

Report Title: Burlington Southwest Boundary Review

Submitted by: Colette Ruddock, Superintendent of Education
Eleanor McIntosh, Superintendent of Education
Jonathan Shoss, Superintendent of Education
Aiman Flahat, Superintendent of Education
Nick Frankovich, Superintendent of Education
Curtis Ennis, Director of Education

Meeting Date: May 5, 2026

Draft Recommendation

***BE IT RESOLVED THAT** the Board of Trustees approve Option 14b (modified) as outlined in Board Report 260XXX and its appendices, and establish new boundaries Burlington Central Elem, Central PS, King's Road, Lakeshore PS, Maplehurst PS, Pineland PS, Tecumseh PS, and Tom Thomson PS for English and French Immersion programs, with an implementation date starting in September 2027;*

***THAT** the Halton District School Board grant students who are impacted by the boundary change, which as of June 2027, would be attending Grades 5-6 at Central PS, King's Road PS, Tom Thomson PS, and Grades 5 - 8 at Tecumseh PS legacy exemptions to graduate at their current school in accordance with Option 14b (modified);*

***THAT** the Halton District School Board grant students in grades K-4 attending Central PS, King's Road PS, Tecumseh PS, Tom Thomson PS, and who are impacted by the boundary change, be guaranteed that their Out of Area Transfer Request be approved, provided an application is submitted by January 29, 2027, to graduate at their current school in accordance with Option 14b (modified), without transportation;*

***THAT** the Halton District School Board grant transportation to legacy exempted students in accordance with Option 14b modified, and grant courtesy seat requests to younger siblings until such a time students granted legacy exemption graduate, as further described in Board Report 260XXX and Appendix D-1;*

***AND BE IT FURTHER RESOLVED THAT** the Halton District School Board acknowledges that a formal Program and Accommodation review is required to further reduce surplus pupil spaces and facilitate the transition to the K-8 school model in this area, once the process is possible once the new provincial Pupil Accommodation Review Guidelines are released and the Board's policies updated; and,*

THAT staff is directed to monitor the provincial policy changes and include the requirements for a future Program and Accommodation Review for this area in the Board's Long-Term Accommodation Plan updates to ensure the Board is in a position to pursue consolidation when the Board is enabled to do so.

1. Analysis

The Boundary Review Steering Committee (BRSC) has endorsed **Option 14b (as modified)**, based on the Boundary Review Process that has been undertaken and the community feedback from the survey results. The recommended boundaries are shown in Figures 1 and 2 of the report.

The new boundaries, Legacy Exemptions, and guaranteed acceptance for the Out of Area Transfer Requests will take effect simultaneously in September 2027. The new boundaries will be implemented as follows:

1. The boundaries for the affected schools will be as follows:
 - a. Central Public School: Zones 2, 4 (north), 5, 6, and Cen
 - b. Lakeshore Public School: Zones 1, 3, 4 (south), 7, 8, 12, and Lake
 - c. Tom Thomson Public School: Zones 9, 10, and TT
 - d. Tecumseh Public School (K-6): Zone 11, Zone 10 (development areas - see below), Tec
 - i. Zones 11 now includes the new developments along Fairview Street , which were previously part of Zone 10
 - e. Tecumseh Public School (7-8): Students from Makwendam Public School and Tecumseh Public School boundaries.
 - f. King's Road Public School: KR (Zone 1-2 relocated to keep the QEW as the easterly boundary of the school).
 - g. Maplehurst Public School (FI): Maple, KR, and Glenview Public School
2. Legacy Exemptions and transportation will be granted to:
 - a. Impacted Grade 5 and 6 students attending Central Public School, King's Road Public School, Maplehurst Public School, or Tom Thomson Public School as of September 2027, for the English and French Immersion Programs.
 - b. Students attending the Tecumseh PS's English Program in Grades 5 to 8, as of September 2027, who are impacted by the boundary changes.

3. Guaranteed acceptance of Out of Area Transfer Requests will be granted to all students in grades K-4 who are registered in the Halton District School Board and who will be impacted by this boundary review, and who submit a completed application prior to January 29, 2027. Transportation will not be provided.

Planning Services has detailed the phased implementation in Appendix D, which provides a comprehensive description of the boundary changes for Southwest Burlington, including their effective year, considerations for siblings, and transportation planning.

As the Boundary Review Committee (BRC) and the Boundary Review Steering Committee (BRSC) progressed through the review process, it became evident that a formal Program and Accommodation Review (PAR) was required. Consequently, while the current process and options achieves improvements, the provincial moratorium on school closures prevents the full realization of all long-term accommodation goals for this area. To this end, the BRSC thoroughly reviewed the recommendations from the Boundary Review Committee (BRC) and ultimately recommended Option 14b to the Director, incorporating additional implementation considerations.

