boundary review as outlined in APF017 – Boundary Review Process.

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

1. Board Policy IV 010 Facilities/Accommodations

"…the CEO shall not …

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

2. APF017 – Boundary Review Process

Alignment to the MYSP:

☐ **Learning**
- ☐ Support multiple pathways & tools for success
- ☐ Accelerate excellence & innovation while building transferable, future-ready skills
- ☐ Engage students as co-creators in their learning
- ☐ Transform learning through leadership & staff support & development

☐ **Serving**
- ☐ Celebrate & promote our distinct Catholic identity
- ☐ Develop faith & live gospel values
- ☐ Strengthen connections between home, school, & parish
- ☐ Connect faith formation to learning

☒ **Belonging**
- ☒ Create safe, welcoming environments that reflect our diversity
- ☐ Promote a sense of mattering & dignity
- ☒ Foster equitable, inclusive, & barrier-free learning & work environments
- ☒ Engage families & build community partnerships

Background/Comments:

The proposed West Kitchener-Waterloo boundary review is proposed to adjust the attendance boundaries between Holy Rosary CES, St. Paul CES, and St. Francis (K) CES to ease pressure at Holy Rosary CES and make efficient use of available school space. The review is proposed to be completed by March 1, 2027.

The attached Initial Boundary Review Report presents background information and one boundary option preferred by the Staff Committee. This report has been prepared so that families, Trustees, and the broader community can understand the opportunities and constraints assessed by the Staff Committee, and how the available option would affect the schools involved.

If Trustees approve the initiation of the review, families and the community would have opportunities to share their views. Input can be provided at Catholic School Advisory Council (CSAC) meetings, and at an in-person drop-in public open house as well as via electronic means through email and a survey.

To support this work, the Board confirmed, on November 23, 2026, the assignment of two Trustees to attend the CSAC meetings and the open house, so Trustees hear directly from the school communities.

Recommendation:

1. THAT the Board of Trustees approve the commencement of the West Kitchener Waterloo Boundary Review, including an in-person drop-in public open house consistent with past practice and conducted in accordance with operational and safety procedures established by staff, with an updated engagement timeline to be communicated by staff.

Prepared/Reviewed By: Annalisa Varano
Chief Executive Officer

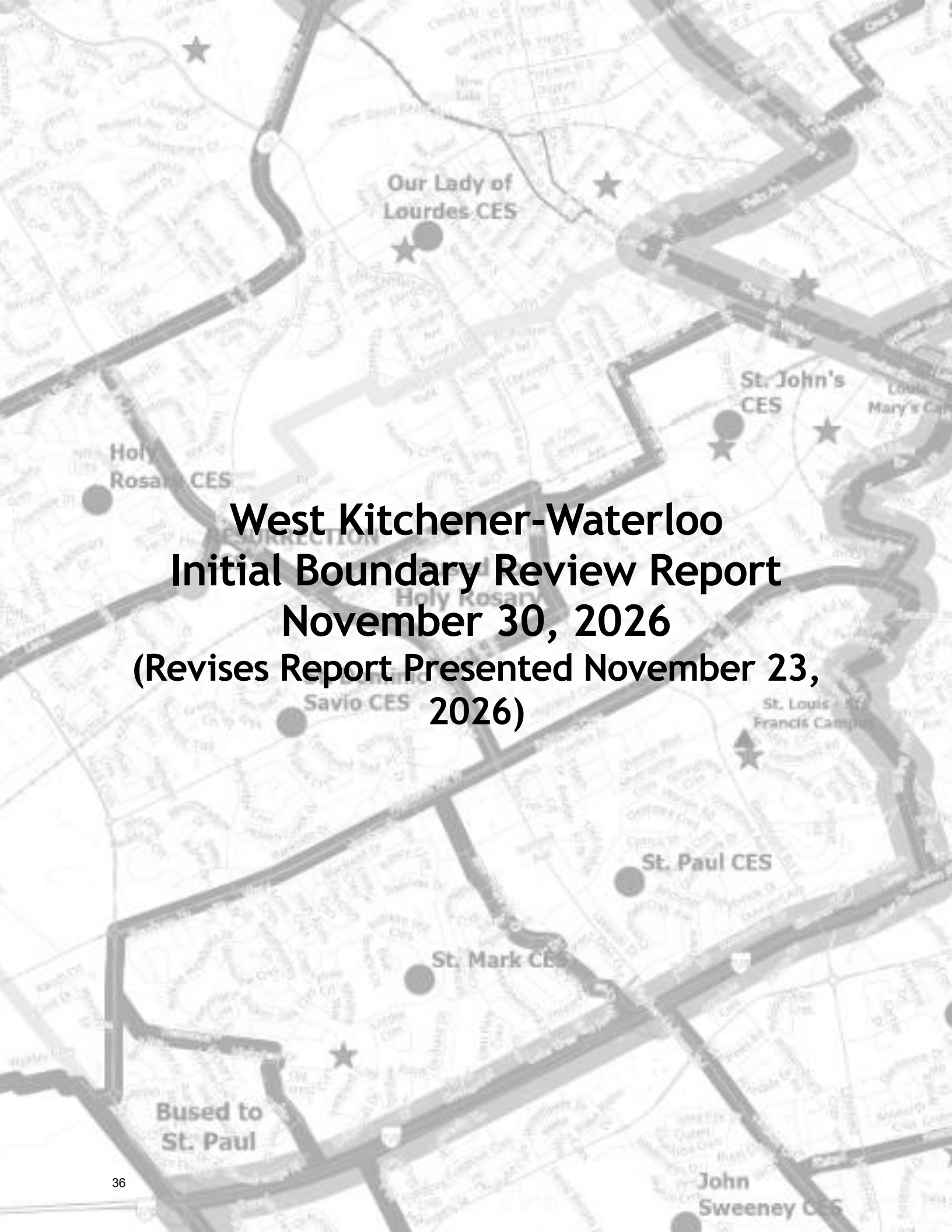
Lewis Morgulis
Planning Consultant

Jennifer Passy
Manager of Planning

Virina Elgawly
Planning Officer

Shesh Maharaj
Executive Superintendent of Corporate Services

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



West Kitchener-Waterloo
Initial Boundary Review Report
November 30, 2026
(Revises Report Presented November 23, 2026)

Executive Summary

This Initial Boundary Review Report gives the Board of Trustees the information needed to consider initiating a boundary review for two Catholic elementary schools (CES) in West Kitchener-Waterloo: Holy Rosary CES and St. Paul CES.

The primary objective of the review is to reduce enrolment pressure at Holy Rosary CES and to balance enrolment across the review area. The review aims to establish clear, practical, and sustainable attendance boundaries that support long-term accommodation needs.

The review considers Ministry approved capital projects, including the funded eight-classroom addition at St. Paul CES. A funded replacement of St. Bernadette CES is part of the broader accommodation context, but St. Bernadette CES is not proposed to be part of this boundary review. Temporary accommodation related to the St. Bernadette CES replacement school project, including use of the former St. Francis(K) CES[1] site during construction, will be managed through a separate accommodation and transition process.

The boundary review will follow Administrative Procedure APF017. Although Staff analyzed many options in preparation for this review, only one option (Option 1) was preferred by the Staff Committee and is presented in this report, as it best meets the review goals. Option 1 addresses accommodation objectives by balancing enrolment and facilities over the long term, maximizing the use of all review area facilities, and providing logical attendance boundaries.

Public engagement is an important part of the process. Families and school communities will have opportunities to learn about the review and provide feedback through Catholic School Advisory Council (CSAC) meetings, an in-person drop-in public open house, email, and an online survey.

Following the public consultation, staff will prepare a Final Boundary Review Report for the Board of Trustees. That report will summarize the process, community input, staff analysis, and final recommendations. The Board of Trustees will make the final decision.

The review is proposed to be completed by March 1, 2027, with a transition committee established following the decision to support the implementation of changes.

[1] As of the date of publication of this report, the St. Francis of Assisi CES school name remains subject to approval of the Minister of Education.

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1 Introduction

The purpose of this report is to support the request for approval from the Board of Trustees to initiate a boundary review for two Catholic elementary schools in West Kitchener-Waterloo; Holy Rosary CES, and St. Paul CES. The review is intended to address current and projected enrolment pressure and make effective use of available school space and approved capital investments.

Holy Rosary CES is experiencing significant accommodation pressure, with very limited capacity for additional students. Construction of additional pupil places and the opportunity to re-use the St. Francis (K) CES facility provides an opportunity to reimagine accommodation solutions in West Kitchener-Waterloo.

2 Goals of the Review

The following goals have been established by the Staff Committee for the West Kitchener-Waterloo Boundary Review:

- Alleviate current and projected enrolment pressure at Holy Rosary CES by redistributing students within the review area.
- Establish boundaries for schools involved in the review, including St. Francis (K) CES.
- Relieve over capacity pressures in review area schools, where possible.
- Determine attendance boundaries that best align with the Board's boundary review goals and long-term accommodation needs.

