

## **DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT**

**REPORT TO:** Durham District School Board

**DATE:** February 18, 2026

**SUBJECT:** Unnamed West Whitby Limoges PS Boundary  
(Cisco Drive & Limoges Street)

**PAGE:** 1 of 9

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The Durham District School Board recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from all forms of discrimination, oppression, harassment and harm.

### **1.0 Strategic Links**

The new Unnamed West Whitby Limoges PS will open to students in 2026-2027 and provide high quality teaching and learning for every student within the local community in a safe, caring and respectful environment where people can thrive.

The process to establish the permanent boundary for this new school began on October 22, 2025, and included public consultation which provided opportunities to promote connected communities by welcoming and encouraging engagement from students, families, staff and community members.

### **2.0 Policy and Legislative Connections**

[DDSB Regulation: School Boundaries](#)<sup>1</sup>

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<sup>1</sup> On December 1, 2025, the Board of Trustees approved a plan to address all of DDSB's remaining Regulations, either through immediate rescission, or consolidation with existing policy or procedure. The School Boundaries Regulation is to be consolidated into existing policy. That work will take place when the School Boundaries Policy is reviewed and revised at the next opportunity within the 5-year policy cycle. Until then, this Regulation remains active.

### 3.0 **Abstract**

This is a compliance report required to establish a permanent attendance boundary for the Unnamed West Whitby Limoges PS under the DDSB Regulation: School Boundaries. With significant population growth in Durham Region, the Durham District School Board (DDSB) is continuing to see increases in enrolment within the District. New schools are constructed to address the enrolment growth and support students within their home communities.

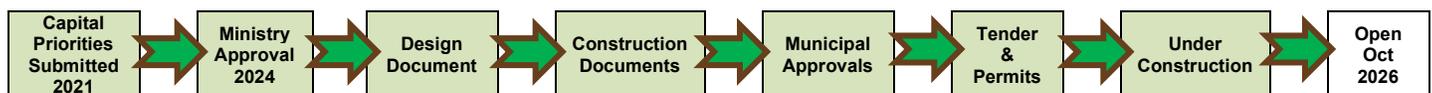
Prior to the opening of a new school, a permanent attendance boundary is established for students attending the new school through a boundary review consultation involving the local community and partner schools that have been accommodating students from the areas of new development. The consultation process to establish the permanent boundary for the Unnamed West Whitby Limoges PS took place between October 2025 and January 2026. During the consultation, staff presented Appendix A1 as the proposed boundary for feedback. Community members who participated in consultation did not propose any alternate boundary options for staff consideration. Consequently, the proposed boundary set out in Appendix A1 is recommended for the Board of Trustees' consideration and approval.

### 4.0 **Purpose**

The purpose of this report is to provide the Board of Trustees with the results from the community consultation process that began in October 2025 and ended in January 2026, and to seek approval of the recommended permanent attendance boundary of the Unnamed West Whitby Limoges PS to be opened in October 2026.

### 5.0 **Background and Context**

The Unnamed West Whitby Limoges PS received Ministry of Education (Ministry) Capital Priorities funding in 2024 and is currently under construction. The school has a Ministry Rated Capacity (MRC) of 634 pupils and will accommodate students from JK to Grade 8. The school site is 6.59 acres.



Since 2018, four partner schools have been utilized to accommodate students from the proposed permanent boundary for the Unnamed West Whitby Limoges PS. A partner school accommodates enrolment growth from areas of new development until funding is provided and a new school is constructed (see Section 5.1).

Unnamed West Whitby Limoges PS is part of a greenfield development area that is attractive to families. Greenfield development is the term used to describe development in what was previously large green spaces such as farmland. The new school will provide pupil accommodation for students residing in the West Whitby development neighbourhoods, specifically located north of Dundas Street West, south of Canadian Pacific Rail to Rossland Road West, west of Des Newman WhitBEE Park Trail to Rossland Road West, and east of Lake Ridge Road as outlined in the initial staff proposed boundary map (Appendix A1). There are four partner schools, Robert Munsch PS, Williamsburg PS, West Lynde PS, and Col. J. E. Farewell PS, which have been accommodating students residing in this new development until the new school opens in the 2026-2027 school year. A list of current street names included within the final recommended boundary for Unnamed West Whitby Limoges PS is included as Appendix A2.

The proposed Unnamed West Whitby Limoges PS boundary aligns with the growth boundary currently in place since development in the area began. The enrolment data, provided in section 6.0 of the report, supports the proposed boundary.

### **5.1 Growth Boundaries and Partner Schools**

As new homes are occupied, Growth Boundaries are identified and linked to Partner Schools who accommodate enrolment growth until funding is provided by the Ministry for the construction of a new school. A permanent attendance boundary is established prior to the opening of the new school.

Partner schools are determined based on factors including available space, site size, use of portables, transportation (distance to school and space to accommodate buses), adequate parking, and washrooms to accommodate the projected number of students and staff.

Once the partner school is identified, students and their siblings attend their designated partner school. Any new families moving into an established growth boundary also attend the identified partner school until such time as the permanent boundary for the new school is established and the new school opens.

New registrations for the 2025-2026 school year from within the proposed boundary are attending Robert Munsch PS for the 2025-2026 school year.

Students residing in the proposed permanent boundary and attending the identified partner schools, will attend Donald A. Wilson SS upon graduation from Grade 8 as of 2026-2027. Given the location of the Unnamed West Whitby Limoges PS, Donald A. Wilson SS has been identified as the secondary school assigned to Unnamed West Whitby Limoges PS. As an example, students residing in the proposed permanent boundary and in Grade 8 in 2025-2026 will attend Donald A. Wilson SS for Grade 9 in 2026-2027. The establishment of a permanent boundary is an opportunity to ensure students graduate with their peers and attend secondary school within their communities.

