

Feb 4, 2026 | 📅 Burlington Boundary Review - BRC #2

BRC Members:

Joanne Jones, Joelle Burns, Bhavna Duggal, Lindsay Kalan, Carissa De Rubeis, Lauren Bond, Caileah Palmer, Bika Diakouloukas, Jessie Hunt, Susanna Tillich, Stephanie Rowan, Elma Hrapovich-Forto, Allison Sohanlal, Brandy Spencer, Megan Butchard, Caitlin Howell, Paul Dunslow, Julia Garboll, Demah El-Sadek

BRSC Members:

Fred Thibeault, Amy Collard, Eleanor McIntosh, Colette Ruddock, Jonathon Shoss, Aiman Flahat, Nick Frankovich, Robbie Brydon, Margo Horne, Amy Collard, Xin Yi Zhang, Romer Abalos, Michelle D'Aguiar, Mitchell Gundy, Marco Chiu

Notes

- General Manager Frederick Thibeault welcomes the BRC back and welcomes them to Burlington Central HS.
- Superintendent Eleanor McIntosh honours the land and territory.
- The current stage in pathway 1 is presented.
 - Currency at the “discussion / review of options”.
 - The February 12th meeting will be cancelled to allow more time to develop new options.
- The agenda for this meeting is presented.
- **Housekeeping**
 - The BRC welcomed two new parent representatives for Pineland PS.
 - Julia Garboll and Demah El-Sadek
 - Projections are now updated for a 2027 start date.
 - Portable information is updated to reflect functional capacity.
 - Previous meeting notes.
 - Sharing BRC information
 - Please refrain from sharing presentations and information until after the boundary review meeting.
 - Please direct people to the website for information, as that is where the final product will be posted.
 - Emails
 - 19+ emails from the last meeting.
 - Emails are not to be shared publicly
 - Emails are shared with the BRC to gain a better understanding of what the community is contacting the HDSB about for this review.
 - Themes from the emails so far are:
 - Concern about finding childcare with a 2026 implementation date
 - Request to attend BRC meetings
 - Everything is recorded, noted, and posted.

- How does this impact me?
 - Split cohorts at the secondary level
 - Impact on siblings
 - Support for Option 1
 - Request for 2026 implementation date to relieve issues at Tom Thomson PS
 - Retaining FI at Tom Thomson PS
 - Zone 4 Concerns
 - About moving the zone in every option.
 - Cohort continuity
- The transportation maps are presented to the BRC for their reference.
 - Displays the walking distance from each school using the road network.
- School Considerations
 - Tom Thomson PS
 - Capacity decreased to 219 to 242
 - Makwendam PS
 - Undersized gym
 - Lack of specialty rooms
- Portable Calculations and Class Sizes
 - Ministry loading may cause a school to fill up faster while having a relatively low OTG.
 - According to O.Reg., 132/12 average class size should not exceed:
 - Kindergarten (Years 1 and 2) - 26 students per class
 - Grades 1 to 3 - 20 students per class
 - Grades 4 to 8 - 24.5 students per class

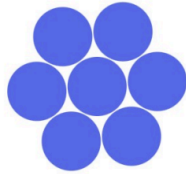
● Criteria and Discussion Review

- The Criteria are:
 - Geographic Area and Barriers
 - Balance of Overall Enrolment
 - Viability of Programs
 - Stable Long-Term Boundaries
 - Student Experience
 - Proximity to Schools
- None of the options will meet all of the criteria perfectly.
- The BRC uses Mentimeter to rank and choose additional criteria for evaluating the options.
- While working with the options the HDSB believes none of the options presented (unless stated otherwise) should be rated as a 1 (low), as the options that do not work are not brought to the BRC typically.
- Subcategories for the existing criteria, from the Mentimeter questions:
 - Keeping cohorts together
 - High school boundaries
 - Middle school redistribution
- The BRC asks for Feeder school lists.

