

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

REGULAR MEETING OF KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Tuesday, February 28, 2023 at 6:15 p.m.
(In-camera Session 6:15 p.m. – Open Session 7:00 p.m.)
Roy H. Wilfong Boardroom, Education Centre
1994 Fisher Drive, Peterborough, Ontario

Character Makes a Difference

The Character Attribute for February is *Empathy*.

A G E N D A

- ITEM 1. CALL TO ORDER
- ITEM 2. COMMITTEE OF THE WHOLE
- ITEM 3. OPEN SESSION AND LAND ACKNOWLEDGEMENT (7:00 p.m.)
- ITEM 4. NATIONAL ANTHEM AND A MOMENT OF SILENCE
- ITEM 5. CHARACTER ATTRIBUTE – STUDENT TRUSTEE
- ITEM 6. ADOPTION OF AGENDA
- ITEM 7. DECLARATIONS OF CONFLICTS OF INTEREST
- ITEM 8. ADOPTION OF MINUTES
 - 8.1 For the Regular Meeting of Kawartha Pine Ridge District School Board held on Tuesday, January 24, 2023 – **
- ITEM 9. EDUCATIONAL PRESENTATIONS
- ITEM 10. DELEGATIONS
 - 10.1 DELEGATIONS (10 minutes)
 - 10.2 DELEGATIONS (3 minutes)
 - 10.3 DISPOSITION OF DELEGATION CONCERNS
- ITEM 11. DIRECTOR'S UPDATE
- ITEM 12. BUSINESS ARISING FROM THE MINUTES
- ITEM 13. STUDENT TRUSTEE REPORT – **

ITEM 14. **DECISION ITEMS**

14.1 **COMMITTEE DECISION REPORTS**

- 14.1.1 Resource Committee Report – **
- 14.1.2 Special Education Advisory Committee Report – **
- 14.1.3 Program Review Committee Report – **

14.2 **DECISION REPORTS**

- 14.2.1 Appointment of Student Trustees – **
- 14.2.2 2023 Budget Committee Meeting Dates and
Election of Budget Committee Vice-chairperson – **
- 14.2.3 Strategic Planning Process 2023-2026 – **

ITEM 15. **ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION (OPSBA)
REPORT**

ITEM 16. **CORRESPONDENCE**

ITEM 17. **INFORMATION ITEMS – CONSENT ITEMS**

- 17.1 Parent Involvement Committee Report
- 17.2 First Nations Education Services Agreement Committee Report – **
- 17.3 Indigenous Education Advisory Committee Report – **

ITEM 18. **BOARD MEMBER ADDITIONS**

ITEM 19. **FUTURE MEETING DATES** – **

ITEM 20. **QUESTION PERIOD**

ITEM 21. **REPORT OF THE COMMITTEE OF THE WHOLE IN-CAMERA SESSION**

ITEM 22. **ADJOURNMENT**

– **Copy Attached

Note: If unable to attend, please advise Linda Burton, Executive Liaison to the Trustees, at linda_burton@kprdsb.ca.

February Character Attribute - *Empathy*

Empathy is the ability to understand sharing the feelings of one another while caring for others' emotions, feelings or circumstances. It involves putting oneself in another person's shoes and imagining what they might be experiencing. Empathy is an essential component of human connection, allowing us to connect with others on a deeper level and form meaningful relationships. It requires active listening, observation, and a willingness to understand another person's perspective. Empathy can lead to greater compassion, kindness, and understanding, which can improve our interactions with others and our overall well-being. Empathy is crucial to creating learning environments, as all involved must relate to one another. As student leaders, we have to be empathetic towards our students so we can adequately advocate for the issues they're facing. It's essential for us to listen to others' perspectives, understand their experiences, and empathize with their struggles. By doing so, we can create a supportive and inclusive environment where everyone feels heard and valued. Finally, empathy can improve our own well-being by reducing stress and increasing positive emotions. When we empathize with others, we activate neural pathways in our brains that promote positive emotions and social bonding, which can enhance our own sense of happiness and fulfillment. Overall, empathy is a crucial trait for promoting positive relationships, improving communication, and enhancing our overall well-being.