## 6.0 Analysis

Based upon the proposed boundary, Table 1 below identifies the Partner Schools for the Unnamed West Whitby Limoges PS.

**Table 1 – Unnamed West Whitby Limoges PS Partner Schools**

School	Partner Schools
Unnamed West Whitby Limoges PS	Robert Munsch PS
	Williamsburg PS
	West Lynde PS
	Col. J. E. Farewell PS

Tables 2 and 3 below identify the current enrolments at the four partner schools in 2025-2026 (current year) as of December 22, 2025, as well as the projected number of students at each of the partner schools and the new Unnamed West Whitby Limoges PS upon opening in 2026-2027. The two tables show the impact of the student population on the utilization of the schools and the need for portables to address growth-related needs. The students residing in the proposed final recommended attendance boundary for the Unnamed West Whitby Limoges PS are currently located at the four partner schools.

**Table 2 – 2025-2026 Current Enrolments\*:**

School Name	Ministry Rated Capacity	Total Enrolment	Utilization	Portables
Robert Munsch PS	593	702	118%	3
Williamsburg PS	513	752	147%	9
West Lynde PS	449	630	140%	7
Col. J. E. Farewell PS	524	555	106%	1
Unnamed West Whitby Limoges PS	634	N/A	N/A	N/A

*\*2025-2026 Current Enrolment data is from PowerSchool, as of December 22, 2025*

**Table 3 – 2026-2027 Revised Enrolment Projection for Initial Proposed Boundary:**

October 2026	Ministry Rated Capacity	Total Enrolment	Utilization	Portables
Robert Munsch PS	593	436	74%	0
Williamsburg PS	513	551	107%	2
West Lynde PS	449	499	111%	2
Col. J. E. Farewell PS	524	492	94%	0
Unnamed West Whitby Limoges PS	634	492	78%	0

*Source: Revised Enrolment Projections*

Enrolment at both Robert Munsch PS and Williamsburg PS in 2026-2027 reflects the impact of the opening of not only the Unnamed West Whitby Limoges PS but also the opening of Unnamed West Whitby Maskell PS as these two partner schools supported the growth boundaries identified for both new schools currently under construction.

Current Grade 7 students (2025-2026) residing within the recommended final approved boundary will be given the choice to stay at their existing designated partner school or transition to Unnamed West Whitby Limoges PS for Grade 8 in 2026-2027.

Transportation will be provided to students who choose to remain at their existing partner school for Grade 8 in 2026-2027. Younger siblings, if applicable, will attend the new school upon its opening. Students who reside outside of the DSTS-established non-transporting zone will be provided transportation to the new school. If younger siblings choose to continue to attend the partner school in 2026-2027, they will be considered as “out of area” under DDSB’s Permission to Enrol Procedure and transportation will not be provided.

As evidenced in previous new school openings, a new facility attracts students from other sources including other publicly funded schools, private schools and DDSB families within the proposed boundary that decided to remain at their previous home school (rather than the DDSB-assigned partner school). The proposed Unnamed West Whitby Limoges PS community has no existing schools and therefore staff, based upon past school openings, expect that the Unnamed West Whitby Limoges PS will continue to attract new students as new homes continue to be occupied and residential development continues. As new homes are occupied and enrolment increases, the partner schools may continue to be used to accommodate students from future growth boundaries.

There are currently 20 portables in use at the four partner schools to accommodate enrolment growth pressures. The opening of Unnamed West Whitby Limoges PS for the 2026-2027 school year results in the projected relocation of 16 portables.

## 6.1 Consultation Process and Results

The Public Consultation Plan was developed in accordance with the DDSB Regulation: School Boundaries and an information report regarding the consultation was presented to the Board of Trustees on October 21, 2025. Consultation began October 22, 2025, and ended on January 9, 2026. One in-person public meeting was held at West Lynde PS on November 4, 2025. A webinar public meeting was held on November 18, 2025. Staff presented Appendix A1 as the initial proposed boundary for consultation. There were no new attendance boundary options submitted through consultation. Following analysis of community comments, the recommended final boundary for consideration and approval remains the same as the initial proposed boundary for consultation.

## 6.2 Community Input

### 6.2.1 In-person School Community Council (SCC) Meetings Input

#### Quick Facts

- DDSB presented SCC Executives with the opportunity to meet to discuss the proposed boundary. Two meetings with partner school SCC Executives were held:
- One meeting was held virtually on October 27, 2025, to facilitate discussions with SCC Executives from Robert Munsch PS and Williamsburg PS. This meeting discussed both the Unnamed West Whitby Limoges PS and Unnamed West Whitby Maskell PS as these two partner schools are accommodating growth from the proposed boundaries of the two new schools.
- The second meeting was held virtually on November 3, 2025, to facilitate discussions with SCC Executives from West Lynde PS and Col. J. E. Farewell PS.
- A concern, set out under section 6.3 was expressed by SCC members.