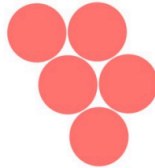
Mentimeter Results:

Mentimeter

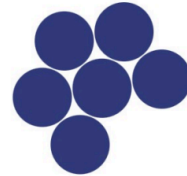
Does your child walk to school / bus / driven?



39% Walk to school



28% Bus



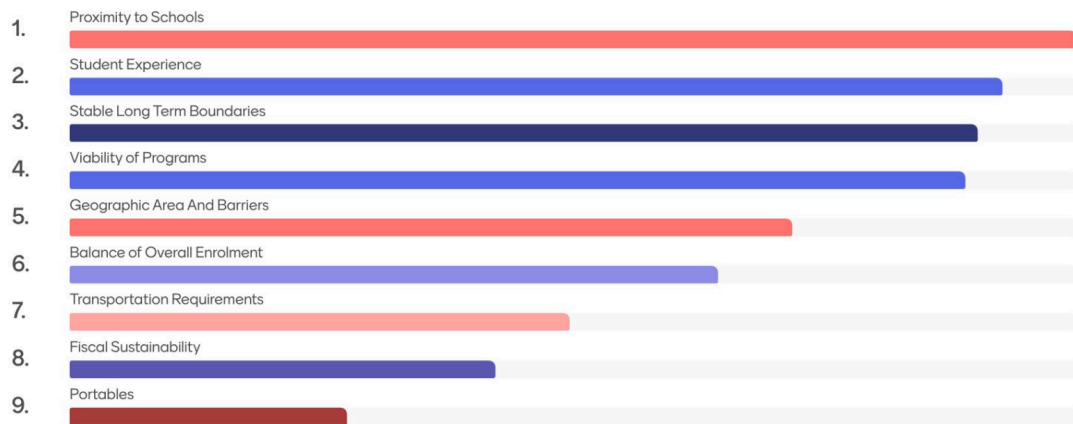
33% Driven

13

In one word, what is your biggest concern regarding the boundary change?



How should we weigh these criteria?



Additional criteria?

Redistribution of middle school.

Keeping cohorts (including French and English) together for secondary

High school boundaries

● Review of Options 1-3

○ Option 1

■ English Boundary Changes:

- Tom Thomson PS English
- Areas 1 (King's Road), 3 (Central), 4 (Central) to Lakeshore PS
- Area 2 (King's Road) to Central PS
- Area 9 (Tecumseh) 7s & 8s to Burlington Central
- Area 10 (Tom Thomson/Burlington Central) to Clarksdale PS / Rolling Meadows PS
- Area 11 (Tecumseh) Rolling Meadows PS

■ French Immersion Boundary Changes:

- Central PS dual track school (2-6)
- Burlington Central dual track school (7 & 8)

- Areas 1 (Maplehurst), 2 (Maplehurst) to Central PS
 - Areas 10 (Tom Thomson/Burlington Central), 11 (Tom Thomson/Burlington Central) to Clarksdale PS / Meadows PS
- Option 2
 - English Boundary Changes:
 - Tom Thomson PS English,
 - Areas 1 (King's Road), 2 (King's Road) to Central PS
 - Area 4 (Central) to Lakeshore PS
 - Area 9, 7s & 8s to Burlington Central
 - Area 10 (Tom Thomson/Burlington Central) to Clarksdale / Rolling Meadows PS
 - Areas 11 (Tecumseh) to Rolling Meadows PS
 - Area 12 (Tecumseh) to Lakeshore PS / Burlington Central
 - French Immersion Boundary Changes:
 - Tecumseh PS dual track school (grades 2-6 FI) (grades K- 8 ENG), Burlington Central 7 & 8. (ENG, FI)
 - Areas 1 (Maplehurst), 2 (Maplehurst) to Tecumseh PS
 - Areas 10 (Tom Thomson/Burlington Central), 11 (Tom Thomson/Burlington Central) to Clarksdale PS / Meadows PS
- Option 3
 - English Boundary Changes:
 - Tom Thomson PS English
 - Burlington Central Elem English
 - Areas 1 (King's Road), 2 (King's Road) to Central PS
 - Areas 4 (Central) & 12 (Tecumseh) to Lakeshore PS
 - Area 9, 7s & 8s (Tecumseh) to Burlington Central
 - Area 10 (Tom Thomson/Burlington Central) to Clarksdale / Rolling Meadows PS
 - Area 11 (Tecumseh) to Rolling Meadows PS
 - Area 12 (Tecumseh) to Lakeshore PS
 - French Immersion Boundary Changes:
 - Tecumseh PS dual track school (FI grades 2-8), (ENG K-8)
 - Maplehurst (FI 2-8), (ENG K-6)
 - Areas 1 (Maplehurst), 2 (Maplehurst) to Tecumseh PS
 - Areas 10 (Tom Thomson/Burlington Central), 11 (Tom Thomson/Burlington Central) to Clarksdale PS / Meadows PS
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● Breakout Session