SUBJECT TO BOARD APPROVAL

**DRAFT MINUTES OF THE REGULAR MEETING OF
KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**

**Tuesday, January 24, 2023 at 5:45 P.M.
Roy H. Wilfong Boardroom, Education Centre
1994 Fisher Drive, Peterborough, Ontario**

ATTENDANCE

Present: Steve Russell (Chairperson of the Board), Jaine Klassen Jeninga (Vice-chairperson of the Board), Paul Brown, Terry Brown, Sean Conway, Cyndi Dickson, Kathleen Flynn, Rose Kitney, Angela Lloyd, Diane Lloyd and Student Trustee Kelly Mitchell.

Trustee Cathy Abraham attended via the Webex platform.

Regrets: Student Trustee Maria Mahfuz.

Also Present: R. Russo, D. McNaughton, J. Brake, A. Duncan, J. Ford, S. Gohil, M. Loya, J. Maliha; A. Anirud, D. Fitzgerald, G. Payne, G. Kidd, and L. Burton.

A. Foster and D. Swift attended via Webex platform.

1. CALL TO ORDER

The Chairperson called the meeting to order at 5:44 p.m.

2. COMMITTEE OF THE WHOLE

It was,

Moved by: Trustee A. Lloyd
Seconded by: Trustee Flynn

(23-001) That the Board move into Committee of the Whole, In-camera (5:44 p.m.).

CARRIED

The Open Session of the meeting resumed at 7:10 p.m.

3. OPEN SESSION AND LAND ACKNOWLEDGEMENT

Trustee Kitney respectfully acknowledged that the Board was meeting on the traditional territory of the Mississauga First Nations.

4. **NATIONAL ANTHEM AND A MOMENT OF SILENCE**

The meeting was opened with the singing of the National Anthem followed by a Moment of Silence.

5. **CHARACTER ATTRIBUTE – STUDENT TRUSTEE**

Student Trustee Kelly Mitchell spoke to this month's character attribute, *Initiative*.

6. **ADOPTION OF AGENDA**

It was,

Moved by: Trustee A. Lloyd
Seconded by: Trustee Dickson

(23-002) **That the agenda be adopted to include the following topics under Board Member Additions:**

- David Onley – Ontario's 28th Lieutenant-Governor

CARRIED

7. **DECLARATIONS OF CONFLICTS OF INTEREST**

Nil.

8. **ADOPTION OF MINUTES**

8.1 **Regular Board Meeting – Tuesday, December 13, 2022**

The following revision be noted in the minutes:

Page 10 – Item 22, the motion was seconded by Trustee T. Brown.

It was,

Moved by: Trustee A. Lloyd
Seconded by: Trustee Klassen Jeninga

(23-003) **That the minutes for the Regular Board meeting held on Tuesday, December 13, 2022, be adopted as amended.**

CARRIED

9. **EDUCATIONAL PRESENTATIONS**

Nil.

10. **DELEGATIONS**

10.1 **DELEGATIONS (10 minutes)**

Nil.

10.2 **DELEGATIONS (3 minutes)**

Nil.

10.3 **DISPOSITION OF DELEGATION CONCERNS**

Nil.

11. **DIRECTOR'S UPDATE**

11.1 **2022 Annual Report of the Director of Education**

Director Russo stated the Education Act requires that the Chief Executive Officer submit to the Board, a report for the Ministry, on the actions of the board during the preceding twelve months. Through the Director's Annual Report, the Board can reflect on the achievements and accomplishments of KPR's students, staff, families and communities in relation to the work in achieving excellence in learning, success in life and pathways to enrich the local and global communities in the year 2022. The Director's Annual Report to the Board, [#WeAreKPR-2022](#), provided in a glossy paper format, provides a representative review of the Board's successes of the past year. A slideshow was displayed for those viewing through the livestream.