2.1 Boundary Review Process Considerations

In accordance with the Administrative Procedure, the Staff Committee will have regard to the following:

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

3 Public Engagement

In accordance with APF017, information will be presented to each affected school's Catholic School Advisory Council (CSAC), and an in-person drop-in public open house will be held to provide information and seek

input on the proposed option. In addition, input may be provided via email and through an online survey shared with the community. Table 1 provides an outline of the various actions in the engagement schedule.

Table 1 - Public Engagement Schedule

Date	Purpose
Board of Trustee Meeting Monday, November 30, 2026	Planning Staff to present Initial Boundary Review Report to Board of Trustees
December 1, 2026 - February 22, 2027	Input received via WestKW@wcdsb.ca
December 1, 2026 - January 22, 2027	Online public engagement survey
Holy Rosary CSAC Tuesday, December 8, 2026, at 6:00 pm	Planning Staff to present Initial Boundary Review Report to CSAC.
St. Paul CSAC Wednesday, December 9, 2026, at 6:00 pm	Planning Staff to present Initial Boundary Review Report to CSAC.
In-Person Drop-In Public Open House Details to Follow Thursday, January 21, 2027	Information in the Initial Boundary Review Report to be displayed, feedback solicited from the school communities, and opportunity for the public to discuss the review with staff
Board of Trustees Meeting Monday, February 22, 2027	Planning Staff to present Final Staff Report to Board of Trustees Opportunity for delegations
Special Board of Trustees Meeting Monday, March 1, 2027	Final Decision to be made by the Board of Trustees Opportunity for delegations

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

3.1 Communication Plan

This boundary review includes Holy Rosary CES and St. Paul CES. Therefore, these two school communities are the key communications targets and will be informed of the progress of this boundary review, opportunities to learn more about the review, and provide input. To accomplish this, staff will:

- Establish a dedicated webpage following Board approval of the initiation of boundary review which will include background information included in the Initial Boundary Review Report, a Frequently Asked Questions (FAQ) section which may be updated throughout the review, input received, survey information and the Final Boundary Review Report.
- Establish a dedicated email address to receive input throughout the review.
- Provide notice of the initiation of boundary review, Initial Boundary Review Report, dates of CSAC meetings and access to the survey to affected school communities.
- Provide notice of the start of the boundary review to the Ministry of Education.
- Send communication to subscribers of the boundary review webpage and through school messaging systems and social media.
- Provide notice of the in-person drop-in public open house.
- Provide notice of the scheduled Board meetings and contact details for delegations.

- Attend CSAC meetings at affected schools to present the Initial Boundary Review Report and receive input.
- Conduct an in-person drop-in public open house.
- Provide electronic communication of the availability of the Final Boundary Review Report and Board of Trustees decision.
- Support schools with the distribution of decision letter(s) to affected families.

3.2 Recommendations and Approval

After the public engagement phase, a Final Boundary Review Report will be prepared for consideration by the Board of Trustees. The Final Boundary Review Report will summarize the process, public engagement, public input and how it informed the final recommendation and implementation details to be presented to the Board of Trustees.

The Final Boundary Review Report will be available to the public, and any person interested may register as a delegation to address the Board of Trustees in accordance with the Board's by-law.

The final decision will be made by the Board of Trustees.

4 Boundary Review Process

The boundary review will be conducted in accordance with Administrative Procedure APF017 – Boundary Review Process, which reads:

"A Boundary Review is conducted when the school board is proposing the relocation (in any school year or over a number of school years) of students or grades, in which the number of students or enrolment of the grades is less than 50% of the school's enrolment. This calculation is based on the enrolment at the time of the relocation, or the first phase of relocation carried over a number of school years."

4.1 Staff Committee Composition

The boundary review is led by a committee of school board staff and includes the following members:

- Adrian Frigula, Senior Manager of Facility Services
- Anna Taylor, Supervisor of Construction & Renovations
- Gerald Foran, Superintendent of Learning
- Isabelle Lung Ler, Planning Technician
- Jacob Lau, Transportation Planner – Central Area, Student Transportation Services of Waterloo Region
- Jennifer Kruitof, French as a Second Language (FSL) Consultant
- Jennifer Passy, Manager of Planning
- Lewis Morgulis, Planning Consultant
- Sahar Eghtesadi, Planner
- Sandra Labelle, Administrator, Holy Rosary CES
- Sean Spitzig, Administrator, St. Paul CES
- Sherry Roswell, Operations Supervisor, Student Transportation Services of Waterloo Region
- Shesh Maharaj, Executive Superintendent of Corporate Services, Treasurer & Chief Financial Officer
- Virina Elgawly, Planning Officer
- Other resource staff as needed.

The Staff Committee met in September and October 2026, to review the goals of the review, enrolment projections, facility details and capacity limitations, and to establish consensus on the option presented in this Initial Boundary Review Report.

4.2 Initial Boundary Review Report

This Initial Boundary Review Report has been prepared in accordance with APF017. This report includes relevant background information and presents the boundary change option proposed by the Staff Committee.

Once a decision is made by the Board of Trustees to formally initiate this boundary review, this information will be shared with affected school communities and the public.

5 Background

The St. John's CES Boundary Review was initiated in October 2019 to address significant enrolment pressure at St. John's CES. The review included four schools: St. John's CES, Our Lady of Lourdes CES, Holy Rosary CES, and St. Nicholas CES.

In April 2020, the Board of Trustees modified the boundaries of Holy Rosary CES, Our Lady of Lourdes CES, St. John's CES, and St. Nicholas CES in accordance with Staff Recommended Option 7b, effective September 2020. A key element of the decision included redirecting some students from St. John's CES to Holy Rosary CES.

On September 22, 2025, staff presented a report outlining the planned redirection of the FI program from Holy Rosary CES to St. Nicholas CES to address overcrowding. The planned redirection was suspended in fall of 2025.

At that time, the Board had submitted its capital priorities to the Ministry of Education and was waiting for Ministry funding announcements for area school facilities. It was understood that, once the approvals and subsequent announcements were made, staff would re-evaluate options to address enrolment pressure and initiate revised, re-scoped boundary review.

This boundary review process reflects the opportunities now available to consider alternative boundaries.

6 Scope

The option in this Initial Boundary Review Report applies to the attendance boundaries and Regular Track / English program of the two subject schools. There are currently no options at this stage of the boundary review proposed to relocate the French Immersion (FI) program at Holy Rosary CES because as explained in Section 6.2: A key goal of the review is to relieve current and projected accommodation pressure at Holy Rosary CES. Approximately 300 students, by the end of the forecast period, need to be redirected from Holy Rosary CES, which can support the use of newly funded capacity, make efficient use of St. Francis (K) CES and result in more sustainable attendance boundaries.

The scope of the review, including the schools and programs considered, has been defined based on current and projected enrolment, existing attendance boundary relationships, school locations, proximity, student transportation considerations, capital investments, the limits set by Administrative Procedure APF017 on the impact of a boundary review, and the ability of boundary changes to contribute to a practical long-term accommodation solution.

6.1 Schools Excluded from the Review

Staff evaluated the potential of including the following schools to address the over-capacity concern at Holy Rosary CES but excluded them from the boundary review because they could not provide a practical, long-term solution for accommodating students redirected from Holy Rosary CES. A viable long-term option must be able to accommodate up to 300 students from the existing Holy Rosary CES boundary.

Each of the schools in Table 2 were examined for their ability to accommodate additional students, relative proximity, and site attributes and were excluded from the review:

Table 2 - Schools Considered but Excluded from the Boundary Review

Schools	OTG	Current		2037/38		Comments
		Enrolment	Utilization	Enrolment	Utilization	
St. Luke CES	668	514	77%	693	104%	Offers both English and French Immersion (FI) programming but is distant from the schools most directly affected by the identified accommodation pressures. While there is some available capacity within the school, the projected enrolment at St. Luke CES does not allow for the potential relocation of an additional 300 students on site over the forecast period.
Sir Edgar Bauer CES	481	443	92%	588	122%	Offers both English and French Immersion (FI) programming but is distant from the schools most directly affected by the identified accommodation pressures. Projected enrolment exceeds the school's capacity, leaving insufficient space to accommodate an additional 300 students.
Our Lady of Lourdes CES	337	376	112%	449	133%	Located within the broader West Kitchener-Waterloo planning area but already experiencing accommodation pressures. Current and projected enrolment exceed capacity, leaving insufficient space to accommodate additional students from other schools.
St. Dominic Savio CES	447	541	121%	582	130%	While the school site can accommodate additional portable classrooms, if required, there is insufficient space to allow for the potential relocation of an additional 300 students on site over the forecast period.
St. John's CES	468	430	92%	578	124%	The site limitations at St. John's CES do not allow for the potential relocation of an additional 300 students on site over the forecast period.
St. Mark CES	245/432	391	160%	380	*88%	The school has received funding for an eight-classroom addition, currently under construction. Despite the additional space, there is insufficient space to allow for the potential relocation of an additional 300 students on site over the forecast period. **based on 2027/28 OTG*
St. Nicholas CES	478	509	106%	594	124%	The school site can accommodate additional portable classrooms for its own growth, but it is

Schools	OTG	Current		2037/38		Comments
		Enrolment	Utilization	Enrolment	Utilization	
						preferable not to add an additional 300 students.