- **Group A**
 - Option 1
 - Pros:
 - Preferred option 1.
 - The group liked the full FI campus, attending from 2 to 12.

- Keeps kids in the neighbourhood and respects geographic boundaries.
 - Like Tom Thomson and Maplehurst cohorts coming together.
 - Cons:
 - Didn't like zones 1, 3, 4 being moved.
 - Didn't like Zone 4 being moved from walkable to non-walkable.
 - Didn't like the High School cohort split.
- Option 2
 - Pros:
 - Liked the correction of 1 and 2 going to Central
 - Clean boundary
 - Cons
 - Number of students being bused.
 - Non-walkable for FI.
 - Tecumseh isn't located in the middle of the boundary.
 - Zone 4 moving walkable kids to non-walkable.
- Option 3
 - Pros:
 - Liked the correction of 1, 2, 3 zones.
 - Cons
 - Number of students being bused.
 - Removing walkable students.
- **Group B**
 - For all options, bussing demands is a dislike.
 - Viewed all options using a long-term lens.
 - A potential option is moving all of Maplehurst to MMR.
 - Option 1
 - Made the most sense with the criteria.
 - Moving to Tom Thomson improves walkability.
 - Maintain a consistent culture for students.
 - Option 2
 - Pros:
 - Zone 4 being moved makes sense from a numbers perspective.
 - Cons:
 - Lots of split cohorts.
 - Option 3
 - Pros:
 - Nice that cohorts stay together.
 - Cons:
 - Concerned about capacity at Tecumseh and portables.
- **Group C**

- Option 1
 - Best option of the 3.
 - Zones 1 and 3 are bused.
 - Socioeconomic factors in removing areas from Tecumseh.
 - Like the idea of a FI campus.
 - Why not have multiple FI-only schools south of the QEW?
 - Planning Response: We need a sizable number of students, and there aren't enough in the surrounding community. In addition, there are not many adjacent schools like there were with Pineland and Mohawk Gardens.
- Option 2
 - French and English have a split.
 - Impact on Tecumseh size.
 - Viability of FI at Central is better.
- Option 3
 - Pros:
 - Tecumseh is below 100% utilization.
 - All FI stay together for grades 7 and 8.
 - Cons:
 - Maplehurst, there are only 3 classes in grades 7 and 8.
 - Loss of teachers at Central.
 - Reduced walkability.
 - All bussed within a zone.

● Next Steps

- Boundary Review Committee Meetings - February 19, 2026 & February 25, 2026
 - Review additional options.
 - Narrow down potential options for public information meetings.
- If you have questions or options to please submit them to
SWB_Review@hdsb.ca

IDEAS

11 to central?
IDEA

+

F1 stay together
2-8

-

Tech status and
Below util
will need
portables

not
walkable
F1 students
cross major
road
= BUS

3

Special
resources

Removing
socio-econ
balance
(need support)

market
only 3 class
in 7-8
small group

LOSS
OF
teachers
7-8 cent

2

F1 + eng
cohort
splits

Less
great
than 3

viability
OF
French
better
@ central

Different
high schools

impact
on
Tech.
size

not
walkable
to lake
shore

Why
only 1
single
F1?