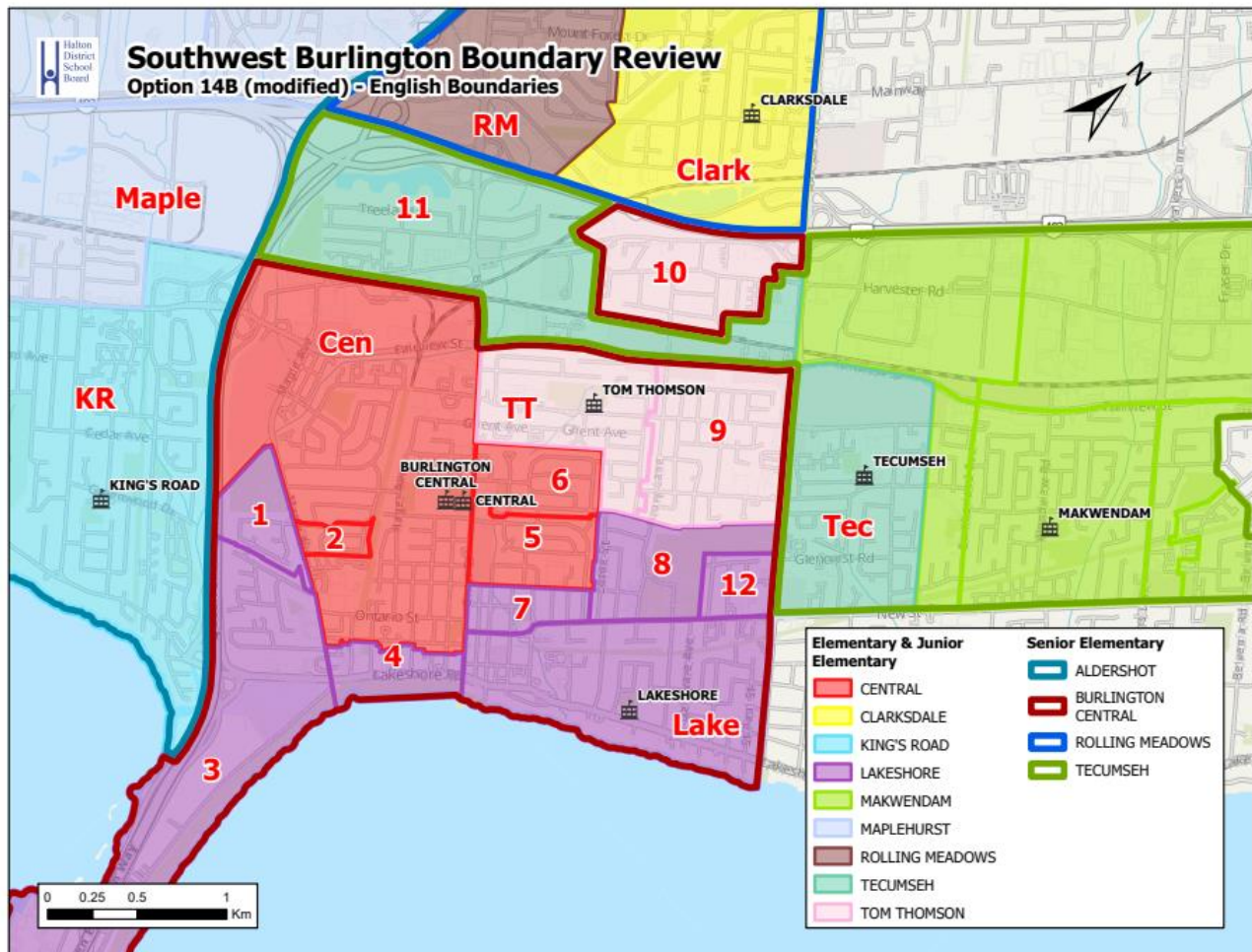
The BRSC recommended scenario would:

1. Best meet the criteria as established and prioritized by the BRC;
2. Address and remove split cohorts from grades 6 to 7 for English and French programs;
3. Increase Lakeshore Public School enrolment for an improved English program.
4. There will be a decrease of enrolment over time at King's Road Public School which will need to be assessed in a future review to rebalance enrolment using the local community growth. This could include the redistribution of programs, redirection of growth, or future consolidation considerations.
5. Alleviate concerns about transporting students across the QEW.
6. Minimize the number of impacted students through the provision of Legacy Exemptions and the guaranteed acceptance of Out of Area Transfer Requests.
7. Continue to have Tom Thomson Public School over-utilized. This school has a low as-designed Building Capacity (OTG) of 219 students, which, if we were to adhere to just a 100% utilization for the school, would represent a school population that is below the recommended levels to sustain a viable program. As such, there is the reality that two (2) boundary review criteria are at odds and cannot both be met, being Viability of Programs and School Utilization. It should also be noted that the Current Use On The Ground Capacity (OTG), which accounts for how spaces are actually being used, is 285 pupil places. A total of six (6) resource rooms loaded at 12 pupil places are being

utilized as classrooms, having a loading of 23 pupil places. There is also the Stage being utilized as the Music Vocal room. This improves the current utilization of the school and illustrates why the school has been accustomed to operating above building utilization.

8. Preserve Tom Thomson Public School's French Immersion culture.
9. Allow Tom Thomson Public School to continue accommodating students by leveraging their site size, adjacency to a park, and availability of an on-street bus layby for drop off needs.