6.1.1 St. Bernadette CES

St. Bernadette CES has received Ministry of Education funding to reconstruct the school. This will necessitate the temporary relocation of students to the former St. Francis (K) CES site during construction.

The replacement school will provide additional permanent capacity to serve the St. Bernadette CES community. However, the projected enrolment within the St. Bernadette CES catchment is expected to require the capacity provided by the replacement school over the forecast period. Therefore, the reconstruction project does not offer the option to redirect an additional 300 students over the forecast period.

6.2 French Immersion Program

Staff considered whether relocating the French Immersion (FI) program from Holy Rosary CES could relieve enrolment pressure. This option is not included in the review because of the limit set by Administrative Procedure APF017.

APF017 allows the board to undertake a boundary review where the number of students relocated is less than 50% of a school's enrolment. As of October 31, 2026, Holy Rosary CES has 678 students, so a relocation under this procedure must involve fewer than 339 students.

The FI program, together with siblings, is approximately 183 students. On its own, relocating FI is not enough to relieve the roughly 300 students who need to be redirected from Holy Rosary CES by the end of the forecast period.

However, reaching the targeted 300 student threshold would require moving the FI program together with additional English sub-areas, which could reach or exceed 50% of the school's enrolment. A change of that size falls outside what APF017 allows for a boundary review. For this reason, the proposed option focuses on addressing geographic reassignment of Regular Track / English sub-areas, and the FI program remains at Holy Rosary CES.

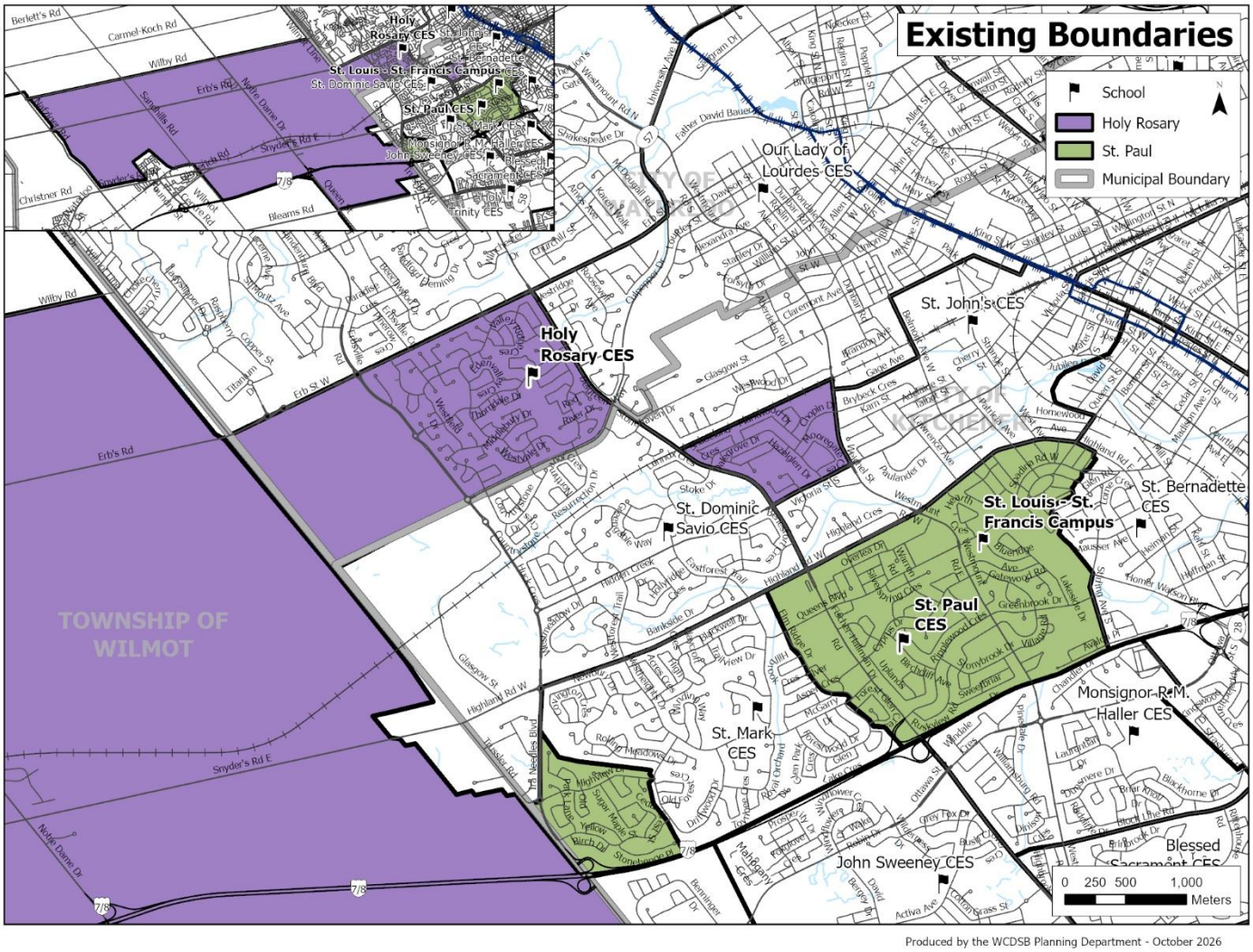
6.3 Schools Included in Review

Following the refinement of the review scope, the schools included in the boundary review are Holy Rosary CES and St. Paul CES.

As a result of establishing St. Francis (K) CES as a holding school to support the interim relocation of St. Bernadette CES students during construction, the board also has an opportunity to incorporate the St. Francis (K) CES facility into the option presented in this review.

The existing boundaries for the schools involved in this review are illustrated in Figure 1.

Figure 1 - Existing Boundaries



7 West Kitchener-Waterloo Boundary Review Context

The current boundary review is needed to respond to existing and projected enrolment pressures. It will consider updated enrolment forecasts, planned development, available school capacity, and the long-term needs of the affected schools.

7.1 Holy Rosary CES

Holy Rosary CES located at 485 Thorndale Dr., Waterloo, operates as a Junior Kindergarten to Grade 8 (JK–8) dual track (English and French Immersion) elementary school. There is an on-site childcare centre operated by the YMCA of Three Rivers. Before and after school care is delivered by the school board and the YMCA. In accordance with APA003 – Admission of Out of Boundary Students, Holy Rosary CES is closed to Out of Boundary admissions due to the school's enrolment significantly exceeding capacity.

Holy Rosary CES has an On the Ground (OTG) capacity of 458 pupil places. There are currently 10 portables on-site at Holy Rosary. As of October 31, 2026, the school's enrolment is 678 with a current utilization rate of 148%.

The school property is approximately 4.83 acres (1.95 hectares) in size. The land is irregularly shaped, being narrower along Thorndale Dr. (Figure 2). The site is located immediately north of Red River Park. The Waterloo Church of God property is south of Red River Park. The Board has a parking agreement with the Waterloo Church of God to provide off-site parking.

The school was originally built in 1989, with an addition added in 1994. There is a steep grade difference of about 5 metres (16 feet) from the main entrance driveway down to the sports fields. This makes it difficult to expand the parking lot, construct an addition to the building, or improve access.

Figure 2 - Holy Rosary School Site Aerial Photograph



7.2 St. Paul CES

St. Paul CES is located at 45 Birchcliff Ave., Kitchener, and operates as a JK–8 elementary school. There is an on-site childcare centre operated by YW-KW. Before and after school care is delivered by the school board. Like Holy Rosary CES, St. Paul CES is also closed to Out of Boundary admissions to mitigate enrolment pressure.

For the 2026/27 school year, St. Paul CES has an OTG capacity of 291 pupil places. St. Paul CES received capital funding for an eight net new classroom addition, which will increase the school's permanent pupil

capacity to 481 pupil places. The addition is currently under construction with completion anticipated during the 2027/28 school year.

On October 31, 2026, the enrolment at St. Paul CES was 536 resulting in a utilization rate of 184%. There are 15 portables on-site in 2026. Four (4) of the portables currently on site are required to address the displacement of classrooms from the school building during construction.

The St. Paul CES site is approximately 7.86 acres (3.18 hectares) in size and is generally rectangular in shape. It is located immediately north of Cloverdale Park (Figure 3). The site has varied topography, with notable changes in elevation from Birchcliff Ave. across the western part of the property. The developed areas of the site are generally flat, with slopes mainly around the edges of the property.

