

New Highlands of Millbrook School - Feedback Summary

As part of the next step in planning for the new elementary school in Millbrook, parents/caregivers were invited to a public meeting on November 20, 2025, to learn about options for boundaries and educational program, and to provide feedback. Over 100 people attended the event.

An online feedback form was available from November 19 – December 21, 2025. There were 157 responses to the form. Another 15 responses were provided through direct email.

We asked for feedback in two areas:

1. The establishment of program/grade structure for the new school.
 - Two grade structure models – Junior Kindergarten (JK) to Grade 6 and JK to Grade 8 were prepared for consideration and feedback.
 2. The establishment of school boundaries and potential boundary adjustments for Millbrook/South Cavan Public School (PS) and North Cavan PS.
 - Two boundary adjustment models were prepared for consideration and feedback. [Concept A](#) and [Concept B](#).
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Grade Structure for the New School: Key Feedback Themes

Overwhelming Support for JK to Grade 8 Model

- Most of the feedback strongly supports a Junior JK to Grade 8 structure for the new Highlands of Millbrook school, as well as for Millbrook South Cavan PS. Families, parents, and community members consistently suggest that keeping students in their local school through Grade 8 is best for their academic, social, and emotional well-being.
- Many respondents cite the benefits of fewer transitions, stronger peer and staff relationships, leadership opportunities for older students, and the importance of community continuity. There is a perception that moving students to a high school setting for Grades 7 and 8 is disruptive and affects student development.

Concerns About a JK to Grade 6 Model and Early Transitions

- There is significant opposition to a JK to Grade 6 model, which would require students to leave their community for Grades 7 and 8. Respondents highlight concerns about long bus rides, exposure to older high school students, and the negative impact of multiple school transitions on learning and mental health.
- Many families say they moved to the area specifically for the small-town, community-based school experience and do not want their children sent out of town before Grade 9.

Alternative Model: JK to Grade 3 and Grade 4 to 8 Split

- Although not presented as an option, a significant number of respondents suggested an alternative model where one school serves JK to Grade 3 and the other serves Grades 4 to 8. This approach is advocated to keep friend groups together, allow each school to specialize – in early years versus junior/intermediate years, and avoid dividing the community by neighborhood boundaries.
 - Some parents express logistical concerns about having children in different schools at the same time. These concerns are acknowledged but do not outweigh the perceived benefits for some families.
 - The split model is seen to bridge the divide between “old” and “new” Millbrook, especially given the rapid growth in new subdivisions. By grouping students by grade rather than geography, this may help foster unity within the community.
 - Some feedback references past success with similar models in the community, noting that Millbrook previously had a JK to Grade 3/Grade 4 to 8 school structure.
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Proposed Boundaries Feedback

Concepts A and B

Both Concept A and Concept B, for the new Highlands of Millbrook school are designed to address enrolment growth and balance student populations between the new school, Millbrook South Cavan Public School, and North Cavan Public School.

- Some respondents note that, for their families, the boundary lines in Concepts A and B would not make a significant difference, and the grade structure (JK to Grade 8 vs. JK to Grade 6) is of greater concern.
- There are many requests that North Cavan PS students not be incorporated into the new school boundaries and be allowed to attend Crestwood Secondary School (SS).

Concerns About Splitting Communities

- There is widespread concern that the proposed boundaries could divide the Millbrook community into “old” and “new” sections, or separate long-standing residents from newcomers in the Highlands subdivision. Many urge the board to avoid contributing to this perceived sense of division, and instead keep children together as much as possible, either by grade or by granting legacy status to current students.

North Cavan Boundary Changes

- A significant portion of feedback is focused on the impact of boundary changes on North Cavan PS. Many families request that current North Cavan PS students get legacy status, allowing them to finish at their current school and continue to Crestwood for Grades 7 to 12, rather than being moved to the new school, and then transitioning to Kenner Collegiate Vocational Institute (CVI).
- There is strong resistance to changing boundaries in a way that would split up established friend groups or require children to switch schools' mid-way through their elementary years. Some suggest that only new students or those in new subdivisions should be affected by boundary changes.

Suggestions for Alternative Boundaries

- Some respondents propose that the new school's boundaries should focus on serving the rapidly growing Millbrook area and new subdivisions, while leaving North Cavan PS boundaries unchanged.
- Others suggest that if boundary changes are necessary, they should only apply to new students entering the system, not those already enrolled.

Logistical and Equity Concerns

- There are concerns about siblings being split between secondary schools, the impact of changes on before-and after-school care, and the fairness of boundary changes that might disproportionately affect certain neighborhoods or families.
- Feedback highlights the need to consider transportation, child care arrangements, and the practical realities of family life when drawing new boundaries. Many urge the board to avoid dividing communities and to prioritize stability and continuity for students and families.