### 6.2.2 In-person Public Consultation Meeting Input

#### Quick Facts

- 10 community members attended the in-person public consultation meeting on November 4, 2025
- 1 Comment sheet was received at the meeting, and it is described below under section 6.3

### 6.2.3 Webinar Input (Appendix B1 Summary)

#### Quick Facts

- 14 individuals registered for the webinar
- 7 individuals attended the webinar
- 3 questions/comments were received in the Q&A, and all were responded to by staff verbally and/or in writing during the webinar

#### 6.2.4 Survey Input (Appendix B2 Summary)

##### **Quick Facts**

- 114 survey submissions were received

#### 6.2.5 Email and Voicemail Input (Appendix B3 Summary)

##### **Quick Facts**

- 3 emails were received from community members regarding the boundary review consultation
- 0 voicemails were received

### **6.3 Community Concerns and Staff Input**

The community, through consultation, the in-person public meeting and emails requested that staff consider the following:

*The following comment was provided in a comment sheet at the in-person public meeting as well as via email.*

***We were really hoping this was going to be a French Immersion school, but unfortunately learned that it's a single-track school.***

#### Staff Analysis/Assessment:

Students residing in the proposed boundary of the Unnamed West Whitby Limoges PS would attend Captain Michael VandenBos PS for French Immersion.

*The following concern was received through meetings with the SCC executives.*

***If the new schools would have all co-curricular program that are currently being offered at the partner schools, and if the new schools would have a fair share of experience and new teachers or all will be new teachers.***

#### Staff Analysis/Assessment:

Co-curricular programs offered at any of DDSB schools are based on interest and staff who are able to support such interests. In the first year, programs similar to those offered at the existing partner schools may not be available. Staffing will be determined once a principal has been identified for the new school.

## **7.0 Risks and Opportunities**

With the opening of the Unnamed West Whitby Limoges PS, there is an opportunity to redirect 16 portables in 2026-2027 to address accommodation pressures throughout the District, resulting in fewer students in alternative learning spaces like libraries, portables, gym/stage.

No risks have been identified with the opening of the Unnamed West Whitby Limoges PS with the recommended boundary.

In the January 19, 2026, Quarterly Construction Report, staff indicated that the opening of the Unnamed West Whitby Limoges PS would be delayed until mid-October 2026 and a temporary accommodation plan is being developed to locate the staff and students of the new school within two existing schools in a model that reflects a “school within a school” until the new building is ready for occupancy. This alert has been shared with the Ministry, community and DSTS 8 months in advance of the new school year.

## **8.0 Financial Implications**

There is potential for a reduction in transportation costs as a reduced number of buses will be required with the establishment of a new permanent boundary. There is also the potential for reducing portable acquisitions as excess portables will be relocated within the jurisdiction.

## **9.0 Communication/Implementation Plan**

The process to establish a permanent attendance boundary includes significant community consultation involving a variety of communications including reports to the Board of Trustees, staff presentations made available on DDSB’s website, school-based communications utilizing impacted school and DDSB websites, as well as other forms of school notifications, such as social media, newsletters, and School Messenger.

There were several opportunities for families, staff, and community members to provide and receive communication throughout the consultation period:

- October 21, 2025, staff report to the Board of Trustees outlining the commencement of the Consultation Process
- Staff presentations were posted on the DDSB’s website and made accessible through each impacted school website
- An opportunity for each SCC Executive to meet with DDSB staff
- Public Consultation Meetings – November 4, 2025 (in-person meeting at West Lynde PS), and November 18, 2025 (webinar)
- Email, voicemail, and survey with information on DDSB’s website
- Opportunities for input were promoted through school newsletters, websites, and through DDSB social media.

### **9.1 Next Steps:**

1. Pending approval, staff will post the approved recommendation and implementation timeline (September 2026) on social media and DDSB’s website with a link included on all four partner schools (Robert Munsch PS, Williamsburg PS, West Lynde PS, and Col. J. E. Farewell PS).

2. Staff will prepare letters for the four above-listed partner schools to share with students and families regarding the approved boundary, the grade(s) impacted, and the timeline for September 2026 implementation. Information will also be available on the DDSB's website [Boundary and Program Reviews - DDSB](#).

## 9.2 Transition Plan:

Pending approval, the following transition plan to support students will be implemented:

- Partner school administrators, Superintendents and System Lead will work together with SCCs to ensure any student and parent/guardian concerns are addressed and will provide supports for mental health and well-being of students and their caregivers who may be affected by these changes
- Provide updates on the progress towards opening the Unnamed West Whitby Limoges PS

## 10.0 Recommended Action

It is recommended that the Board of Trustees approve the permanent attendance boundary set out in Section 5 of this report and represented in Appendix A1. The permanent boundary of Unnamed West Whitby Limoges PS reflects the geographic area considered during consultation. This permanent attendance boundary for Unnamed West Whitby Limoges PS will be in effect as of September 2026.

## 11.0 Appendices

Appendix A1 – Unnamed West Whitby Limoges PS Initial Staff Proposed/Final Recommended Boundary for Approval

Appendix A2 - List of Street Names within the Recommended Boundary for Approval

Appendix B1, B2, B3 – Webinar, Survey, Email, and Voicemail Community Input

Report reviewed and submitted by:

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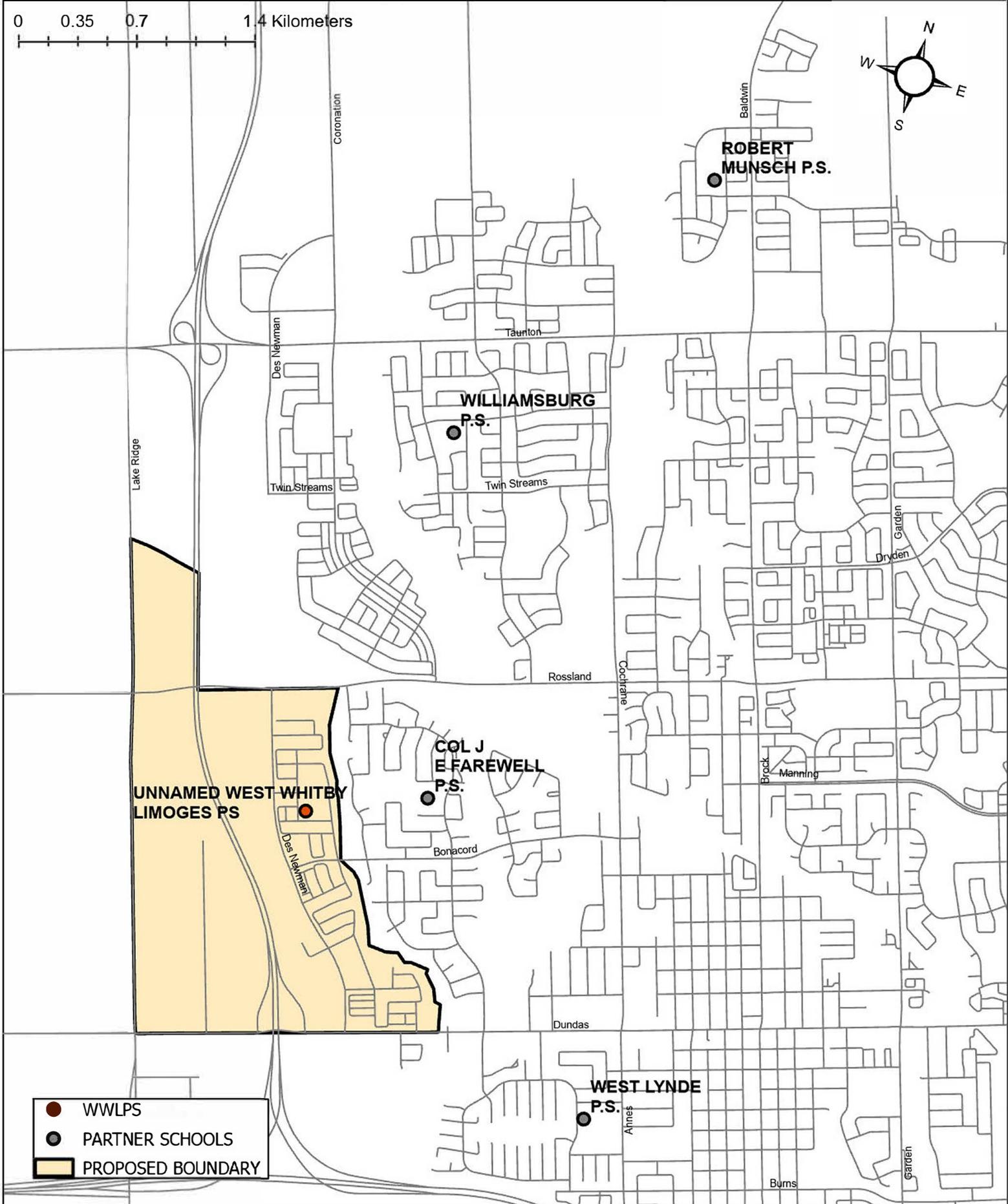
Camille Williams-Taylor, Director of Education and Secretary to the Board



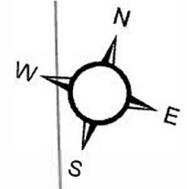
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Lisa Bianca, Associate Director of Corporate Services and Treasurer of the Board

# UNNAMED WEST WHITBY LIMOGES PS FINAL RECOMMENDED BOUNDARY DURHAM DISTRICT SCHOOL BOARD APPENDIX A1



0 0.35 0.7 1.4 Kilometers



- WWLPS
- PARTNER SCHOOLS
- PROPOSED BOUNDARY

This map has been produced from a variety of sources and contains public sector information made available under The Regional Municipality of Durham's Open Data License. The Durham District School Board has produced this map for reference purposes only.  
Sources: 1) Ontario Ministry of Natural Resources 2010; 2020 Orthophotography provided by First Base Solutions Inc.; 2019 Digital Terrain Mapping provided by First Base Solutions Inc. All rights reserved.  
Regional Municipality of Durham 2021. Parcel Data provided by Durham Region Electrical Services. Provided by Durham District School Board. 2020.

**Unnamed West Whitby Limoges PS**  
**List of Street Names within the Final Recommended Boundary for Approval**  
**Durham District School Board**  
**Appendix A2**

<b>Street Name</b>	<b>Street Range</b>
Barkerville Drive	Both Sides
Bertram Gate	Both Sides
Bluegill Crescent	Both Sides
Bovey Street	Both Sides
Broden Crescent	Both Sides
Capstan Court	Both Sides
Cisco Drive	Both Sides
Closson Drive	Both Sides
Coho Drive	Both Sides
Desmond G Newman Boulevard	#2-200 (Both Sides)
Dundas Street West	#1180-1610 (North Side)
Fiesta Way	Both Sides
George Holley Street	Both Sides
Goldeye Street	Both Sides
Hallmark Way	Both Sides
Halls Road North	#110-133 (Both Sides)
Kilmarnock Crescent	Both Sides
Kingfisher Way	Both Sides
Lakeridge Road North	#205-1280 (East Side)
Limoges Street	Both Sides
Littlebeck Crescent	Both Sides
Lockyer Drive	Both Sides
Peter Hogg Court	Both Sides
Royal Collection Way	Both Sides
Sauger Lane	Both Sides
Sedgemoor Street	Both Sides
Swordfish Drive	Both Sides
Westfield Drive	Both Sides
Whitefish Street	Both Sides
Windflower Way	Both Sides
Woodrow Court	Both Sides