The original school was constructed in 1964, with additions completed in 1965 and 1968, and a small portico added in 2017. In 2012, a portion of the 1965 wing of the school was converted to accommodate the YW-KW childcare centre.

Figure 3 - St. Paul CES School Site Aerial Photograph



7.3 St. Francis (K) CES

The former St. Francis (K) CES, located at 154 Gatewood Dr., operated as a JK–8 elementary school until 2003. The facility has subsequently been used by St. Louis Adult and Continuing Education for programming and support services. The facility has an OTG capacity of 406 pupil places and is being repurposed to accommodate elementary students as a temporary holding school during the construction of the St.

Bernadette CES replacement school. Interior alterations are planned to support its return to elementary school use.

Once the site is vacated by the St. Bernadette CES school population, it will be available for use as an elementary school by the board.

The 5.07 ac. (2.05 ha) St. Francis (K) CES site has an irregular shape, and a varied topography, with changes in elevation across the property (Figure 4). The developed portions of the site are generally flat, with changes in grade occurring primarily around portions of the site's perimeter.

Figure 4 - St. Francis (K) CES School Site Aerial Photograph



8 Temporary Accommodation

Once a school uses its capacity inside the building, temporary accommodation is required on site. Typically, this accommodation is in the form of single portable classroom units (portables). The Board uses portables as temporary accommodation and in time may replace them with more permanent capacity if the school site can have the addition placed on the building and if the school can sustain the enrolment over an extended period.

Each school’s portable limit is based on physical site conditions, infrastructure limits (i.e. hydro capacity), access, play space, parking, and operational requirements. A single constraint may determine the practical limit used for enrolment planning.

8.1 Holy Rosary CES Portable Limits

Staff had previously recommended that no more than eight portables be placed on the site, as accommodating additional units would further reduce the available grassed play areas and placing added pressure for off-site parking. To address existing enrolment pressure, the school relies on Red River Park, and the board has an off-site parking agreement with the nearby Waterloo Church of God to accommodate overflow parking.

The City of Waterloo's zoning by-law restricts the number of portables on a site, based on parking standards. The board has permission, by agreement, for a maximum of 10 portables on site. A minor variance was requested to allow up to 12 units. On November 17, 2026, the Committee of Adjustment refused the variance for an 11th and 12th unit.

Table 3 - Holy Rosary CES Portable Capacity

School	Existing	Portable Limit	Remaining room	Above ceiling	Main constraint	What this means
Holy Rosary CES	10	10	0	0	Parking	No more than 10 portables may be placed on the site.

8.2 St. Paul CES Portable Limits

St. Paul CES currently has 15 portables, which is three (3) above the 12-unit post-addition portable limit. The 15 units in use in 2026/27 accommodate both enrolment pressure and replace classrooms demolished to make way for the addition.

Once the addition is complete, the city approved site plan supports 12 portables. Any proposal to rely on more than 12 will require further review of electrical capacity, parking, washrooms, fire safety requirements, and site impacts.

Table 4 - St. Paul CES Portable Capacity

School	Existing	Portable Limit	Remaining room	Above ceiling	Main constraint	What this means
St. Paul CES (with addition)	15	12	0	3	Addition timing	15 during construction. Post-addition limit is 12.

8.3 Site Intensity

While utilization is a measure of the number of pupils vs. OTG of a school building, site intensity (a measure of the number of students per acre), allows for a comparison of the relative size of a school site versus the number of students.

Holy Rosary CES has the 3rd highest site intensity measure (140) in the district, after St. John's CES and St. Anne (K) CES. St. Paul CES ranks 24th in the district (68). The district average is 75 ranging from a minimum intensity of 15 to a maximum of 144.

Table 5 - Site Intensity Comparison

Name	Site Size (ac.)	2026 Enrolment	2026 Intensity
Holy Rosary CES	4.83	678	140
St. Paul CES	7.86	536	68

9 Student Transportation

Student Transportation Services of Waterloo Region (STSWR) is responsible for determining bus eligibility in accordance with board policy and delivering student transportation on behalf of the board.

Walking webs provided as Figure 5, Figure 6 and Figure 7 reflect the 1.6 km walking distances applicable for Grades 4-8 students. JK-Grade 3 students would have a walking distance of 0.8 km. In addition to distances, walking webs also consider hazardous areas; these are omitted as "No Walking" zones. Walking extents are subject to change. These walking webs, together with data from STSWR, have informed the determination of current Walk and Bus Eligible students in Table 6.

As Out of Boundary students are not eligible for board provided transportation, including those FI students who live outside the English home school boundary, they are not reflected in the eligibility numbers presented. Students who have opted out of transportation are included to provide a comparison of the maximum number of students eligible for busing.

Table 6 - Current Walk & Bus Eligible Information

School	Walk Eligible	Bus Eligible	AM/PM Runs	Average Ride Time
Holy Rosary	188	402	6	21 min
St. Paul	243	303	4	15 min