The Director reviewed the Report in detail for the Board and reflected on how each story supports the strategic pillars of the Board Action Plan (BAP). The Report highlights:

- messages from the Chairperson of the Board and Director of Education, both expressing pride in KPR
- the collaborative, trauma-informed approach to mental health in supporting student wellness and success
- a kindergarten classroom exploring new ways to bring Indigenous education to the forefront
- the correlation between early literacy and early success, particularly when working with the pandemic interruption to learning
- primary communication classes which support special education students in learning, socializing and communicating
- computer coding as part of new learning approaches in science and math
- reducing barriers to learning with Chromebooks and de-streaming

- the KPR virtual school community
- KPR classes participating in Part 2 Take TECH! design challenge
- an after-school coding program for female-identifying students in Grades 6 to 9
- literacy and numeracy coaches supporting student learning and success
- intentionally cultivating community and building relationships through Indigenous student engagement
- building connection, engagement and community with the Students of Colour Association (SOCA) at Adam Scott Collegiate Vocational Institute
- the MindUP program currently being implemented at 22 KPR schools
- the integration of equity, diversity and inclusion taking place through Gender and Sexualities Alliances groups
- providing opportunities through alternative and continuing education programming and KPR's dual credit programs
- KPR's significant evolution in the journey to the commitment of advancing human rights, equity and accessibility
- engaging in arts-based learning, welcoming newcomers and refugees, and providing positive peer mentorship through programs such as lunch buddies at Clarington Central Secondary School
- the work of the Student Leadership Group (SLG)

In closing, R. Russo reported that KPR welcomes over 25,000 elementary students and over 10,000 secondary students daily and is one of the largest employers in the communities it serves. The Director expressed her pride in the work that is being done and acknowledged there is more work to be done. Director Russo expressed her gratitude to Greg Kidd, Executive Officer of Corporate Affairs and his team, for the excellent work on the document.

Questions of clarification and comments were welcomed. Board members indicated they were pleased with the Annual Report which presented a wonderful snapshot of the past year.

It was,

Moved by: Trustee Dickson
Seconded by Trustee: Conway

(23-004)

That the 2022 Annual Report, dated January 24, 2023, be received for information.

CARRIED

11.2 Strategic Priorities and Interim Report

Director Russo spoke to the report noting the Board set the Strategic Plan in 2019 and the 2022 Board Action plan (BAP) was shared at the Leaders' Launch in August 2022. Beginning in October, the Director provided verbal updates on the progress and status of the specific goals and actions identified in the BAP during the Director's Update portion of the Board meetings.

An intentional focus on building shared understanding of the BAP goals, system priorities and actions across the system with principals, vice-principals and department leaders began in August 2022 and has consistently continued in a variety of ways. The Strategic Priorities and Interim Report – January 2023 demonstrates KPR's continued commitment to realizing the priorities set in the Strategic Plan and is a synthesis of what is happening across the system with the purpose of supporting students to achieve excellence in learning, life and community.

Guiding district improvement efforts are three questions:

1. What are we doing?
2. What is changing?
3. How do we know?

Questions of clarification were asked by Board members and addressed by Director Russo. Board members were guided through the Strategic Priorities Interim Report by the Director.

It was,

Moved by: Trustee T. Brown
Seconded by: Trustee D. Lloyd

(23-005)

That the Strategic Priorities and Interim Report, dated January 24, 2023, be received for information.

CARRIED

12. **BUSINESS ARISING FROM THE MINUTES**

Nil.

13. **STUDENT TRUSTEE REPORT**

On behalf of Student Trustee Maria Mahfuz, Student Trustee Kelly Mitchell spoke to this month's Student Trustee report stating over the winter break many students celebrated different holidays, such as Christmas and Hanukkah. Following the much-needed break secondary students are preparing for upcoming final examinations, which for some students could be the first time to write exams or prepare culminating tasks.

Grade 8 tours of the secondary schools are occurring across the board. The SLG representatives have been delivering presentations to encourage students to participate in leadership opportunities at their schools. Student Trustees Mahfuz and Mitchell are available to all students should they have questions regarding student leadership opportunities.

The Student Trustees have met with the SLG's Principal Advisors to deeply reflect on their work so far and focus on the goal for the rest of the school year. Since the beginning of September, they have prioritized equity, inclusion, mental health and student involvement throughout KPR. The Student Trustees want to foster meaningful interactions that prioritize well-being and inclusivity and more importantly, they aim to engage and empower students and community members to contribute their voices and experiences at schools. This year the Student Trustees would like to build a foundation for student leadership in KPR that is responsive to a rapidly changing world. They will create a cohesive model for sustainable student leadership that empowers students' voices and creates a community across KPR.