Figure 1: Southwest Burlington Boundary Review - Option 14b ENG map

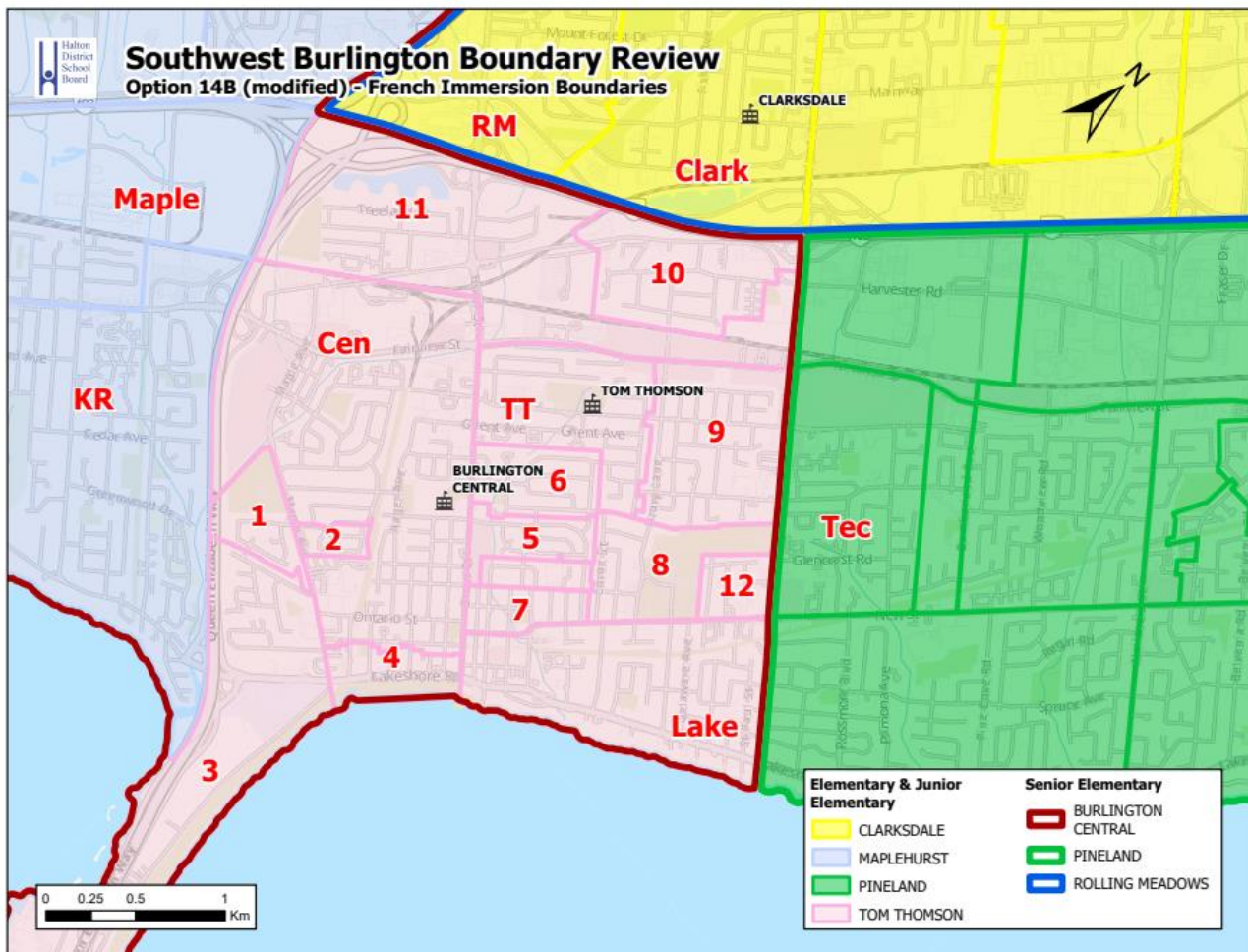


10. Value all of the feedback received. Community feedback was deeply polarized. The committees received strong competing advocacy from stakeholders: compelling arguments were present for both the retention of the French Immersion program at Tom Thomson Public School and for the redirection of the French Immersion program

to Central Public School. The Boundary Steering Committee acknowledges that these valid, yet conflicting perspectives reflect the community's significant engagement and the complex nature of balancing enrolments with site accommodations in a K-6 model.

11. Maintain Grade 8 to 9 split cohorts at Tecumseh Public School, a future Secondary Boundary Review will be necessary to unify attendance areas east of Guelph Line and ensure a more cohesive transition to high school for this community. The split cohorts for Zone 11 were acknowledged as being a reasonable misalignment given its proximity to Burlington Central PS.

Figure 2: Southwest Burlington Boundary Review - Option 14b FI map



Director of Education Recommendation:

The Director and Administrative Council reviewed the recommendation to select Option 14b (as modified) from the BRSC and concurred with their rationale for moving it forward to the Board for consideration and approval.

Ultimately, Option 14b is recommended because Tom Thomson Public School offers the greatest long-term flexibility for the French Immersion (FI) program. While Central Public School has merit as a potential site, its physical constraints limit the use of portables, creating a risk that students might eventually be redirected outside their community if enrolment trends shift.

In contrast, Tom Thomson Public School has a proven history of hosting the FI program, and its site allows for easy expansion via portables, particularly given its adjacency to Optimist Park. It is also well-suited to hosting the FI program physically, given its presence. Until a comprehensive Program and Accommodation Review can be conducted to transition toward K–8 models and optimize pupil places, maintaining the FI program at Tom Thomson Public School remains the most stable and adaptable solution for the community.

Communication Plan following approvals:

Subject to final approval from the Board of Trustees, staff will communicate the outcome of the review and the Board's decision to the broader community. They will also be advised of the transition planning process to best accommodate the students moving to new schools in their respective years of implementation.