\*As new streets are identified within the attendance boundary, the street index will updated by Property & Planning

## Unnamed West Whitby Limoges PS BOUNDARY CONSULTATION -- WEBINAR QUESTIONS & STAFF ANSWERS - November 18, 2025

*The Questions/Comments below are imported verbatim from the November 18, 2025 Webinar as submitted by participants. Responses were provided during the Webinar by DDSB staff via chat or live (if live, no text response is provided below)*

#	Question/Comment Received at November 18, 2025 Webinar Session	DDSB Staff Response
1	<p>Are we on track to have school opened next year for sure ?</p> <p>The enrollement starts next year but in bullet point it also said early enrollment would be beneficial does that mean earlier then date mentioned ? If yes how can it be done</p>	Live answered
2	<p>So regardless of construction completions timeline , we are supposed to enroll kids on jan 6 assuming school name will show up? When will it be finally confirmed if we are ready to open.. like in may , june</p>	Live answered
3	Will this presentation be shared so that we can get all qr code and links ?	<a href="https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx#Unnamed-West-Whitby-Public-School--Limoges">https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx#Unnamed-West-Whitby-Public-School--Limoges</a>



## Unnamed West Whitby Limoges Public School Boundary Review Consultation Survey 2025-2026

The Durham District School Board (DDSB) invited students, parents/guardians, DDSB staff and members of the community to provide feedback on the proposed boundary option for the Unnamed West Whitby Limoges Public School. Using an online survey tool, the questionnaire was launched on October 23 and closed on January 9<sup>th</sup>, 2026. 114 completed responses were received.

### Participants (n=114)

- 17 DDSB Students (grades K-8)
- 0 DDSB Students (grades 9-12)
- 81 Parents/Caregivers of a DDSB Student
- 11 Parents/Caregivers of a Future DDSB Student (e.g., pre-school age children)
- 2 DDSB Staff
- 1 Community Members (e.g., member of the public)

Figure 1  
DDSB Students

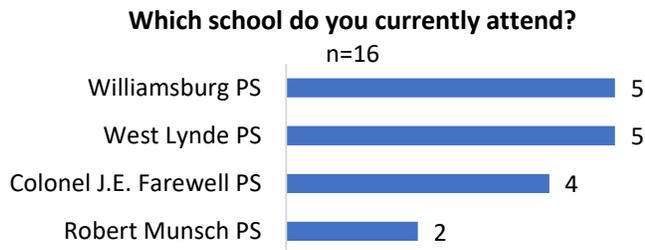
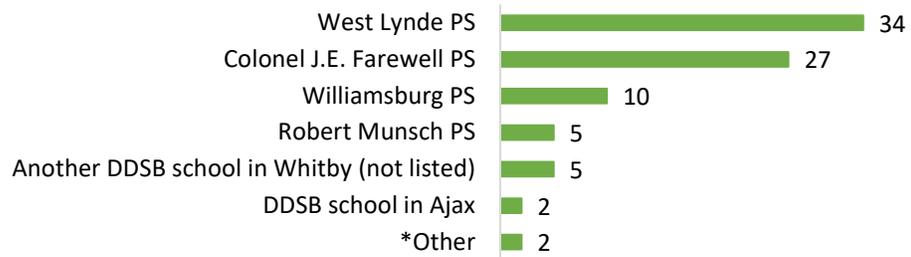


Figure 2

Parents/Caregivers of DDSB Students  
**Which school does your child/children currently attend?**  
(Select all that apply)  
n=80

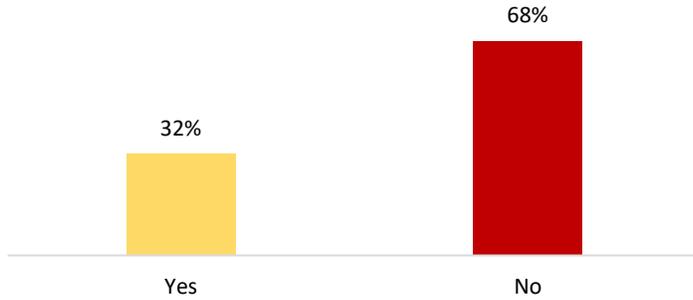


\*Other:

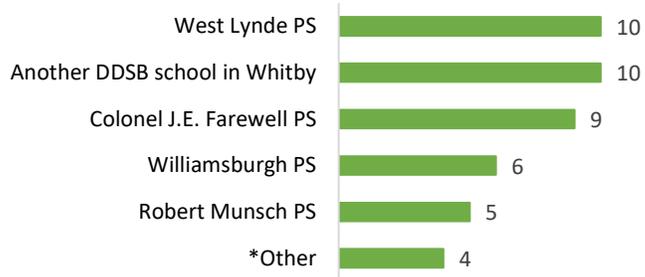
Captain Michael VandenBos PS  
Montessori

Multiple answers per participant are possible, since parents/caregivers can have children that attend different school.