Figure 5 - Holy Rosary CES 1.6km Walking Web

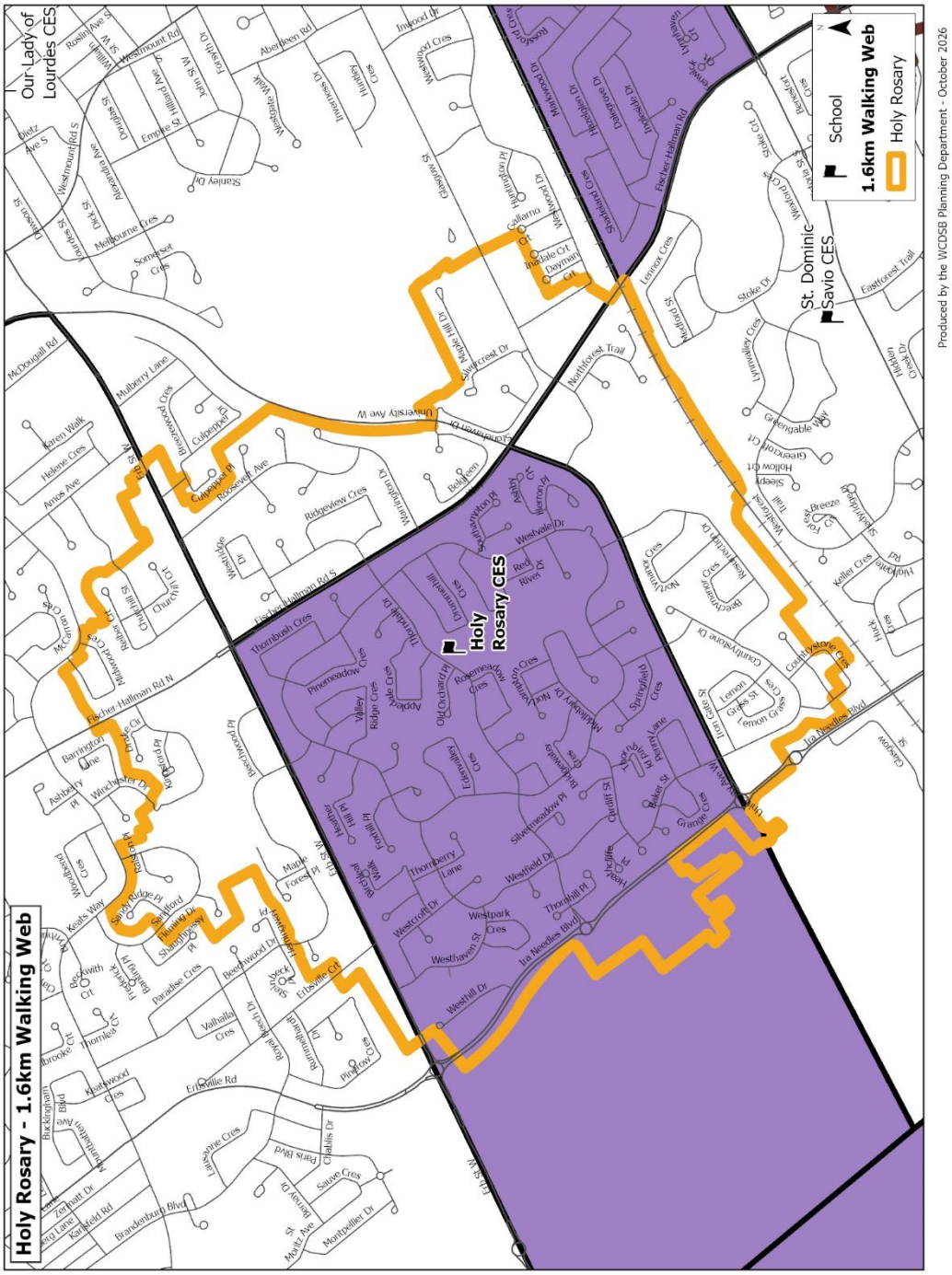


Figure 6 - St. Paul CES 1.6km Walking Web

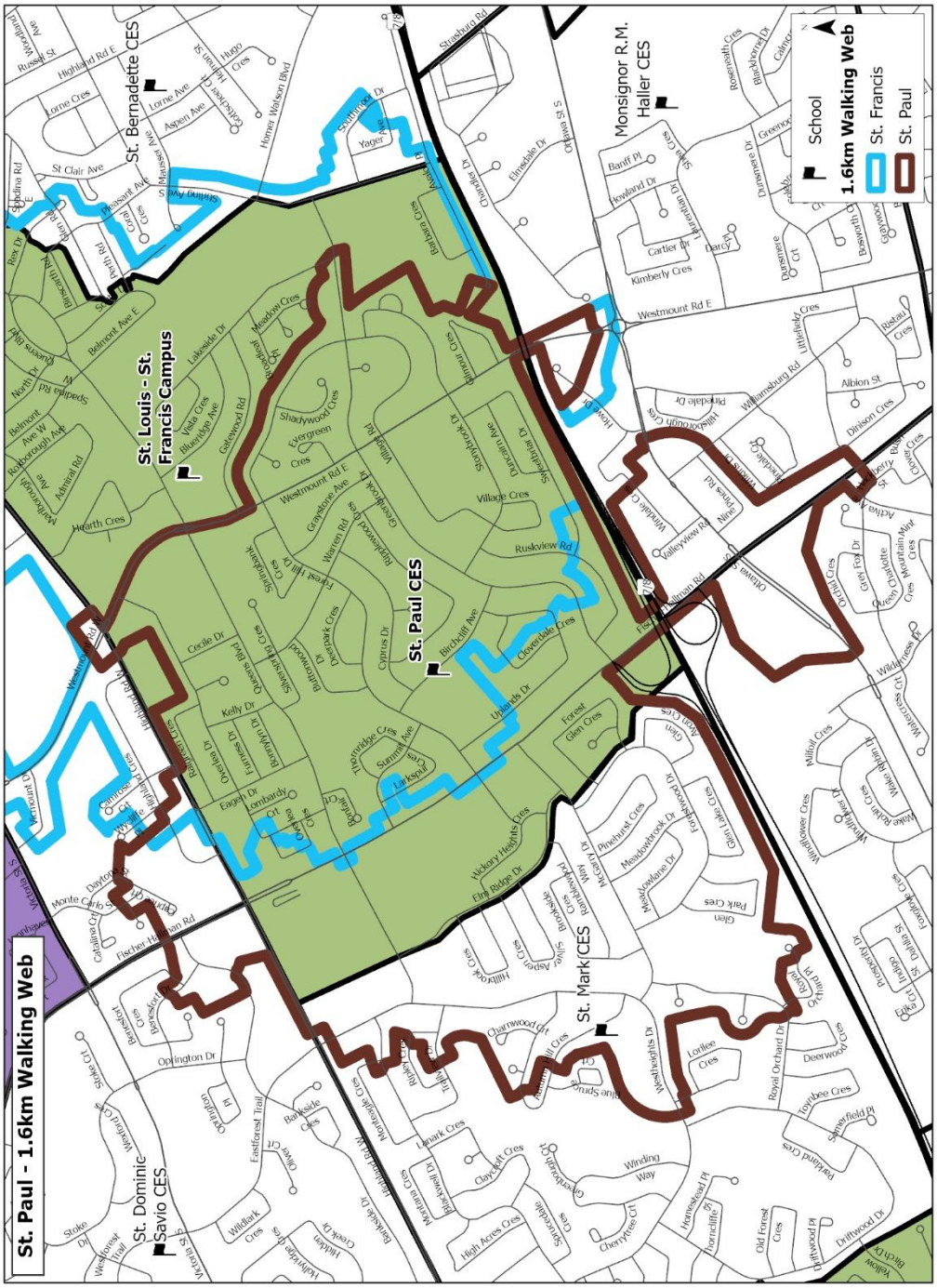
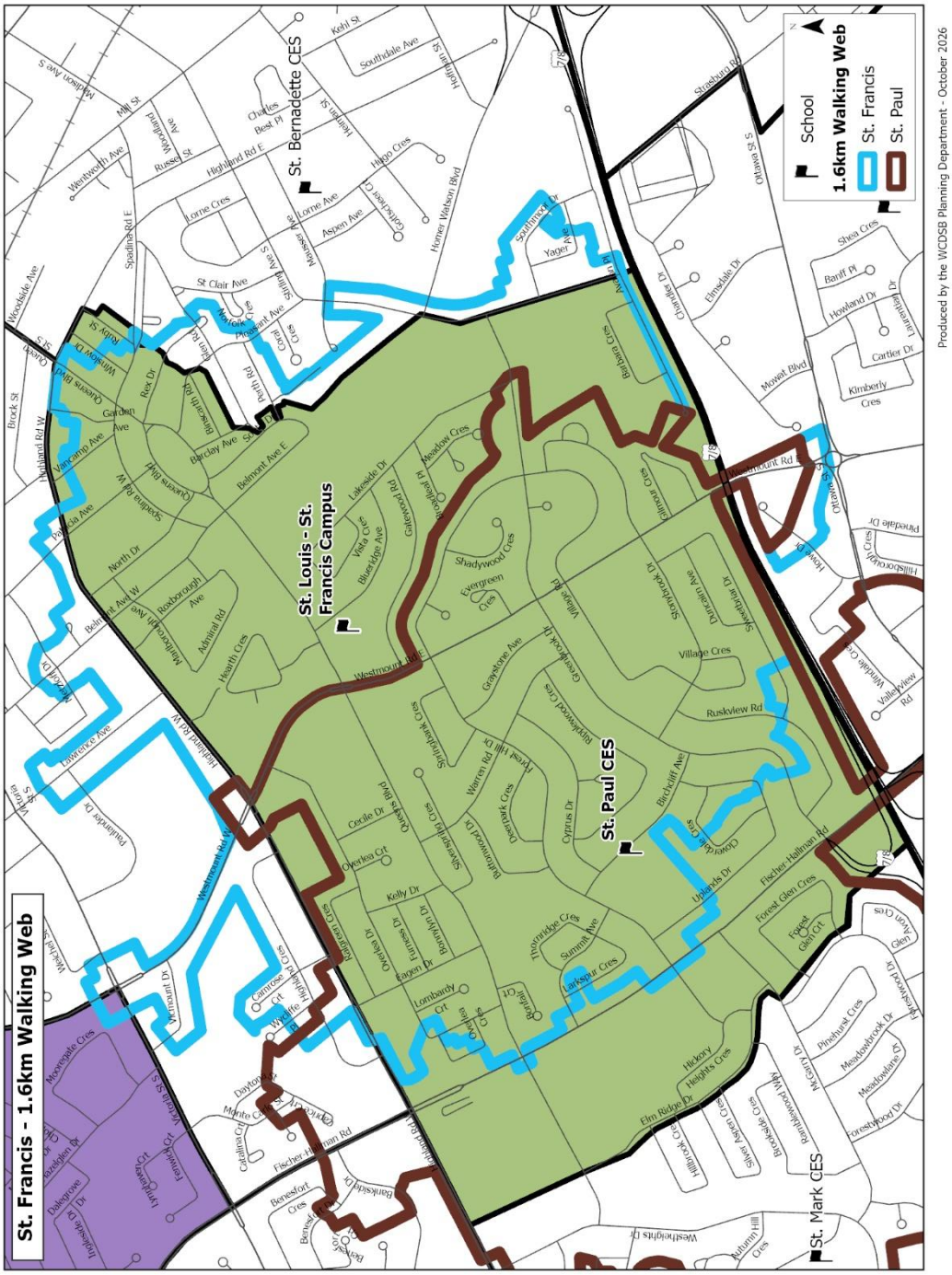


Figure 7 - St. Francis (K) 1.6km Walking Web



10 Analysis

10.1 Status Quo Enrolment Forecast

Table 7 and Table 8 show actual and projected enrolment versus capacity for each school under review. OTG capacity refers to a school's size as determined by loading all instructional spaces within a facility to current Ministry of Education standards (based on class size and room area). OTG does not include temporary capacity such as portables, and portables are not counted in the calculation of utilization.

There are currently 42 Out of Boundary students attending Holy Rosary CES and St. Paul CES. For projection purposes, they have been included in each school's home sub-area (Sub-Area H for Holy Rosary CES and Sub-Area P for St. Paul CES).

Without a boundary change, Holy Rosary CES would need 12 portables by 2027/28, 18 by 2030/31, and 23 by 2032/33 (Table 8). This exceeds the 10-unit limit described in Section 8.1.