1

english
1 & 3
bussing

Removing
socio-
econ
culture

1 & 3
stay
together

F1
campus!

Option #3

All FI Maple to
CLM & RM.
All Tyandaga to
CLM & RM
(North of GEW)
⇒ Option 3

Impacts to culture
→ loss of outdoor
space w/ portables
(2 & FI
Tecumseh)

Portables
= 9

Keep cohorts
together

Option #1

Zone 1 - move to
Central
more walkable
area

Consistent
culture for
FI
Minimal
transfers

Positive usage
of FI resources

Zone 3 -
Minimal impact
to us

Bussing issues
with Zone 10 & 11

Proximity of
Central to
T.I. for
FI
isn't a big
deal.

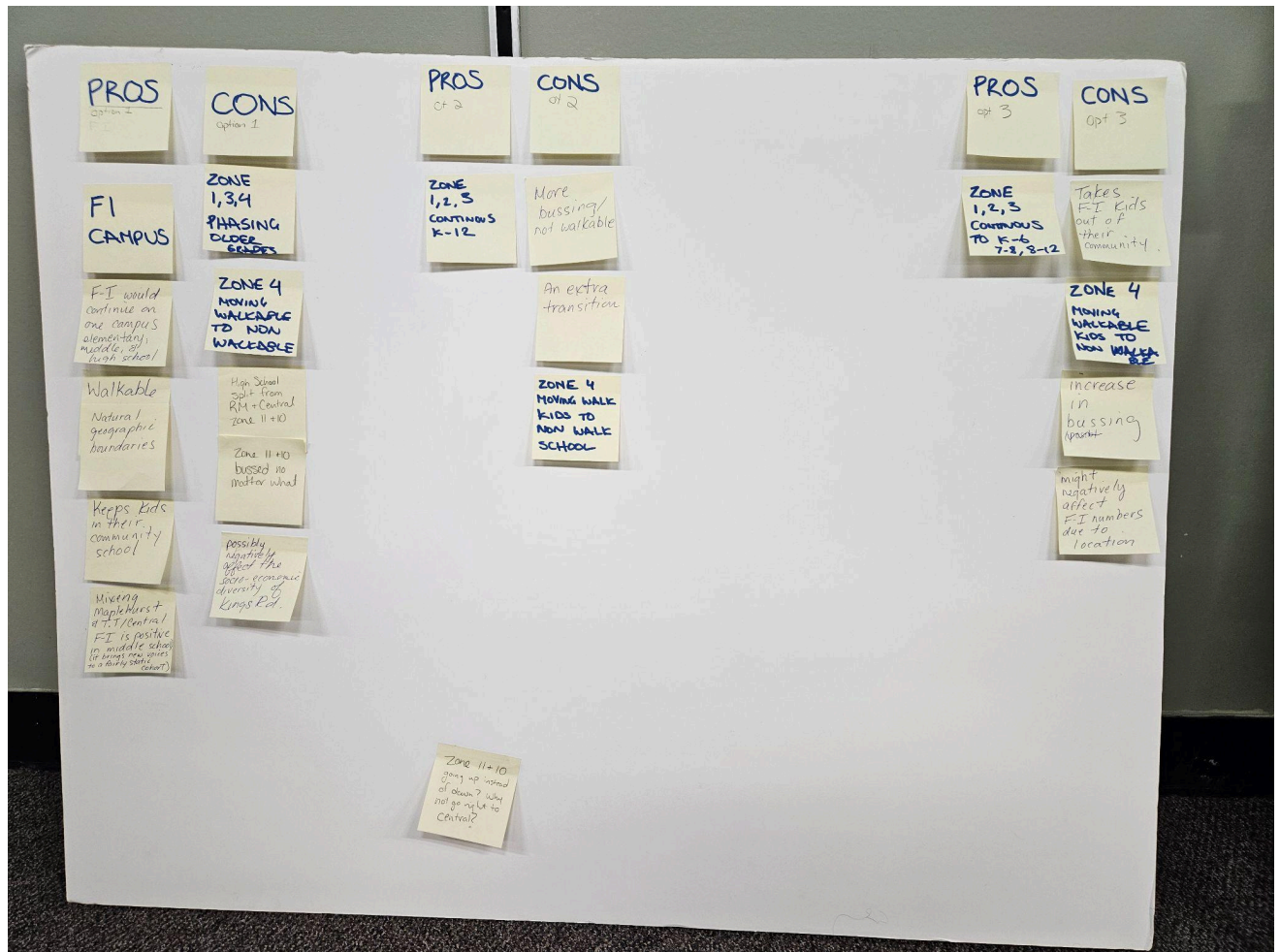
OPTION #2

Zone 4 to
Lakeshore
? because of
need for
higher capacity?

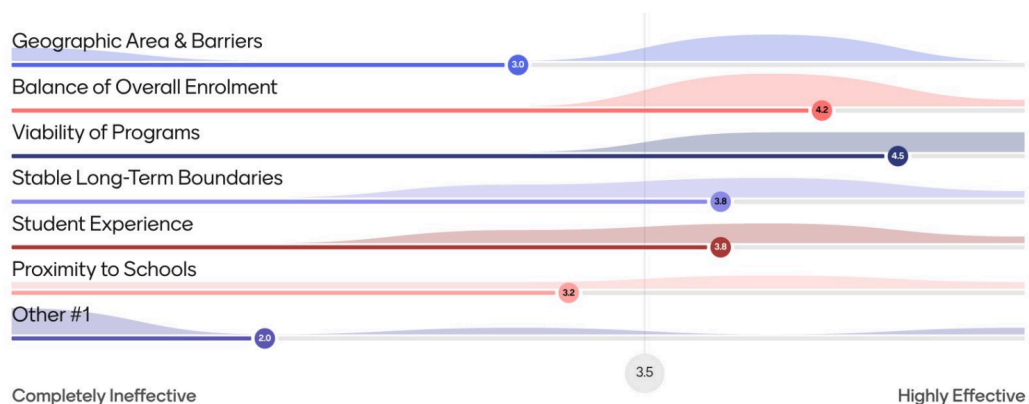
more buses
- safety
- capacity for
↑ in buses
or students?

Split cohorts
Tecumseh FI
7-8 → Burt Central
Tecumseh Eng
7-8 → stay

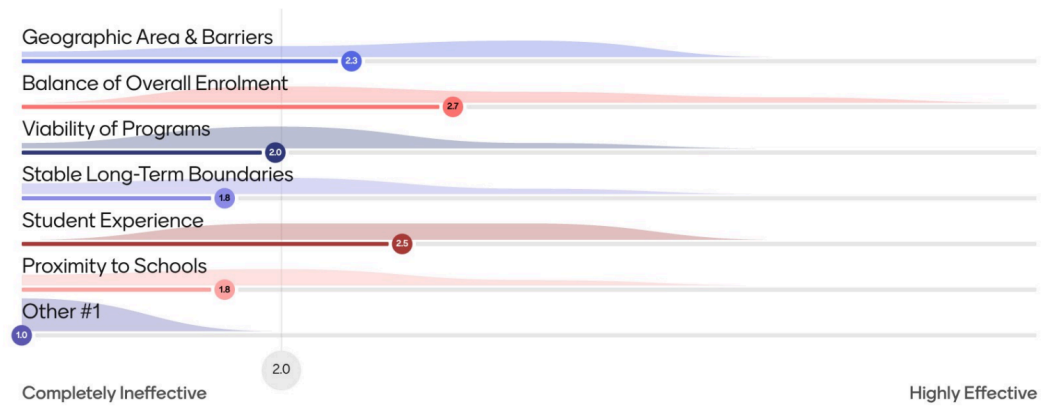
of transitions
for
FI students
K-1
2-6
7-8



How does Option 1 meet each Criteria?



How does Option 2 meet each Criteria?



How does Option 3 meet each Criteria?