Below is the detailed plan for the communication rollout following Board approval on June 2 2026:

1. The Trustees, school administrators at the elementary and secondary schools impacted, and Halton Student Transportation Services will be notified.
2. Notice of the approved recommendation will be sent to the families of the impacted school communities by School Messenger.
3. The boundary review [webpage](#) will be updated with notice of the approved recommendation.
4. The [Find Local School](#) tool on the HDSB website will be updated to incorporate the future boundary changes of residential properties to the schools mentioned in this report.

Note, staff did notify the community on May 1. 2026, of the recommended option and the availability of the Board report online.

1.1 Governance Alignment

The Board of Trustees is responsible for determining the attendance areas for schools throughout its jurisdiction. The purpose of this report is to outline the recommended option

that was developed throughout the Boundary Review Process, as presented by the Director of Education, in accordance with the Board's [Administrative Procedure](#).

As per the above, the purpose of this report is to present the Director's recommendation, which was guided by the BRC and BRSC, to the Board of Trustees for consideration and approval, to be implemented starting as early as September 2027. As per the Board's Governance By-law, the report is to be presented twice to the Board of Trustees (see Appendix C of Governance By-law), and final approval will be sought on June 2, 2026

1. Alternatives

There are three (3) alternatives to the Southwest Boundary Review Study process. They are as follows, along with a brief rationale (more information in Section 2): This section outlines alternative options to the recommendations presented (which may include what happens if the recommended action/motion is not adopted) and provides a brief analysis of the option(s).

In this section, key information (timelines, relevant data, etc.) is also provided:

- [Southwest Burlington Boundary Review – Status Quo](#): If the Board determines that the options presented as part of this report are not suitable, it may decide not to proceed with any changes and maintain the status quo. Once the moratorium on Program and Accommodation Review has lifted, a new process will be recommended to the Board of Trustees.
- [Southwest Burlington Boundary Review – Option 13c modified](#): The Board may choose the other option presented at the Public Information Meeting (PIM). From the feedback received, Options 14b and 13c modified had almost equal approval ratings, with Option 14b (modified) having a slightly lower average. A Program and Accommodation Review will be recommended sometime after the moratorium is lifted.
- [Southwest Burlington Boundary Review – Option 13d](#): During the final Boundary Review Committee Meeting, and in direct response to the feedback regarding Zone 6, there was a suggestion for another option. This option keeps Zone 6 intact and redirects the Zone to Tom Thomson Public School. Since this option was developed after the Public Information Meeting (PIM), it has not been presented to the broader community for formal consultation, though it has been made available for public viewing on the webpage. Option 13d does free up additional space at Central Public School to host the FI program. Planning Services still prefers 14b. A Program and Accommodation Review will be recommended sometime after the moratorium is lifted.

2. Background

At the November 4, 2025, Board meeting, the Board of Trustees approved the following Recommendation as per [Board Report 25122](#):

***BE IT RESOLVED THAT** the Board of Trustees direct staff to initiate and complete a boundary review for ERA 101 Aldershot, Parkway Belt, & Downtown Burlington (formerly ERA 100 and 101), ERA102: South QEW Between Guelph & Burloak (formerly ERA 101 and 102), ERA 103 Northwest Burlington to balance enrolments at affected schools within existing and future communities for both the English and French Immersion program*

The objectives of this boundary review was to:

1. Address the over-utilization at Tom Thomson PS, and reduce/eliminate the overall number of portables on site.
2. To streamline transitions between elementary and middle school, to reduce the number of split cohorts for both the English Track and French Immersion programs, and,
3. Maximize the use of underutilized spaces, and ensure schools have a long-term healthy enrolment, with minimal reliance on temporary accommodations where possible;
4. Identify potential alternate uses for surplus spaces in elementary schools within the study area (Facility Services and Planning strategy)

During the boundary review process, it became evident that the current K–6 model for smaller schools prevents the board from fully achieving its objectives—most notably, addressing the over-utilization of Tom Thomson Public School. Under the current structure, maintaining a viable program at Tom Thomson Public School inherently requires the school to operate over capacity. While relocating the French Immersion (FI) program to Central Public School could reduce the reliance on portables at Tom Thomson Public School, such a move may simply shift the burden of over-utilization to another site, particularly if enrolment trends fluctuate in the future.

This boundary review successfully balanced enrolments across Central, Lakeshore, Tecumseh, and Tom Thomson Public Schools. By doing so, it established four viable programs—supporting both English and French Immersion streams—while effectively eliminating the need for split cohorts during the transition from Grade 6 to Grade 7.

Discussion:

A Boundary Review Steering Committee (BRSC) was established to lead the school boundary review process, with the first meeting on December 19, 2025. At this meeting, Planning Services recommended Pathway 1.

Pathway 1 – Review Southwest Burlington boundaries

The objectives of this boundary review were to alleviate enrolment pressure at Tom Thomson Public School, eliminate split-grade cohorts, and better utilize available space at under-utilized schools. Planning staff noted that while several viable boundary options were possible, each would impact a significant number of students and schools. Consequently, the Boundary Review Steering Committee recommended a Pathway 1 process to address these complexities comprehensively.

Figure 3 and Figure 4, show the current English and French Immersion boundaries for this area.