St. Paul CES would remain within its 12-unit post-addition limit, needing between 3 and 7 portables over the forecast period.

Table 7 - Status Quo Enrolment

Schools	OTG	2026/27		
		Enrolment	Utilization	Portables / Surplus
Holy Rosary	**458**	678	148%	10
St. Paul	**291**	536	184%	15
Total	**749**	**1214**	**162%**	**25**

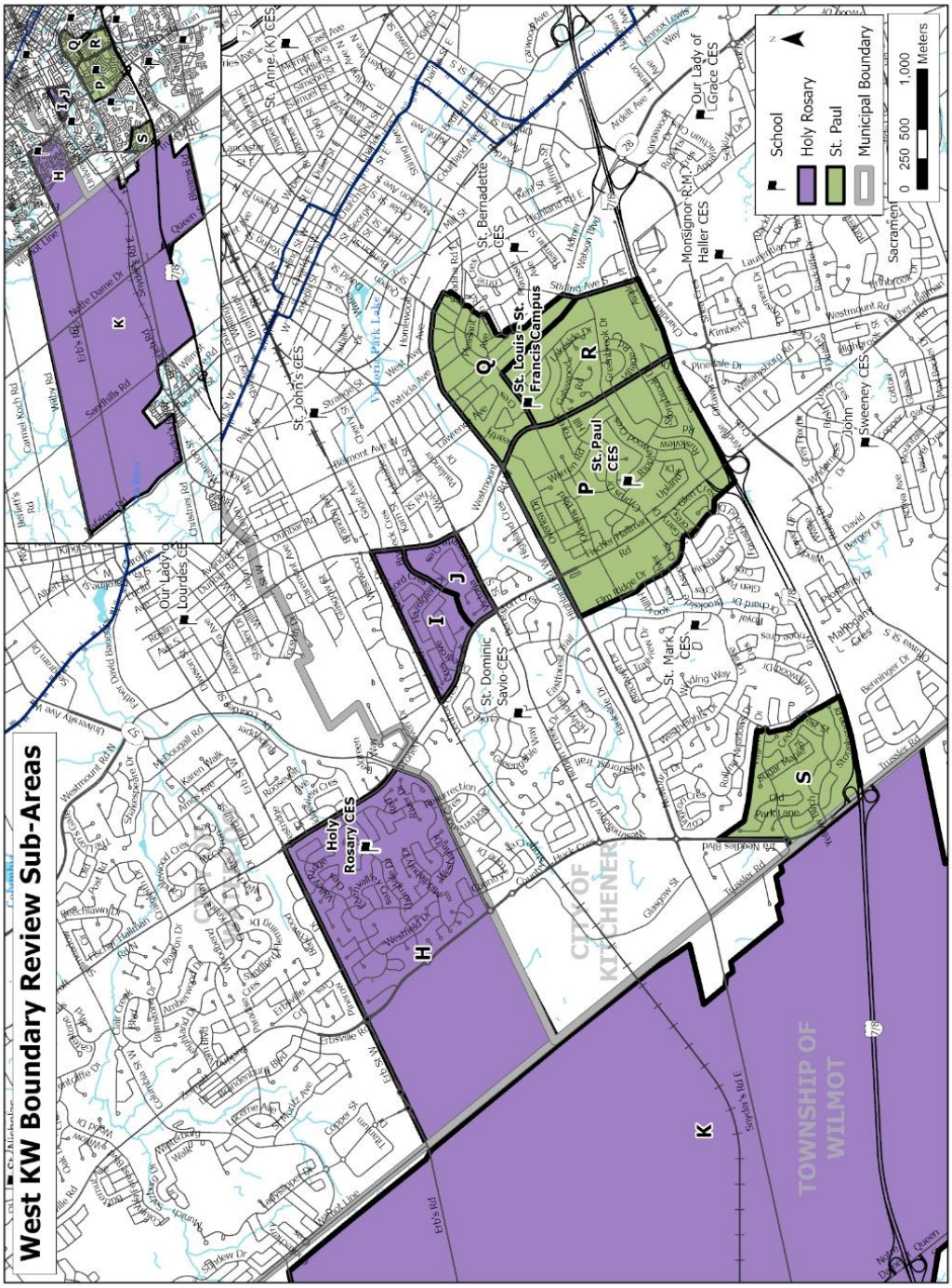
Table 8 - Status Quo Enrolment Projection

Schools	OTG	2027/28			2028/29			2030/31			2032/33			2037/38		
		Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms
Holy Rosary	458	733	160%	12	783	171%	14	885	193%	18	992	217%	23	989	216%	23
St. Paul	481	551	115%	3	549	114%	3	571	119%	4	585	122%	4	642	134%	7
Total	939	1284	137%	15	1333	142%	17	1456	155%	22	1577	168%	27	1631	174%	30

10.2 Sub-Areas

To prepare detailed enrolment analysis, the existing attendance boundaries of the two schools included in the review have been divided into geographic sub-areas. These sub-areas reflect the current school boundary structure and provide a consistent geographic basis for assessing enrolment distribution and potential boundary changes (Figure 8).

Figure 8 - Review Area School Sub Areas



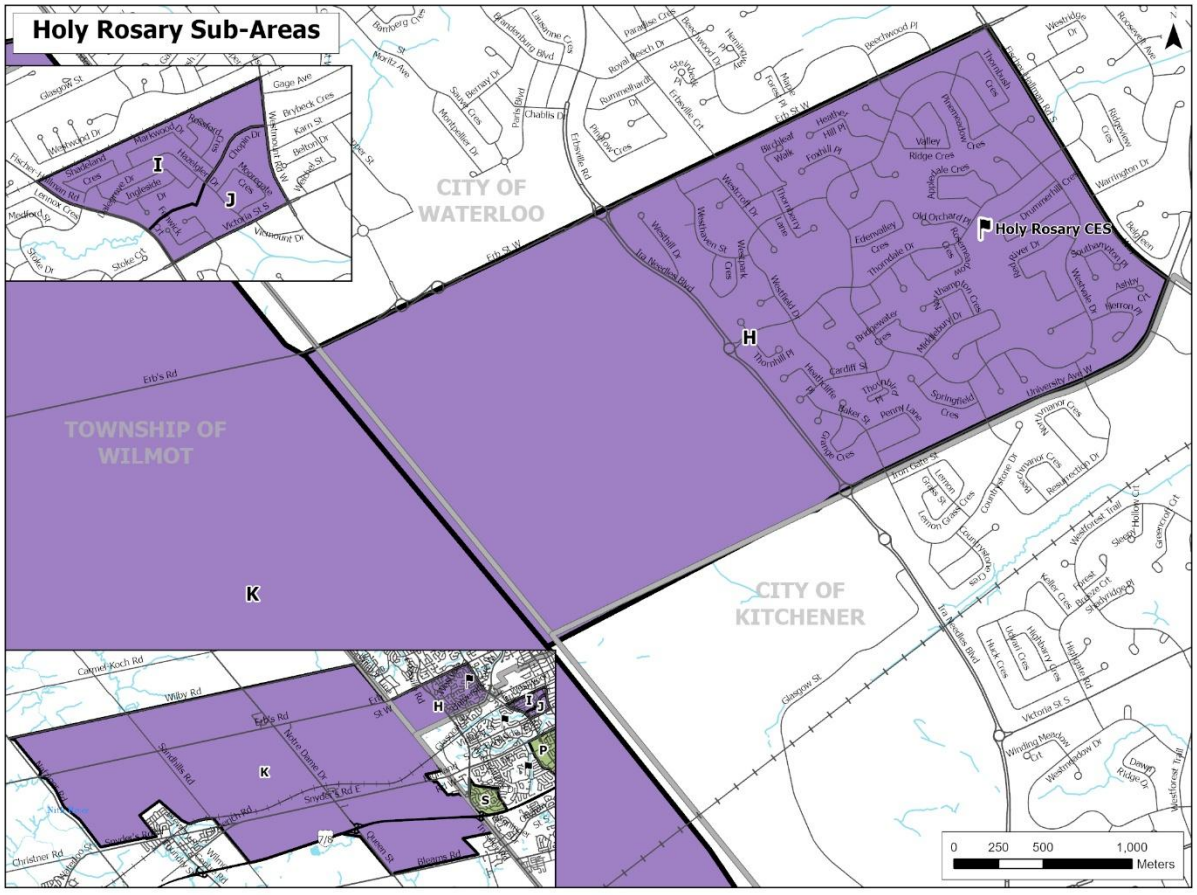
10.2.1 Holy Rosary CES

Table 9 and Figure 9 show the Holy Rosary sub-areas and associated enrolment projections.