Some actions taken include the reformation on the SLG which ensures the perspectives of all secondary students are heard. At SLG meetings, team-building activities have been intentionally included and modelled to create a sense of community within KPR. A student leadership conference is being planned with the goal of empowering student leaders.

In closing, Student Trustee Mitchell noted she and Student Trustee Mahfuz are grateful for all the opportunities they continue to be provided and encouraged everyone to take some time to reflect on 2022 and set achievable goals for 2023.

A question of clarification was asked by a Board member which was addressed by K. Mitchell.

14. **DECISION ITEMS**

14.1 **COMMITTEE DECISION REPORTS**

14.1.1 **Resource Committee Report**

Committee Chairperson Abraham stated the committee met on January 11, 2023, where members received an update on automated external defibrillators (AEDs), the 2022-2023 First Quarter Financial variance report and school improvement and roof replacement tender information for James Strath Public School (PS).

C. Abraham noted the AEDs have been an area of interest and concern and the committee was informed following a closer review of budgets, it has been determined that the Safety First

budget will allow for the purchase and installation of the defibrillators in the current year. The board will develop an implementation plan in the form of a policy, procedure, or guideline around maintenance of the AEDs, with the maintenance costs being built into the 2023-2024 budget.

A Board member noted that the Student Trustees worked diligently to have student voice heard regarding the installation of AEDs in all schools within KPR.

C. Abraham reported that the committee reviewed the tender results for the improvement work at James Strath PS, as well as roof replacement work, to be completed in the summer 2023.

It was,

Moved by: Trustee Abraham
Seconded by: Trustee D. Lloyd

(23-006)

That the tender for James Strath Public School Improvements and Roof Replacement be awarded to Gerr Construction Limited in the amount of \$2,960,596.80 including Net Tax (2.16%)

CARRIED

It was,

Moved by: Trustee Abraham
Seconded by: Trustee A. Lloyd

(23-007)

That the Resource Committee Report, dated January 24, 2023, be received for information.

CARRIED

14.1.2 **Chairpersons' Committee Report**

S. Russell, Committee Chairperson and Chairperson of the Board, stated the committee met on January 18, 2023, then called on the Director to speak to the report.

R. Russo introduced the new draft Board policy B-3.4, Accessibility for Persons with Disabilities, reviewing the changes which were made at the request of Chairpersons' Committee members.

Director Russo paused to allow questions of clarification for Anthony Anirud, Human Rights, Equity and Accessibility Commissioner, as a Board member noted they were still bothered

by having 'service animals' encompassed within the Adaptive or Assistive Devices section, stating this should be delineated as a separate item. A. Anirud was asked to provide feedback on this change and stated the heading makes clear the qualification for adaptive and assistive devices and does not take away from intent or the spirit of what service animals are.

The meeting recessed due to technical problems at 8:04 p.m.
The meeting reconvened at 8:10 p.m.

An in-depth discussion ensued with questions of clarification being addressed by A. Anirud and Superintendent Duncan.

Suggested changes included:

- changing the section title to reflect Service Animals
- adding a line to the section which would state: Registered Service Animals as referenced in administrative regulation ES-3.8.4, Service Animals in Schools
- providing the opportunity for Superintendent Duncan and A. Anirud to discuss an addition to section 3.6 which would speak to Service Animals.

Board members engaged in conversation regarding hyperlinks and wording within the policy prior to approving draft Board Policy B-3.4, Accessibility for Persons with Disabilities.

Director Russo spoke to Board Policy B-7.3, Parental Involvement, reviewing amendments made since the discussion at Chairpersons' Committee.

Director Russo reported that the committee had referred Board Policy B-2.1, Board and Committee Meetings, back to administration for further review. At the Chairpersons' Committee meeting, a lengthy discussion regarding wording which is currently redundant, occurred.

Director Russo spoke to Board Policy BA-4.6, Expenses and Reimbursements for Employees/Trustees, stating at Chairpersons' Committee meeting a lengthy discussion took place on the need to separate the two policies creating one for employees and one for trustees. The spirit of the separation is to clearly define what are acceptable expenses for either group and the process for making claims.