Figure 3: Existing English boundaries for Southwest Burlington

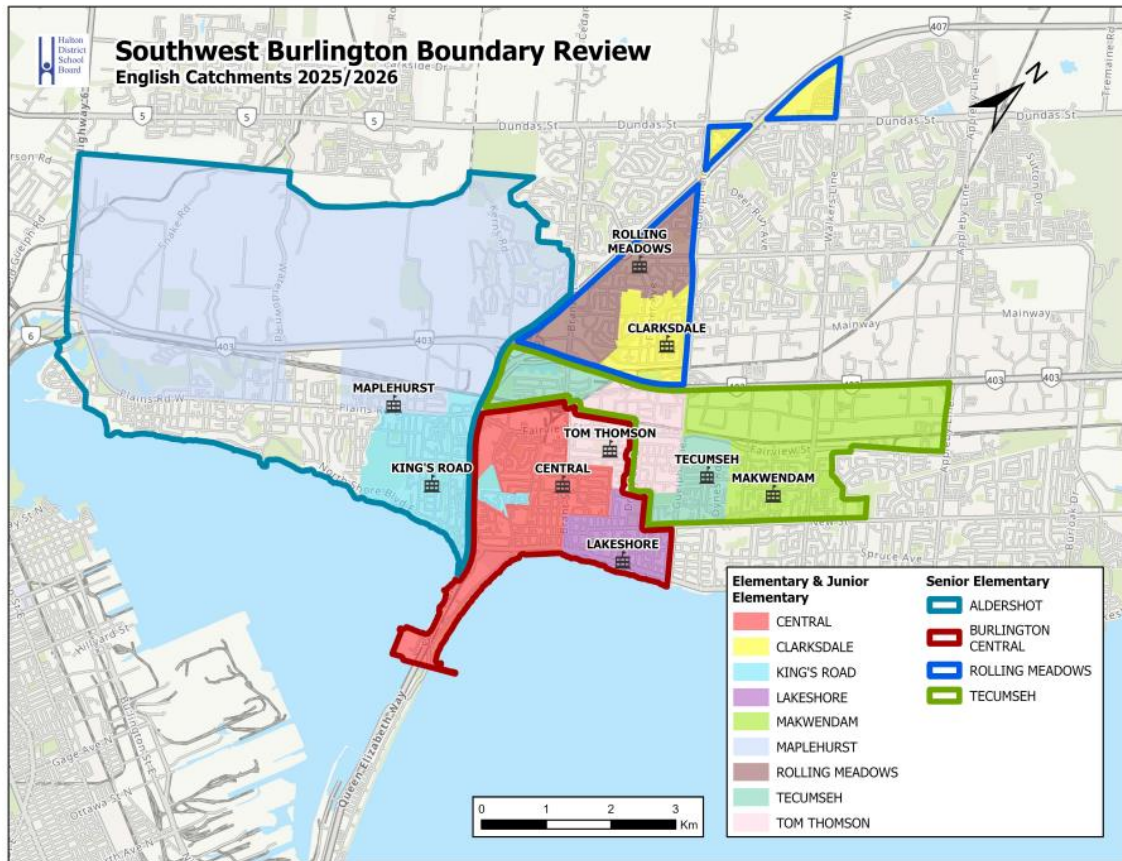
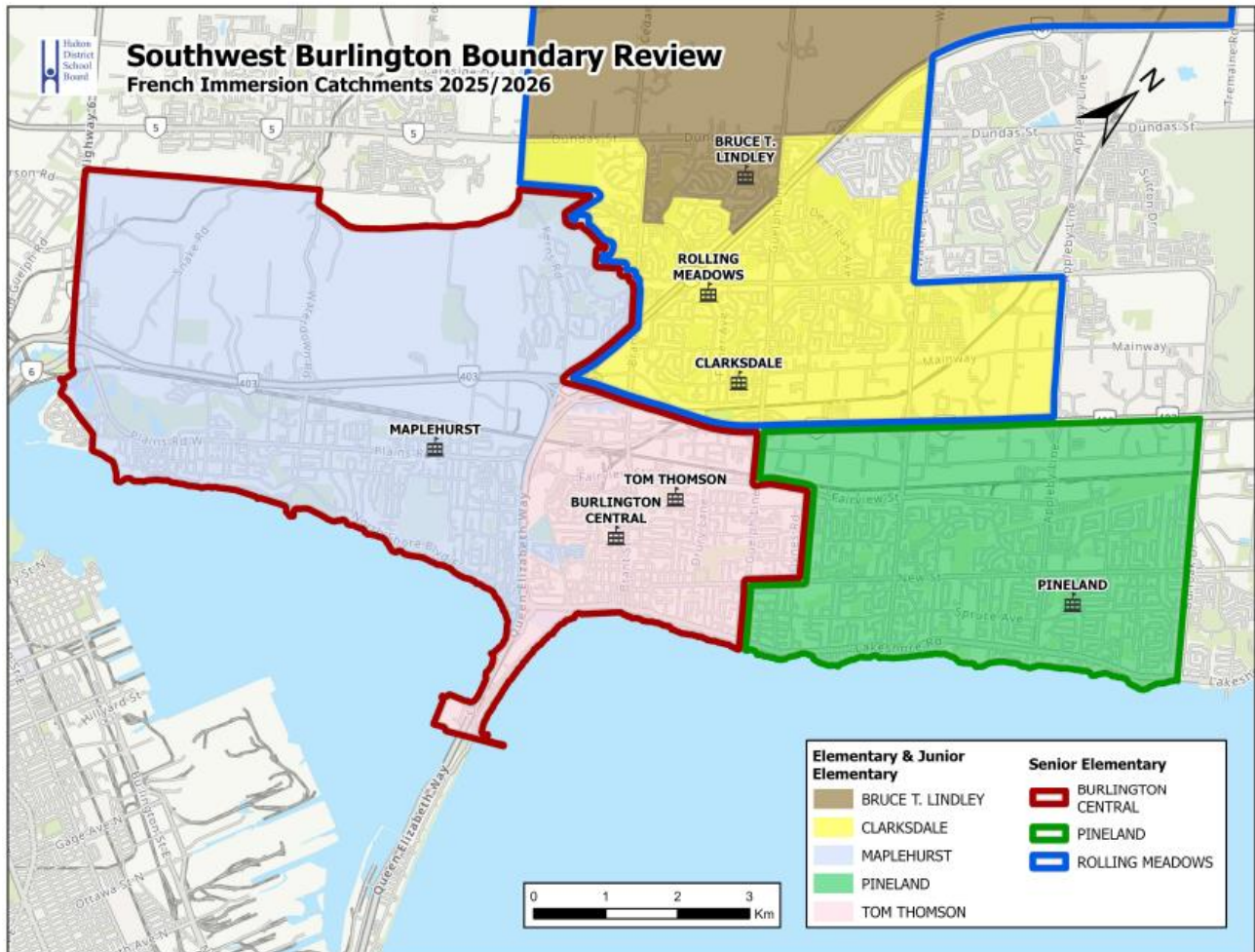