**Figure 3**  
**Parents/Caregivers of Current & Future DDSB Students**  
**Do you have pre-school age children that will be attending the DDSB in the foreseeable future? n=81**



**Figure 4**  
**Parents/Caregivers of Current & Future DDSB Students**  
**Which DDSB school did you plan on your child/children attending? (Select all that apply) n=37**



\*Other:  
 Our boundary is West Lynde but we do not want to go here.  
 The new school being built  
 Unnamed School on Limoges Public school  
 West Whitby Limoges school new

Impact of Proposed Boundary

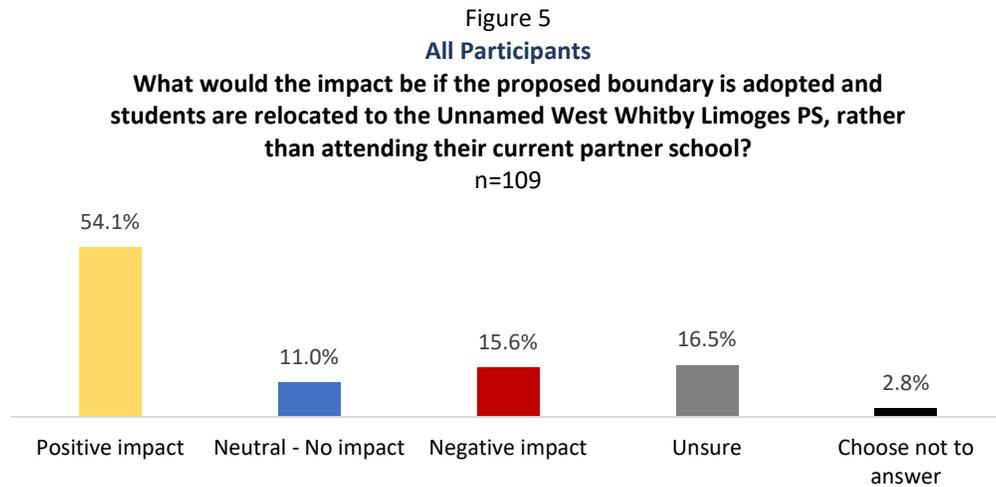


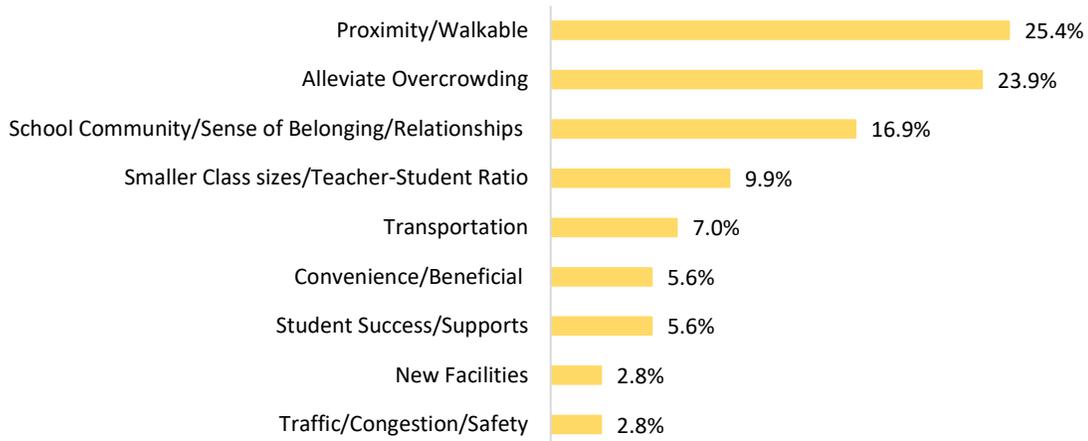
Table 1 Results by participant group:

**What would the impact be if the proposed boundary is adopted and students are relocated to the Unnamed West Whitby Limoges PS, rather than attending their current partner school?**

Participant Group	Positive impact	Neutral No impact	Negative impact	Unsure	Choose not to answer
<b>DDSB Students K-12</b> (n=14)	57.1%	28.6%	7.1%	7.1%	0%
<b>Parents/Caregivers of Current and/or Future DDSB Students</b> (n=90)	52.2%	8.9%	16.7%	18.9%	3.3%
<b>DDSB Staff</b> (n=2)	100%	0%	0%	0%	0%
<b>Community member</b> (n=1)	100%	0%	0%	0%	0%

Positive Impact – Why do you feel that way?

Figure 6  
**Thematic Analysis of Comments**  
**Reasons why participants felt the proposed boundary will have a positive impact**  
 Responses n=71



**Selected Comments:**

Proximity/Walkable:

- The new school is close to the houses and kids can spend less commute time.
- I think it'll be nice for the kids who live within the proposed boundary to walk to school.
- The school within a walking distance will ease the burden on school transportation.
- My daughter would not have to take the bus anymore. She is excited to ride her bike or walk to school once the new school opens.

Alleviate Overcrowding:

- I feel the current classes at JE farewell are overcrowded and it will be great if we can have some enrollment shifted to a newer school.
- It is unfair for residents to accommodate to families out of scope. Currently WPS is fully packed if not overcrowded, just look at the portables
- My children's school has had to over utilize resource spaces for classroom purposes; negatively impacting those students who would benefit from the additional support services that had been offered prior to the drastic increase in their student population.
- It's a much-needed school in the area as the population is growing fast around it.

School Community/Sense of Belonging/Relationships:

- The students who live in that community will have a brand-new community school that is theirs. They will feel a connection with school, students and feel that they now have a school.
- All kids in neighborhood will go in same school. Will have better connections with friends and socializing.
- As a community a school nearby is a positive to kids and families.

- It will allow all the neighbourhood kids to go to school together to strengthen community bonds instead of being spread out between multiple schools.
- It will give us (the parents) to actively take part in school related events, volunteering opportunities and/or contribute in anyway we can.