The Director reviewed in detail, draft Board Policy BA-4.9, Expenses and Reimbursements for trustees. R. Russo noted to honour the conversation had by the committee, Item 5, Responsibility, should have the last line stroked out. With this

being a new draft policy, Administrative Regulation BA-4.9.1, Expenses and Reimbursements for Trustees, is included for reference purposes only. A review of the administrative regulation was provided for Board members.

Questions of clarification were asked by Board members and addressed by Director Russo or Chairperson of the Board. R. Russo stated the policy has been updated to reflect language with current practice and reflects expenses specifically to trustees. A suggestion included removing Item 5.8, Trustee Memberships, as this is outdated. A trustee stated, Board members do not have the ability to change administrative regulations. This is the responsibility of senior administration to manage. Following discussion at the Board table, the agreement was made to remove Item 5.8, Trustee Memberships in the draft Administrative Regulation BA-4.9.1, Expenses and Reimbursements for Trustees.

A Board member noted the rescinding of the first policy should follow the approval of the two new policies.

Questions of clarification were asked by Board members which were addressed or discussed with the Director.

A Board member stated upon review and reflection after reading the policy and administrative regulation, they wish to make a request to have an amendment to BA-4.9.1 to include a section titled 5.11, Equity, Diversity and Inclusion (EDI) expenses with the rationale that EDI is important to KPR. The board is doing an excellent job of using an inclusive lens while it creates and redevelops environments and policy which are for all people to learn, work and enjoy. The Board member noted one of the goals in the Board Action Plan for 2022-2023 under SL1 is to embed principles of human rights to ensure equity and inclusion for all; it is important for trustees approving policy to ensure an EDI framework is included. The trustee spoke to the motion recently passed by the Ontario School Boards' Association's (OPSBA) Board of Directors to combat systemic racism and support school boards with regard to anti-Black and anti-Indigenous racism. Ensuring EDI consideration is available for those who are considering the role for current and future trustees.

The Director stated the request was complex and required further thought. She asked questions of clarification to ensure she understood exactly what was being asked of her.

Board members were provided the opportunity to speak to the requested revision, where a Board member stated if something

like this were to occur, the Director should not need to amend the administrative regulation as there is currently a path clearly outlined within the document. If approved, there would need to be a cap on the dollar amount.

A Board member noted this request is a significant change, which should require a bigger discussion and should be referred back to the Chairpersons' Committee for a fulsome discussion.

Questions or concerns consisted of:

- Does the Ministry of Education support this?
- What is the budget impact?
- Where will the funds for this expense come from?
- Will there be a cap placed on this?
- What are the implications?
- Provide information on related legislation, and updates on collected information to the Chairpersons' Committee for a fulsome report and discussion.

A Board member noted they wanted clarification: was this about child care while at meetings or conferences. A Board member noted the intent of this could pertain to child care, elder care, spousal care and/or dependent care (family care) and is seen as an equity expense. This is about removing barriers, that often are unseen, for those in this situation.

Superintendent Loya and A. Anirud were asked to supply some information on this topic. A. Anirud stated he was hearing terms such as accessibility, EDI, and the Human Rights Code (Code) mentioned, which each have very specific distinctions. Through EDI, it is not legally mandated to supply expenses of this nature to elected officials. The Code, when speaking of equity, has a very clear distinction of formal equality and substantive equality. Substantive equality is clearly and legally defined in the Code under duty to accommodate, which is very specific. When talking of EDI, we are talking about the aspirational idea of what we want to put in the system. It is not legally mandated. Should it be included, it must be very clear when looking at the expense (for instance child care), it should be on a case-by-case basis and cannot be tied to the Code, taking it beyond its legal parameters.

M. Loya stated a human rights accommodation would not be necessarily connected to the budget of the trustees but considered under duty to accommodate under undue hardships. Unpacking and understanding the difference between the two – EDI and human rights – is foundational to this discussion. As a trustee it is important to know what is being agreed to, and what the ultimate scope of the application will be. As trustees look at

these concepts, time must be taken to understand the application of the term and then an educated decision must be made.

A Board member noted, if this is being considered for trustees and to be equitable to all, it should be considered for employees.