Figure 4: Existing French Immersion boundaries for Southwest Burlington



Initially, proposals explored hosting the French Immersion (FI) program at Tom Thomson, Central, or Tecumseh Public Schools

Notifications were sent to the community that included:

- Notification of a Boundary Review – November 27, 2025
- Boundary Review Update – January 7, 2026
- Invite to the Public Information Meeting (PIM) – March 6, 2026
- Reminder of the PIM – March 10, 2026
- Reminder to Submit Feedback – March 23, 2026
- Notification that final recommendation is available - May 1, 2026

To facilitate transparent communication, a dedicated email account (SWB_Review@hdsb.ca) was established for the duration of the process. Approximately 150 submissions were received and subsequently shared with the Boundary Review Committee (BRC), with all

personal information redacted to ensure privacy. A comprehensive summary of the key themes identified in these communications is provided in Appendix E.

A summary of the feedback results was shared with the BRC at the [April 1, 2026, BRC meeting](#). As stated earlier in the report, the feedback was polarized between the two preferred options.

Boundary Review Committee (BRC)

A BRC was established and held six (6) meetings in the period between January 28, 2026, and April 1, 2026. Data that the BRC examined included:

- Attendance boundary options.
- Enrolment data, school capacity including building capacities (OTG) and maximum capacity (with portables), building utilization, and estimated number of portables required in the next ten (10) years.
- Information on school programs, viable programs, and walking distances.
- A ten-year enrolment projection for each scenario proposed, including proposed transitions by year and discussion points.
- Program boundary maps for the English and French Immersion programs of the current scenario, as well as each option developed as part of the process.
- A zone map was provided for ease of reference for the BRC and BRSC.

The BRC reviewed three (3) options developed by the BRSC. A total of 29 options or variations of options were reviewed and considered by the BRC. More information on the options and the discussions can be found on the boundary review [webpage](#). One (1) additional option was proposed at the final meeting by the BRC, Option 13d.

The Boundary Review Committee conducted an exhaustive evaluation of established criteria and engaged in in-depth deliberations to minimize student impact. These discussions focused on prioritizing active transportation, revitalizing underutilized schools through increased enrolment, and achieving a more balanced distribution of future student populations.

The committee also addressed site-specific challenges, including traffic flow for pickup and drop-off, the feasibility of an addition at Tom Thomson Public School, and the potential conversion of sites to K-8 models. During these evaluations, it became evident that the current boundary review could not provide a permanent, all-encompassing solution. Instead, it serves as an interim measure until a comprehensive Program and Accommodation Review can be conducted. These deliberations culminated in the selection of two preferred

recommendations—Option 13c (Modified) and Option 14b (Modified)—which aim to balance these complex priorities and boundary review criteria effectively.

On March 11, 2026, an in-person Public Information Meeting (PIM) was held, with all [presentation materials](#) subsequently published on the project website. Invitations were distributed to all impacted school communities to ensure broad participation. The meeting featured a central presentation and several themed breakout stations where stakeholders could review preferred options and enrolment projections, transportation logistics, and the review process. Furthermore, staff provided detailed information regarding proposed Legacy Exemptions, the guaranteed acceptance of transfer requests, and the formal transition protocols for students moving between schools. Approximately 90 people attended. For all materials, please visit the dedicated website at this link ([click here](#)).

The public was asked to provide their insights on a feedback form directly on a link provided on the Board’s website. All feedback was to be submitted by March 25, 2026, using the Public Information Feedback Form. A total of [196 individual responses](#) were submitted. A summary of the feedback results was shared with the BRC at the April 1, 2026, BRC meeting. Table 1 presents the average rating by school. Note that certain individuals provided responses on behalf of two separate schools.