Table 9 - Holy Rosary CES Sub Area Enrolment

Holy Rosary Sub-Areas	2026/27 Actual	2027/28	2028/29	2030/31	2032/33	2037/38
H (ROS) Home Area	173	167	186	206	227	215
I (ROS)	142	161	171	188	202	203
J (ROS)	167	197	218	285	361	374
K (ROS)	13	16	15	12	11	5
FI Program + Siblings	183	192	194	194	191	191
Holy Rosary Total	**678**	**733**	**783**	**885**	**992**	**989**

Figure 9 - Holy Rosary Sub Area Map



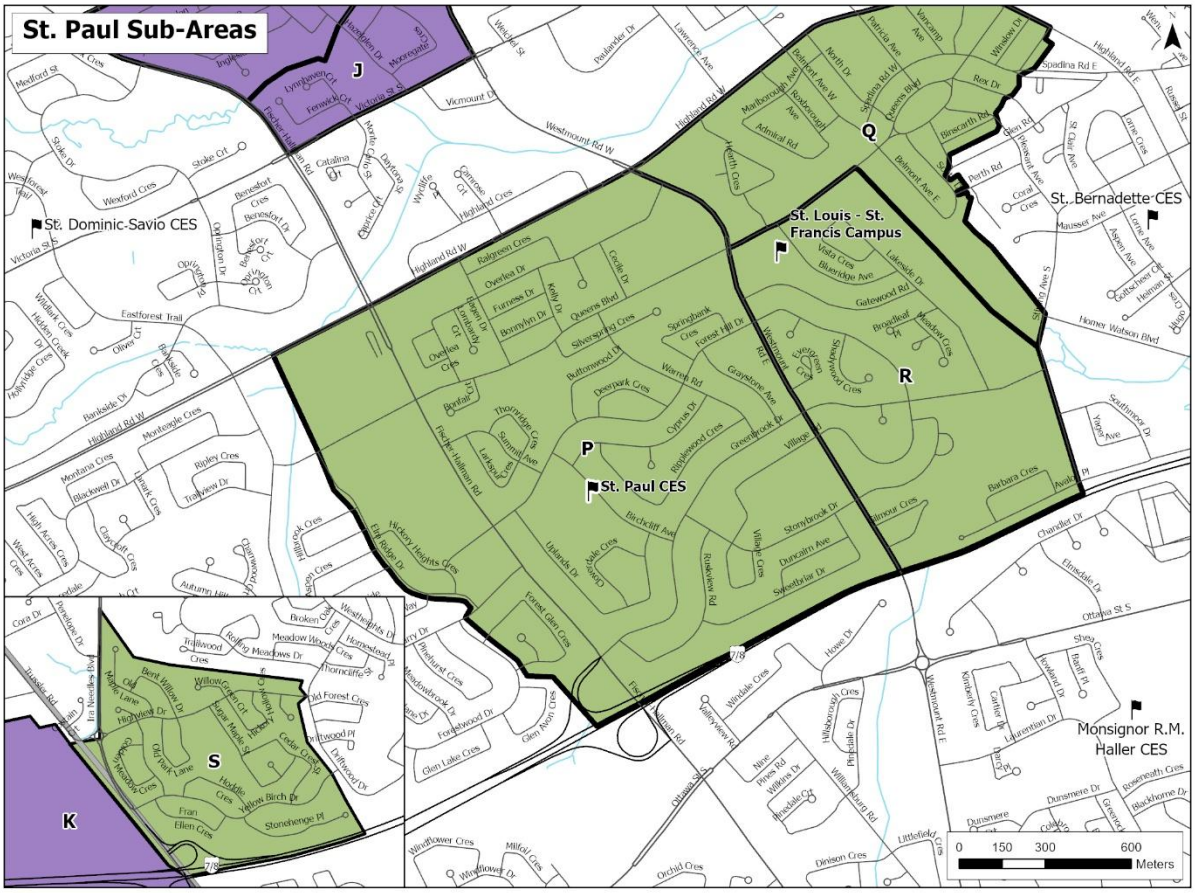
10.2.2 St. Paul CES

Table 10 and Figure 10 show St. Paul sub-areas and associated enrolment projections.

Table 10 - St. Paul Sub Area Enrolment

St. Paul Sub-Areas	2026/27 Actual	2027/28	2028/29	2030/31	2032/33	2037/38
P (PAU) Home Area	336	340	331	333	326	350
Q (PAU)	63	64	65	69	73	86
R (PAU)	90	99	104	119	136	153
S (PAU)	47	47	49	51	50	54
St. Paul Total	536	551	549	571	585	642

Figure 10 - St. Paul Sub Area Map



11 Proposed Option

One option is presented in this report. Staff will explore implementation recommendations throughout the boundary review process, which will including confirming the proposed implementation plan.

The projections for Option 1 include Legacy Exceptions for Grade 7 students. This means Grade 7 students living in a redirected sub-area are assumed to stay in their current home school for Grade 8.

11.1 Option 1

Staff proposes Option 1, which redirects sub areas as follows (Table 11 and Figure 11):

- Moves Sub-Area J from Holy Rosary to St. Francis
- Moves Sub-Area R from St. Paul to St. Francis

Table 11 - Option 1 Enrolment Projection

Schools	OTG	2027/28			2028/29			2030/31			2032/33			2037/38		
		Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms	Enrolment	Utilization	Portables / Surplus Classrooms
Holy Rosary	458	552	120%	4	566	124%	5	600	131%	6	631	138%	8	615	134%	7
St. Paul	481	462	96%	(1)	446	93%	(1)	452	94%	(1)	449	93%	(1)	490	102%	0
St. Francis (K)	406	270	67%	(6)	321	79%	(4)	405	100%	0	497	122%	4	527	130%	5
Total	1345	1284	95%	4	1333	99%	5	1456	108%	6	1577	117%	12	1631	121%	12

*Negatives in the Portables columns represent empty classrooms. Totals only reflect portables (i.e. positive numbers only)

Figure 11 - Option 1 Map

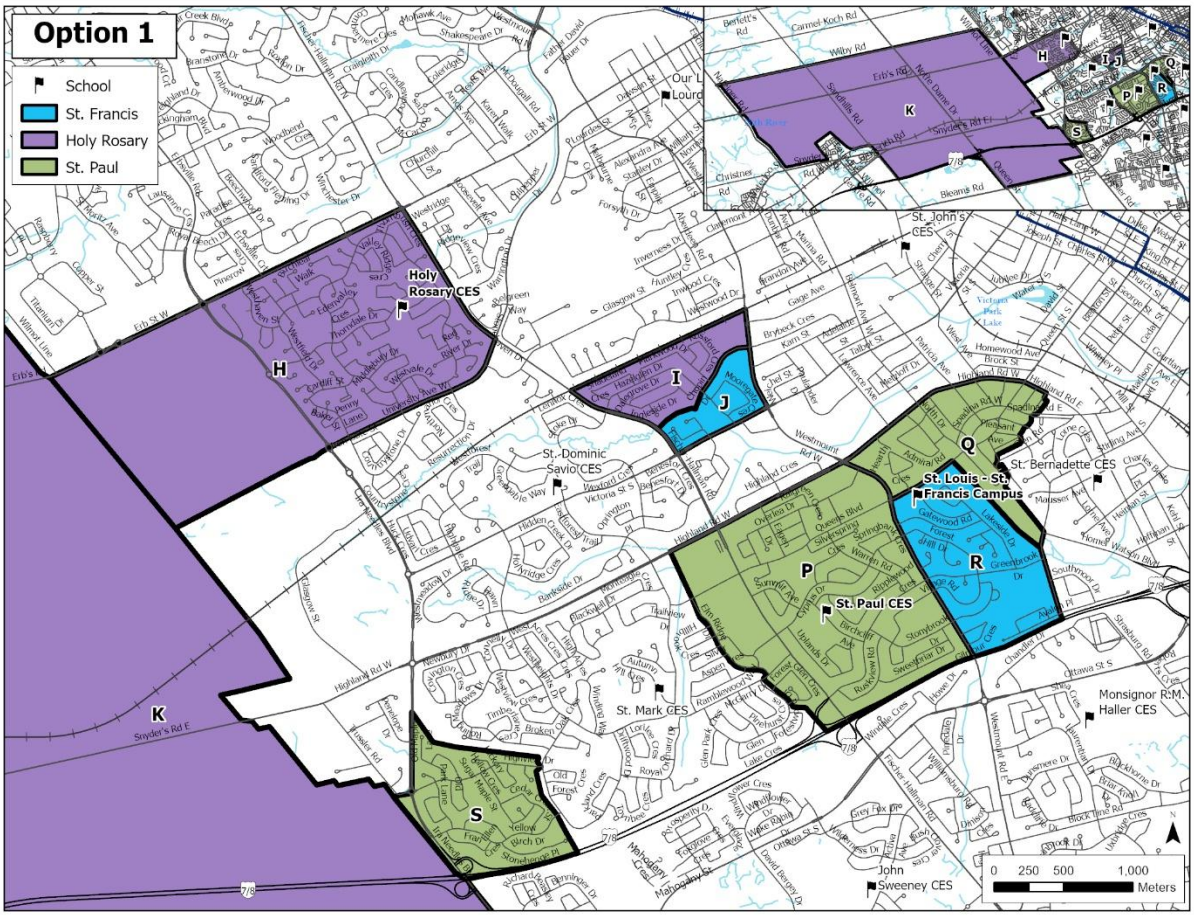


Table 12 - Option 1 Walk & Bus Eligible Information

School	Walk Eligible	Bus Eligible	AM/PM Runs	Average Ride Time
Holy Rosary	188	219	3-4	21 min
St. Paul	239	213	3	16 min
St. Francis	66	194	3	8 min

11.1.1 Assessment of Option 1

Based on enrolment and capacity, Option 1 performs considerably better than the status quo against the review goals. It provides major relief to Holy Rosary, makes effective use of the funded addition at St. Paul, makes efficient use of St. Francis (K), and creates a balanced distribution of enrolment among the three schools over the long term. Its principal limitation is that it manages, rather than eliminates, longer-term overcapacity.