A Board member noted this is an aspiration. This may support the initiative to bring more diversity to this table. Trustees are different than employees. They are a distinct group. Putting something in the regulation to allow for an extraordinary expense if needed is beneficial. The only thing in place currently, would be to have this denied and then the trustee would have to appeal to the Board, why they feel the expense should be covered, robbing the person of their dignity.

Another Board member noted that they did not understand why this was coming to the Board table tonight without information being supplied. This should return to Chairpersons' Committee for further discussion.

Director Russo summarized the discussion: the trustees would like this returned to the Chairpersons' Committee, and the creation of a working group consisting of Superintendents Maliha and Loya, A. Anirud and at least two trustees. The Director stated having a group collect information prior to the next Chairpersons' Committee meeting, would allow her to come back to the committee with a shared understanding, a process for the disbursement of funds, how the current budget would be impacted, what this will mean for an in-year adjustment for each trustee and some good thinking so the integrity of what was proposed is maintained. Suggested group participants were welcomed by the Director.

Director Russo spoke to Board Policy BA-4.10 and reviewed the changes which were very consistent to those of Board members.

Questions of clarification were asked by Board members and addressed by Director Russo.

A Board member noted, if the additional wording is being added to the trustee expenses administrative regulation, it should be placed in the employee regulation ensuring equity for all.

The Director noted this will need to be taken back to the senior administration. This may look and sound different for employees.

It was,
Moved by: Trustee Kitney
Seconded by: Trustee P. Brown

(23-008) **That Draft Board Policy B-3.4, Accessibility for Persons with Disabilities, be approved.**

CARRIED

It was,
Moved by: Trustee Conway
Seconded by: Trustee Flynn

(23-009) **That Board Policy B-7.3, Parental Involvement, be approved as revised.**

CARRIED

It was,
Moved by: Trustee Conway
Seconded by: Trustee Kitney

(23-010) **That Board Policy B-2.1, Board and Committee Meetings be referred back to administration for revisions and be returned to the next Chairpersons' Committee meeting.**

CARRIED

It was,
Moved by: Trustee A. Lloyd
Seconded by: Trustee Conway

(23-011) **That Board Policy BA-4.6, Expenses and Reimbursements for Employees/Trustees be rescinded.**

CARRIED

It was,
Moved by: Trustee Dickson
Seconded by: Trustee Flynn

(23-012) **That Draft Board Policy BA-4.9, Expenses and Reimbursements for Trustees be approved.**

CARRIED

It was,
Moved by: Trustee Conway
Seconded by: Trustee T. Brown

(23-013)

That Draft Board Policy BA-4.10, Expenses and Reimbursements for Employees be approved.

CARRIED

It was,

Moved by: Trustee Conway
Seconded by: Trustee A. Lloyd

(23-014)

That the Chairpersons' Committee Report, dated January 24, 2023, be received for information.

CARRIED

The Board recessed at 9:58 p.m.
The Board reconvened at 10:08 p.m.

Trustee Dickson excused herself from the meeting at 10:10 p.m.

14.2 **DECISION REPORTS**

14.2.1 **Awards and Scholarships – Courtice Secondary School**

J. Maliha, Superintendent, Student Achievement, reported that Board Policy ES-4.2, Recognition of Student Achievement, indicates that Board approval, consistent with its values, purposes, and mandate, will be necessary for the initial offerings at graduation ceremonies of any bursary, scholarship, or other incentive with a monetary value.

The family of Paul Schultz, retired teacher from Courtice Secondary School (SS), wishes to establish the Paul Schultz Award to be presented annually in the amount of \$500 to one graduating student of Courtice SS who has met the award criteria. The award will be presented at commencement annually until the donated funds are exhausted.

It was,

Moved by: Trustee Conway
Seconded by: Trustee Abraham

(23-015)

That the Kawartha Pine Ridge District School Board approve the establishment of the Paul Schultz Award, in the amount of \$500 to be awarded to one graduating student from Courtice Secondary School, who has met the above criteria.

CARRIED

15. **ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION (OPSBA) REPORT**

Trustee A. Lloyd, the Board's Delegate Member of OPSBA, spoke to the upcoming Public Education Symposium and reminded Board members of the Central East meeting which will occur on Saturday, January 28, 2023.

16. **CORRESPONDENCE**

Nil.