Table 1: Breakdown of Respondents by Area and Average Ratings

SCHOOL	Number of Respondents	Option 13c Average Rating	Option 14b average rating
Burlington Central	14	2.07	2.64
Central	66	2.27	2.65
Central / Tom Thomson	12	3.58	2.75
Tom Thomson	93	3.12	3.88
King’s Road	4	3	2.25
Lakeshore	5	4	2.4
Makwendam	5	4.4	4
Pineland	5	3.4	4.6
Tecumseh	5	2.4	2.4

Central and Tom Thomson Public Schools (including joint responses) provided the bulk of the feedback. Respondents from Central/Tom Thomson (joint), King’s Rd, Lakeshore, and Makwendam Public Schools gave higher ratings to 13c. Meanwhile, 14b was preferred by those from Burlington Central, Central, Tom Thomson, and Pineland Public Schools.

Tecumseh Public Schools showed consistent average ratings for both options. All ratings are based on a 5-point scale.

The BRC had its final meeting on April 1, 2026. The focus for this evening was to analyze the data from the Public Information Feedback responses regarding the two (2) options presented at the Public Information Meeting and to reach a consensus on which option(s) they wanted to suggest to the Boundary Review Steering Committee (BRSC) to present to the Director of Education for consideration. It was concluded that:

- 1) Although all criteria were highly ranked, the Public Feedback showed the three (3) most important criteria to consider are:
 - a) Student experience
 - b) Proximity to school
 - c) Stable Long-Term Boundaries
- 2) The two (2) options were carefully evaluated and determined to meet the established criteria. There were an inordinate number of requests in the feedback regarding keeping Zone 6 together as a community. In response to this feedback, the BRC requested the BRSC to consider option 13d, which directs the entire Zone 6 to Tom Thomson Public School, not just a portion as represented in 13c.
- 3) Although all criteria were highly ranked, the Public Feedback showed the three (3) most important criteria to consider are:
 - a) *Option 13c*, 61 respondents ranked this Option as a “5” (preferred), and 83 respondents ranked this option as a “1” (least preferred). It should be noted that 13C had the controversial splitting of zone 6.
 - b) *Option 14b*, 83 respondents ranked this Option as “5” (preferred), and 60 respondents ranked this option as a “1” (least preferred). Zone 6 remains intact.

In both instances, it should be acknowledged that those who simply didn't like an option, as they were being directly impacted, often rated the option as 1, which skewed the results. Moreover, the fact that Option 13c sought to separate Zone 6, several, if not most, of these respondents rated Option 13c as a 1, and recommended a return to Option 13b, which they preferred. If this were to be adjusted, it could be concluded that both options had very similar results overall.

Options Reviewed by BRC:

There was a total of 29 options reviewed by the Boundary Review Committee. For more information on why certain options were not selected to advance for consideration by the BRSC and/or Director of Education, please review the minutes and recording of the BRC meeting presented on the dedicated Boundary Review Website.

Communications Plan Details Leading up to Board approval:

A dedicated website was created on the Board website and shared as part of the initial communications to the community. Throughout the process, the public was encouraged to send their inquiries about the boundary review through email at SWB_Review@hdsb.ca.

Following the approval of [Board Report 25122](#), a communication was sent to the community and school administrators on November 27, 2025, announcing the approval of the Southwest Boundary Review.

After the initiation of the Boundary Review Steering Committee (BRSC), a communication was sent to the community on January 7, 2026. This update confirmed the schools involved in the boundary review and outlined the next steps to establish a Boundary Review Committee (BRC).

An email was sent to school administrators on January 8, 2026, requesting parent representatives for the BRC, including the meeting schedule and outlining the responsibilities of BRC members. There were twenty volunteers representing twelve (12) schools.

A communication was sent on March 6, 2026, announcing the date of the Public Information Meeting on March 11, 2026. An additional reminder about the Public Information Meeting was sent to the community on March 10, 2026. An additional reminder was sent to the community on March 23, 2026, to notify that feedback on preferred options was closing on March 25th, 2026.

The notes from each meeting and the various versions of the scenarios developed were posted on the website after the BRC meeting on the dedicated [Boundary Review Website](#). Video recordings were also posted for the community to watch as observers.

A final communication will follow the Board's decision, whether the recommended options are approved or not, to ensure the community remains informed.

3. Financial Impact

Once the Legacy Exemption has been graduated, overall, there will be a minimum reduction in transportation costs; a shared run with Halton Catholic District School Board (HCDSB) will no longer be required by HDSB.

- Zones 1 and 2 are transported to King's Road; this bus will be removed.
- Zone 3 has been deemed a transported zone as of September 2026; a bus will be added, but not as a result of the boundary review.
- Portions of Zone 9 redirected to Burlington Central Elem are now within walking distance. Some areas will continue to require transportation.
- Zone 10 will still be required to be transported; there are existing resources that can be used to transport the students.
- Area 12 will be within walking distance of Lakeshore PS.
- Lakeshore Public School will have one large bus from zones 1 and 3.
- Existing resources will be used to transport students from Tec to Pineland.