Smaller Class sizes/Teacher-Student Ratio:

- this would improve the student to teacher ratio at all schools in the community which will be beneficial to all.
- Less students in class so students can get more attention from teacher.
- ...less crowded enhancing the overall quality of education with enhanced teacher-student ratio. Will create more jobs for school staff (teachers, admins etc.).

Transportation:

- Walkable community school is preferable over parent driving and bussing.
- easy management of school buses.
- Reduce the need for transportation

Convenience/Beneficial:

- we can attend my child quickly if need be.
- An option to have lunch at home or for parents to bring fresh food. More flexibility if the students need to reach after to leave later due to appointments or events at school without relying in transport.
- Students will be closer to home and can feel safer and more comfortable knowing they are close to home.

Student Success/Supports:

- more resources can be allocated to a new school.
- That will improve bonding and lead to overall better education and learning.
- The teachers have a short poor 1-1 time with students. My children often don't have the opportunity to clarify their questions and feel frustrated.
- They have also had a decrease in physical activity; due to the number of classes and allocating, fair and equitable, physical education time. The school opening will allow them to return to previous standards and offerings.

New Facilities:

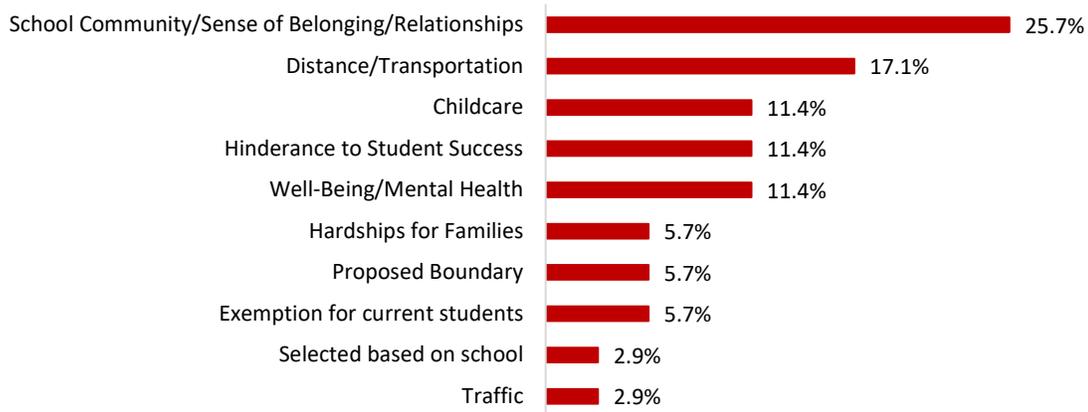
- The students who live in that community will have a brand-new community school.
- New facilities.

Traffic/Congestion/Safety:

- Traffic around Farewell is absolutely horrendous in the mornings.
- help in safety and ease of commute.

## Negative Impact – Why do you feel that way?

Figure 7  
**Thematic Analysis of Comments**  
**Reasons why participants felt the proposed boundary will have a negative impact**  
 Responses n=35

**Selected Comments:**School Community/Sense of Belonging/Relationships:

- Disrupting established friendships and support networks.
- My child is comfortable at current school and made friend circle which will be a impact after moving to new school.
- Breaking them apart from the teachers and friends they have made will affect them tremendously.
- Student and parent is heavily involved in SCC and extra curriculars.
- From a family perspective, we have developed a strong partnership with the current school community – teachers, administrators, and parents – which allows us to stay actively engaged in his learning.

Distance/Transportation:

- We need transportation (school bus) for the child from school.
- The current school is in walk distance and for the new school, they should take bus.
- Unavailability of the bus service even though the my residence lies at the boundary of the 1.5 Km bus eligibility range.

Childcare:

- Extended day care is needed in the school like YMCA. Our daughter is used to colonel je farewell school for 4 years now.
- My child has developed a strong sense of comfort and consistency at West Lynde PS, with my toddler also attending the Kid Campus on the same premises.

- If transportation is unavailable, I may have to place my child in daycare, as I need to leave early for work. At present, I am leaving my child with my neighbours for a few hours in the morning so that I can manage my commute.

Hinderance to Student Success:

- Undermining their sense of stability and continuity in learning.
- Our family has significant concerns about changing our son's school, as we believe doing so would have a negative impact on his academic progress...
- I believe that maintaining this continuity is essential for their emotional well-being and academic success, and that disrupting their established environment would not be in their best interest.

Well-Being/Mental Health:

- Increasing stress and mental anxiety during a critical stage of their development.
- I believe that maintaining this continuity is essential for their emotional well-being and academic success, and that disrupting their established environment would not be in their best interest.
- Our family has significant concerns about changing our son's school, as we believe doing so would have a negative impact on his emotional well-being, and overall development... Disrupting this continuity may affect his confidence.

Hardships for Families:

- Transitioning to a new school would disrupt that support system and the sense of stability we've worked hard to build.
- I work in downtown and currently need to go to the office 3–4 days a week. If transportation is not provided, it will be very difficult for me to travel in the opposite direction to drop my child at school and then go to the GO Station. If transportation is unavailable, I may have to place my child in daycare...

Proposed Boundary:

- We are Michael Blvd and the current boundary ends just outside our area.
- This school is built mainly for the residents outlined in the map, so only students in this area should be attending this school.

Exemption for current students:

- 'd want my children to remain within Col. Farewell, even if the school facilities are aging.
- We strongly feel that remaining in his current school would best support his continued success, emotional well-being, and overall development.