17. **INFORMATION ITEMS – CONSENT ITEMS**

It was,

Moved by: Trustee D. Lloyd
Seconded by: Trustee T. Brown

(23-016) **That the following agenda items for the January 24, 2023, Board meeting be received for information:**

- **Item 17.1 Special Education Advisory Committee Report**
- **Item 17.2 Program Review Committee Report**
- **Item 17.3 Student Transportation of Central Ontario (STSCO) Governance Committee Report**

Requests were made by trustees to pull the following reports for comment and/or discussion:

- **Item 17.3 Student Transportation of Central Ontario (STSCO) Governance Committee Report**

The motion was **CARRIED**

17.3 **Student Transportation of Central Ontario (STSCO) Governance Committee Report**

Steve Russell, Chairperson of the Board, spoke to the meeting on January 11, 2023, where discussion included Budget and Expenditures, a bell time review discussion and information on the STSCO Communiques to Service Providers.

STSCO will be engaging a consultant to assist with bus driver recruitment. A review of cancellations was provided where it was noted that the number of cancellations is slowly declining. Through discussion on how to reduce the number of drivers required, bell times were reviewed. Further information will be brought to the committee at the next STSCO Governance Committee meeting. The review of bell times will only occur for areas where shortages have created problems.

Questions of clarification were asked by Board members and addressed by Director Russo and Superintendent Foster.

18. **BOARD MEMBER ADDITIONS**

Trustee Kitney spoke to the recent passing of David Onley, who served as Ontario's 28th Lieutenant Governor. A newspaper article was shared with Board members. D. Onley served from 2007 to 2014 and was the first person with a physical disability to hold the post. Trustee Kitney shared a statement from the article and informed the Board that D. Onley had disabilities stemming from a childhood bout with polio and used a motorized scooter to move about. Before taking office, he had a career in television journalism, which included a focus on science and technology reporting. He then served as chair of the Accessibility Standards Advisory Council and was a member of the accessibility councils for the Rogers and the Air Canada Centres. D. Onley was an "active advocate" for improved access to employment for people with disabilities who channelled his passion for access to opportunities into expanding literacy and education programs for Indigenous people in Ontario while "emphasizing the importance of reconciliation".

19. **FUTURE MEETING DATES**

Chairperson Russell drew attention to the future meeting dates listed in the Board agenda and the recent changes to Chairpersons' Committee meeting.

20. **QUESTION PERIOD**

Chairperson Russell opened the meeting to questions from the floor.

It was,

Moved by: Trustee D. Lloyd
Seconded by: Trustee Flynn

(23-017) **That the Board move back in-camera 10:22 p.m.**

CARRIED

The Board reconvened in Open Session to complete unfinished business at 10:32 p.m.

21. **REPORT OF THE COMMITTEE OF THE WHOLE IN-CAMERA SESSION**

21.1 **Audit Committee – Non-Trustee Member Appointments – Recommendation 1**

It was,

Moved by: Trustee D. Lloyd
Seconded by: Trustee Conway

- (23-018) That the Kawartha Pine Ridge District School Board approve the appointment of Alison McLaren to a second, three-year term as a non-trustee member of the Audit Committee, effective January 24, 2023.

CARRIED

21.2 **Audit Committee – Non-Trustee Member Appointments – Recommendation 2**

It was,

Moved by: Trustee Abraham
Seconded by: Trustee T. Brown

- (23-019) That the Kawartha Pine Ridge District School Board approve the appointment of Milena Ceglie, for a third, three-year term as a non-trustee member of the Audit Committee, effective January 24, 2023.

CARRIED

21.3 **Resource Committee Report – Recommendation 1 and 2**

It was,

Moved by: Trustee Klassen Jeninga
Seconded by: Trustee Kitney

- (23-020) That Resource Committee Report, Agenda Item IC.8.4, Recommendation 1 and 2, considered in the Committee of the Whole Board meeting on Tuesday, January 24, 2023, be approved.

CARRIED

22. **ADJOURNMENT**

It was,

Moved by: Trustee A. Lloyd
Seconded by: Trustee Flynn

- (23-021) That the meeting be adjourned (10:34 p.m.).