As for portable needs, phase-ins have been arranged to minimize the number of moves between sites, and instead, opt to provide legacy exemptions at schools where portables already exist. Portables no longer required will be removed at a moderate rate to ensure they are not being removed prematurely as trends settle.

4. Multi-Year Strategic Plan Alignment

Priority Alignment: **Learning, Engagement and Achievement**

To address ongoing pressures at Tom Thomson Public School, the board has redirected future development along Fairview Street to Tecumseh Public School. Additionally, students from the King's Road Public School area (Zones 1 & 2) will be directed to Central and Lakeshore Public Schools, with the specific intent of increasing enrolment at Lakeshore Public School to foster a more viable school community. These adjustments ensure that all K-6 schools in the area maintain near-identical sizes until a formal program and accommodation process can be initiated. By balancing current and projected enrolment, this plan establishes stable, long-term boundaries that support the learning conditions necessary to elevate student achievement, as outlined in our Multi-Year Plan.

5. Attachment(s):

- 5.1. APPENDIX A: Boundary Review Steering Committee (BRSC) Members
- 5.2. APPENDIX B: Boundary Review Committee (BRC) Parent Members
- 5.3. APPENDIX C: Milestones and Key Dates
- 5.4. APPENDIX D: Recommended Option 14b and Implementation Charts
- 5.5. APPENDIX E: Summary of Emails received through SWB_Review@hdsb.ca

Respectfully submitted,

Frederick Thibeault

General Manager of Planning

Eleanor McIntosh

Superintendent of Education

Claire Proteau

Superintendent of Education

Brent Coakwell

Superintendent of Education

Curtis Ennis

Director of Education

APPENDIX A: BOUNDARY REVIEW STEERING COMMITTEE (BRSC) MEMBERS

1. Robbie Brydon - Trustee for Burlington Wards 1 & 2
2. Margo Horne - Trustee for Burlington Ward 4
3. Amy Collard (BRC Co-chair) – Trustee for Burlington Ward 5
4. Colette Ruddock - Superintendent of Education
5. Jonathon Shoss - Superintendent of Education
6. Eleanor McIntosh (BRSC Co-chair) - Superintendent of Education
7. Nick Frankovich - Superintendent of Education
8. Aiman Flahat - Superintendent of Education
9. Frederick Thibeault - (BRSC/BRC Co-chair) General Manager of Planning
10. Michelle D’Aguiar - Specialist
11. Mitch Gundy - Analyst
12. Romer Abalos - Senior Transportation Analyst, Halton Student Transportation Services

APPENDIX B: BOUNDARY REVIEW COMMITTEE (BRC) PARENT MEMBERS

1. Caileah Palmer, Joanne Jones – Aldershot PS
2. Bika Diakouloukas, Joelle Burns - Central PS
3. Jessie Hunt, Bhavna Duggal – Burlington Central Elem
4. Susanna Tillich – King’s Road PS
5. Stephanie Rowan, Lindsay Kalan - Lakeshore PS
6. Elma Hrapovich-Forto - Maplehurst PS
7. Allison Sohanlal, Carissa De Rubeis – Tom Thomson PS
8. Brandy Spencer, Bradley Barbour – Makwendam PS
9. Demah El-Sadek, Julia Garboll – Pineland PS
10. Megan Butchard, Lauren Bond – Tecumseh PS
11. Caitlin Howell – Clarksdale SS
12. Paul Dunslow – Rolling Meadows SS

APPENDIX C: MILESTONES AND KEY DATES

Milestones	Dates
Boundary Review Approved by Board of Trustees	November 4, 2025
Notification of Boundary Approval	November 27, 2025
Boundary Review Steering Committee Meeting	December 19, 2026
Communication to School Communities	January 7, 2026
Request for Boundary Review Committee Members to schools	January 8, 2028
Boundary Review Steering Committee Meeting	January 22, 2026
Boundary Review Committee Meeting (BRC) & Boundary Review Steering Committee Meetings	January 28, 2026
Boundary Review Committee Meeting (BRC) & Boundary Review Steering Committee Meetings	February 4, 2026
Boundary Review Committee Meeting (BRC) & Boundary Review Steering Committee Meetings	February 19, 2026
Boundary Review Committee Meeting (BRC) & Boundary Review Steering Committee Meetings	February 25, 2026
Boundary Review Committee Meeting (BRC) & Boundary Review Steering Committee Meetings	March 4, 2026
Invitation to Public Information Meeting to the Community	March 6, 2026
Feedback Portal Open (Pathway 1)	March 9, 2026
REMINDER: Invitation to Public Information Meeting to the Community	March 10, 2026
Public Information Meeting	March 11, 2026
REMINDER: Feedback Portal closure	March 23, 2026
Feedback Portal Closed (Pathway 1)	March 25, 2026
Boundary Review Committee Meeting (BRC) & Boundary Review Steering Committee Meetings	April 1, 2026
Notification of Recommended Option to Affected Community	Week of April 27
Board Meeting: Recommended Option for information	May 5, 2026
Board Meeting: Recommended Option for approval	June 2, 2026
Notification of Decision to Affected Communities	After Board Approval

APPENDIX D: RECOMMENDED OPTION 14b (Modified) AND IMPLEMENTATION CHARTS

SEE FOLLOWING PAGE

APPENDIX E SUMMARY OF EMAILS RECEIVED THROUGH SWB_Review@hdsb.ca

SEE FOLLOWING PAGE