Advantages

- Substantially reduces overcapacity pressure at Holy Rosary CES compared with the Status Quo. By 2032/33, Holy Rosary CES would be at 138% utilization with 8 portables, compared with 217% and 23 portables.
- Compared with the Status Quo, creates a more balanced distribution of enrolment and permanent capacity across the three schools over the long term. By 2037/38, utilization ranges from 102% to 134%.
- Provides a more sustainable long-term solution than the Status Quo, holding total portables to 12 or fewer through 2037/38 (compared with 30) and keeping St. Paul CES at or near permanent capacity throughout.
- Makes effective use of the funded addition at St. Paul CES, which stays between 93% and 102% of capacity, and of St. Francis (K) CES, which reaches full use by 2030/31.
- Achieves substantial enrolment relief and improved utilization balance while affecting approximately 270 students.
- Reduces site intensity at Holy Rosary CES.
- Increases the number of walk-eligible students in the review area from 431 to 493.
- Reduces the number of bused students at Holy Rosary CES from 402 to 219.

Disadvantages

- Does not entirely eliminate overcapacity in the review area. Holy Rosary CES remains above permanent capacity throughout the forecast period (120% to 138%), St. Francis (K) CES exceeds capacity from 2032/33 (122% to 130%), and St. Paul CES reaches 102% by 2037/38. St. Francis (K) CES is initially underutilized before enrolment increases over time.
- St. Francis (K) CES is underutilized in the early years (67% in 2027/28 and 79% in 2028/29) before reaching full use in 2030/31.
- Continued reliance on temporary accommodation, mainly at Holy Rosary CES (4 to 8 portables) and later at St. Francis (K) CES (4 to 5 portables from 2032/33).
- Site intensity at St. Francis (K) CES rises above the district average later in the forecast period.

12 Additional Considerations

For any of the following additional considerations, the Final Boundary Review Report will provide specific recommendations for the Board of Trustees' consideration.

12.1 Timing of Implementation

The board's ability to implement Option 1 is dependent on the progress of current and planned construction projects, the interim use of St. Francis (K) CES and additional portables at St. Paul CES. As of November 18, 2026, Facility Services staff have advised that there is a high level of confidence that the St. Paul CES addition will be completed on time.

Staff will continue to monitor the progress of construction and will advise, before a final recommendation is presented to Trustees including any contingency accommodation requirements.

12.2 Legacy Exceptions

Legacy exceptions are a routine consideration of any boundary review. The board has historically allowed Grade 7 students to finish Grade 8 in the year of any boundary change. The projections in this report assume that all Grade 7 students in redirected sub-areas will remain at their current school for Grade 8.

Grade 7 students are not required to stay at their current school for Grade 8. However, parents / guardians of Grade 7 students in a redirected area will be offered this option once a boundary change is approved. Transportation is provided to Grade 7 students who choose to stay, if they qualify in accordance with Board procedure APO012-Transportation. Younger siblings are not eligible for the legacy exception and would attend their new designated school.

12.3 Out of Boundary Attendance

Schools may be closed to Out of Boundary admissions (i.e. capped) at any time at the discretion of senior staff. This occurs when a school's enrolment significantly exceeds its capacity. However, it is common for schools involved in a boundary review to be capped to set clear expectations about school attendance under the new boundaries. Holy Rosary CES and St. Paul CES are currently closed to Out of Boundary admissions.

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

12.3.1 Extraordinary Out of Boundary Admissions

The Board has historically allowed parents / guardians affected by a boundary change to apply for their child to attend a school other than their new home school. These extraordinary Out of Boundary requests are reviewed by senior staff, and decisions are final. Transportation is not provided to students granted this permission.

13 Conclusion

The Staff Committee's proposed option, Option 1, addresses the accommodation objectives by:

- Ensuring an efficient use of system resources by making the most efficient use of Holy Rosary CES throughout the forecast period.

- Maximizing the use of all review area facilities over the long term.
- Reducing reliance on portable accommodation in the immediate term.
- Making efficient use of the funded addition at St. Paul CES and the St. Francis (K) CES facility.

Subject to approval by the Board of Trustees to begin the boundary review on November 30, 2026, it is proposed that the review will be completed no later than March 1, 2027.

Once a decision is made, a transition committee will be established to support students, families, and staff as the resulting changes are implemented.

14 Glossary of Terms

Accommodation Pressure: A situation where enrolment, program needs, site constraints, or facility limitations create challenges for accommodating students at a school or within a group of schools.

Addition: New permanent space added to an existing school building. Additions increase the permanent pupil place capacity of a school.

Attendance Boundary: The geographic area assigned to a school. Students who live within an attendance boundary are generally directed to attend that school, subject to Board procedures and approved exceptions.

Bus Eligible: A student who qualifies for Board-provided transportation based on Student Transportation Services of Waterloo Region criteria, Board policy, or approved exceptions.

Capital Funding: Funding provided through the Ministry of Education or other approved sources to support major school projects, such as new schools, additions, renovations, or replacement schools.

Capital Project: A major facility project, such as a new school, addition, renovation, or replacement school, that requires capital funding and approval.

Capacity: The number of students a school is rated to accommodate in its permanent building space. In this report, capacity generally refers to On the Ground capacity unless otherwise stated.

Development: Residential growth that may affect future school enrolment. Development information is often based on municipal planning applications, approved plans, building activity, or other planning data used in enrolment projections.

Enrolment: The number of students attending a school or projected to attend a school in a future year.

Enrolment Forecast or Projection: An estimate of future student enrolment based on current enrolment, historical trends, residential development, demographic information, student yield, and other planning assumptions.

French Immersion (FI): An optional French language program offered at selected schools and grade levels.

French Qualified: Requirements obtained through university studies or additional qualification (AQ) courses which demonstrate French language proficiency for teaching French as a Second Language in English school boards in Ontario.

Gross Floor Area (GFA): The total constructed area of a building.

Holding School: A school used to temporarily accommodate students while a permanent school solution is being completed, such as during construction of a replacement school or new school.

Legacy Exception: A possible transition provision that allows certain students to remain at their current school after a boundary change for a specific period or under specific conditions. Legacy exceptions are considered during the final recommendation stage.

On the Ground Capacity (OTG): The Ministry of Education recognized capacity of the permanent portion of a school building. OTG does not include portables.

Out of Boundary Student: A student who attends a school other than the school assigned as their home address attendance boundary.

Over Capacity or Overutilized: A school is over capacity when enrolment is greater than its On the Ground capacity. This may result in the need for portables, boundary changes, additions, or other accommodation strategies.

Portable: A temporary classroom placed on a school site to provide additional student accommodation. Portables are not counted as permanent capacity.

Portable Capacity or Portable Limit: The number of portables that can reasonably be accommodated on a school site based on site conditions, building access, washroom capacity, servicing, parking, play space, municipal requirements, and other operational or safety considerations.

Pupil Place: A Ministry-recognized measure of student capacity in a school building.

Replacement School: A new school building constructed to replace an existing school facility, usually on the same site or another approved site.

Review Area: The group of schools, attendance boundaries, and geographic areas being considered as part of a boundary review.

School Site Constraints: Physical or operational limitations on a school property that may affect accommodation options. Examples may include site size, parking, play space, access, servicing, portable placement, and circulation limitations.

Sub-Area: A smaller geographic area used in boundary review analysis to understand enrolment, development, transportation, and potential boundary change impacts.

Underutilized: A school is underutilized when enrolment is below its On the Ground capacity to a degree that may result in inefficient use of space or resources.

Utilization: A percentage calculated by comparing enrolment to On the Ground capacity. For example, a school with 400 students and an OTG capacity of 500 pupil places has a utilization rate of 80%.

Walk Eligible: A student who lives within the distance and safety criteria established for walking to school and is not eligible for Board-provided transportation.