

# SUPERINTENDENT'S UPDATE TO THE BOARD

April 21, 2026, Public Board Meeting



## Enrollment and Facilities Review – Engagement Summary Update

The purpose of this update is to share a summary of what was heard through the Enrollment and Facilities Review engagement process. Trustees have received updates throughout this work, and this report provides an opportunity to publicly share back the perspectives gathered from students, staff, families, and the broader community.

Over the past year, the District has undertaken a comprehensive engagement process to better understand how proposed changes to school catchments, pathways, and program locations may impact our community. This work is grounded in the District's responsibility to plan for both current and future students in a context of continued enrolment pressure and limited available space across some schools.

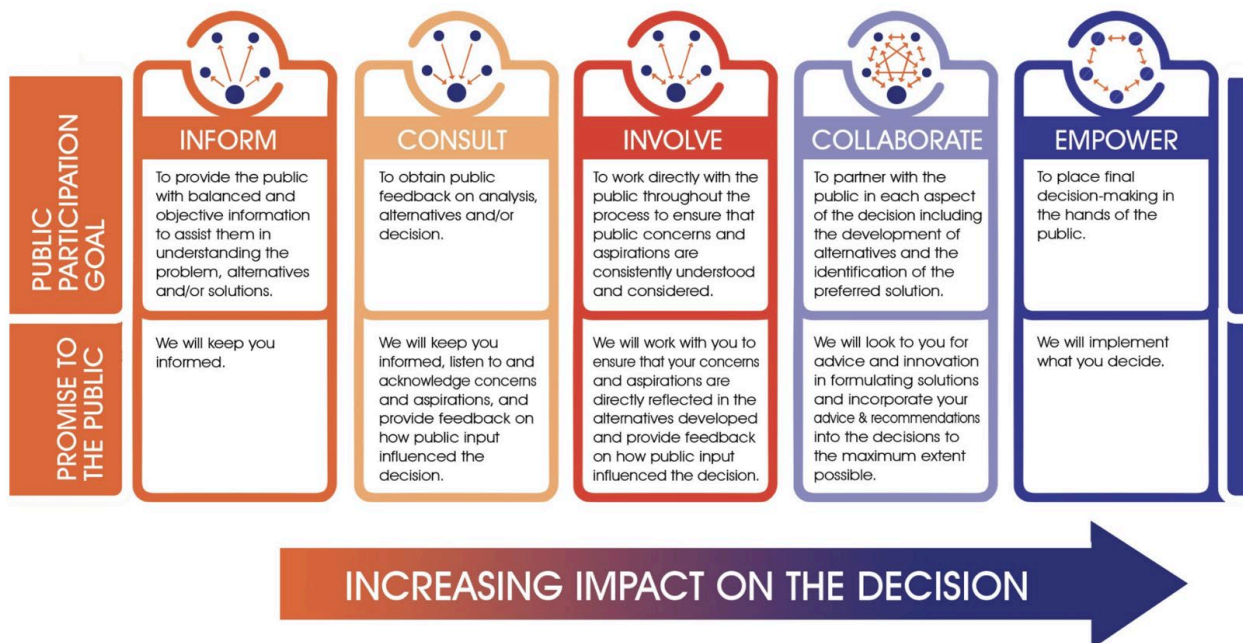
### Why This Work Is Necessary

As of September 2025, the District serves approximately 15,198 students. Enrolment growth over the past decade has not occurred evenly across the system. While some schools have available capacity, others, particularly at the middle and secondary level, are experiencing increasing pressure due to larger cohorts moving through the system.

The District continues to work with the Ministry of Education and Child Care to add capacity, including a new 500-seat elementary school in Rosedale scheduled to open in 2027. However, new construction alone will not fully address enrolment pressures. Careful consideration must also be given to how existing space is utilized across the District to ensure students are learning in safe and supportive environments.

### Engagement Overview

Between January 28 and April 10, 2026, the District conducted a 73-day public consultation process. Engagement opportunities included in-person open houses, online information sessions, student focus groups, surveys, and written submissions.



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The engagement approach aligned with the International Association for Public Participation (IAP2) “consult” level, with the goal of gathering feedback on proposed options to inform decision-making.

## What We Heard Most Clearly

Across all engagement opportunities, several consistent themes emerged. Families emphasized the importance of stability for students and minimizing disruption where possible. There was a strong desire to keep students together with their peer groups as they transition through the system. Participants also identified the need to address overcrowding while maintaining access to neighbourhood schools. In addition, feedback highlighted the importance of considering transportation, childcare, and the broader impact of changes on student well-being.

Students who participated in engagement opportunities reinforced the importance of feeling supported, connected, and welcomed, particularly during times of transition.

## Areas of Strong Feedback

Feedback varied across the District, with some common patterns emerging.

On the north side, there was generally positive feedback regarding the proposed new elementary school. At the same time, concerns were raised regarding transportation and access, particularly for French Immersion students.

On the south side, participants broadly acknowledged that overcrowding is a significant issue. However, many expressed concern about the level of disruption associated with the proposed changes and questioned whether the benefits would outweigh the impacts on students and families.

There was also strong and coordinated feedback from specific school communities, including Yarrow, Little Mountain, and French Immersion families. Across all groups, there was a clear request for more detailed transition planning to support students and families should changes be implemented.

## Next Steps

Public feedback will be considered alongside enrolment data, facility capacity, program needs, and long-term planning considerations. District staff are currently reviewing all input and will bring forward refined recommendations for the Board's consideration.

The Board of Education is expected to make decisions in May 2026. Following any decisions, the District will work closely with school communities to support implementation and ensure thoughtful transition planning for students, families, and staff.

The District would like to thank all those who participated in this process. While perspectives varied, the feedback reflects a shared commitment to supporting students and ensuring strong, sustainable school communities for the future.