Selected based on school:

- I live ...a very close walking distance to Colonel Farewell School. That was one of the biggest reasons why we bought our current home on Muir Crescent as it helps on a work-life balance standpoint to have my kids' schools so close to home.

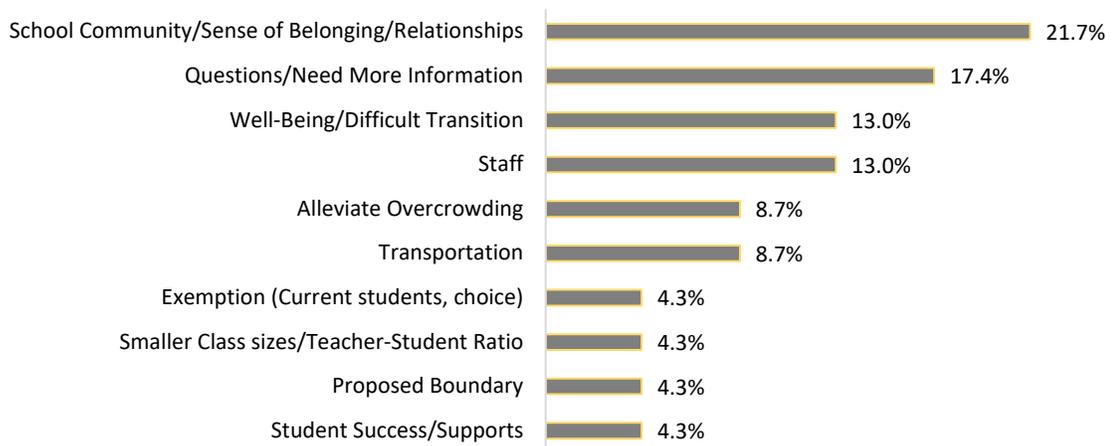
Traffic:

- It will create more traffic to this area if we are bringing students outside from the outlined map area.

Unsure of Impact – Why do you feel that way?

There were insufficient responses to conduct a thematic analysis of the comments made by participants that selected “Unsure” to the question of “What would be the impact if the proposed boundary is adopted?”

Figure 8  
**Thematic Analysis of Comments**  
**Reasons why participants felt unsure about the impact the proposed boundary will have**  
 Responses n=23



**Comments:**

School Community/Sense of Belonging/Relationships:

- Negative for children who will have to change schools, they will be losing the relationships with classmates and teachers. I think it may have a negative impact on children who have been attending their partner school for several years. Especially for my child who is neurodivergent and has only one friend and likes the teachers are his partner school.
- ...it might take longer to build its reputation.
- Kids miss their current friends.

Questions/Need More Information:

- We live in almond village. Our kids would now be driving past the new school to get to ours. Unsure if the new school should exclude almond village. It feels like it should be included in the new school boundaries.
- Hard to answer when we don't know student numbers and locations they live and how it would affect classroom numbers moving forward.
- Where would French Immersion kids go?

- I am not sure what will be impact as there are not much info to make a call. We don't know what is the facilities available in terms of day care etc.

Well-Being/Difficult Transition:

- Big changes like this can be hard on children.
- One of my kids is in grade 6. He goes to grade 7 next year, changing school at this point might be disappointment and new for them.

Staff:

- Not sure because I am not clear on the faculty who will be assigned to the new unnamed west Whitby school.
- Negative - teachers may have to leave due to smaller enrollment.
- A newly built school will not have that much experienced teacher like other school have already.

Alleviate Overcrowding:

- Positive - would allow more space for the current students at the school.
- good for schools' population to be scaled back.

Transportation:

- Transportation is the main challenge.
- reduces the number of busses needed at the school.

Exemption (Current students, choice):

- It would be nice if children in junior level are given a choice to stay provided parents arrange their own transportation.

Smaller Class sizes/Teacher-Student Ratio:

- better teacher to child ratio, supply resources, etc.

Proposed Boundary:

- This boundary seems incredibly small.

Student Success/Supports:

- I think it may have a negative impact on children who have been attending their partner school for several years. Especially for my child who is neurodivergent and has only one friend and likes the teachers are his partner school.

### Neutral Impact – Why do you feel that way?

There were insufficient responses to conduct a thematic analysis of the comments made by participants that selected “Neutral” to the question of “What would be the impact if the proposed boundary is adopted?”

#### **Comments:**

##### Unaffected by Proposed Boundary:

- Does not impact my child and his current school allocation.
- We don't live within the boundary.
- I do not fall under the boundary and therefore my kids will remain at their current school Colonel Farewell.
- We just feel like that. The current schoolteachers and staffs are familiar with our children.

##### Support Proposed Boundary:

- Would love the white oaks kids to go to the new school

##### Exemption (current students, choice):

- Students should be given the option to stay in existing school
-

**Contents**

**No voicemails were received.**

Regarding kindergarten registration for 2026-2027 for the families in the new West Whitby school. Where do the families register for kindergarten. Will they be able to register to the new unnamed school or do they have to register at their current overflow holding school.

My son is going to start Kindergarten in September 2026. I reside on Coho drive, Whitby which is 2.1 kms away from the Cisco drive and Limoges unnamed PS. I gathered that bus transportation will not be available for children attending from this community based on the proposed boundaries. Given that the school is not within a walking distance from this neighborhood, I am wondering if anything could be done to have bus transportation be made available to the child from this community. This is a community with young families, a lot of people would benefit from having the transportation. I'd like to make a request to consider having bus transportation for this community. Please let me know if you have any further information.

Will the new Unnamed West Whitby Limoges PS offer French Immersion?