CARRIED

Steve Russell
Chairperson of the Board

Rita Russo
Director of Education
and Secretary of the Board

Kawartha Pine Ridge
District School Board

DRAFT

Student Trustee Report

Student Trustees Kelly Mitchell and Maria Mahfuz

This February students across Kawartha Pine Ridge District School Board (KPR) recognized Black History Month in a variety of ways. Students, leaders and staff alike are committed to honouring the legacy of Black people in Canada and understanding the richness of their communities. Black History Month is a time for all KPR members to celebrate, honour and reflect upon the many accomplishments and contributions of Black Canadians.

February has also been an exciting time for student leaders across KPR. On February 16, the election for new Student Trustees was held and Student Trustee Mahfuz and I would like to congratulate the two new Student Trustees, who will represent KPR's students in the upcoming 2023-2024 school year. We look forward to working with you, showing you the ins and outs of the position and helping you undertake the amazing new role in the position to which you've been elected. It's a tremendous opportunity and responsibility, and we look forward to sharing with you what we've learned so far. Amplifying the voice for students at the Board level is an important role, and we are certain our new trustees will do an amazing job in the next school year.

With each new school year change is inevitable, and Student Trustee Mahfuz and I are working hard to make a lasting impact with this board with a student leadership mandate that will strengthen and elevate the voices of the KPR students we represent. Our vision is to build a foundation for student leadership in KPR that is responsive to a rapidly-changing world. We are working to create a cohesive model for sustainable student leadership that empowers student voice and invites community and comradery across KPR. In cohesion with the Board Action Plan, specifically, SP-EC 2 to: "Cultivate leadership in our students, staff, schools and communities", and SA-EC 1 to: "Engage and empower students and community to share their voice and experience in education," we intend to ensure that student leadership at KPR matches the long-term vision the board has for student success. By reconstructing the Student Trustee process and the Student Leadership Group's (SLG) assembly, Student Trustee Mahfuz and I want to ensure student leadership at KPR will continue to thrive and that all KPR students will continue to feel heard and represented long after our departure from this role. We want the incoming Student Trustees to inherit a solid and effective student leadership platform that will help them in the fulfillment of their roles as the voice of students across this board.

Student Trustee Mahfuz and I are creating a cohesive and sustainable model of student leadership that will ensure that SLG can achieve its purpose of gathering student voice and input. We intend to change the name to "Student Senate" to better reflect this role, and we intend to write a constitution to map out how the group will function and what roles each member will have. By introducing roles that each student can adopt, for example Treasurer, Mental Health Representative or Secretary, students can become more actively involved in their Senate roles, allowing for increased productivity and drive from members. This refresh to the SLG would positively impact students at KPR, creating a more sustainable and well-established connection between all secondary schools and establishing a clear model with a pathway for information to be shared directly from students to the board.

Alongside SLG reform, the Student Trustee process is also in need of amendments to better match board vision and goals. We want to explore the possibility of establishing a new Indigenous Student Trustee position to more accurately reflect the nine percent of KPR students who identify as Indigenous. This position would create a unique perspective for the board to hear, and would allow Indigenous student voices to gain a larger place in KPR. We also want to explore redefining the Student Trustee term from one year to two years. Once fully implemented, this new structure would allow for junior trustees and a senior trustee each year, allowing for better mentorship and transitions, which will further impact the effectiveness of the Student Trustee roles. Two-year trustees are given more time to fully adapt to their roles as student representatives, and in turn will be able to make a greater impact across KPR. With these changes to the structure of the positions occurring in time for the next Student Trustee election in February 2024, the process of Student Trustee elections would also be amended. Changing from school-designated student leadership votes to democratic votes to be given to all KPR students in Grades 7 to 12 will allow the election process to become more democratic and to better match the election process established to elect the other trustees around the board table.

These changes to student leadership in KPR are ambitious, but change can happen one step at a time, and we believe we have a vision for a better and more inclusive Student Trustee model. Student leadership in KPR must change so that it can better represent our rapidly-evolving world. Students are the reason the Kawartha Pine Ridge District School Board exists, so giving students a voice is of the utmost importance. Streamlining KPR leadership to better allow student input to more broadly and more directly reach the Board is an important shift that will allow the Board to better represent all of its students and will help the Board make accurate and informed decisions regarding its largest stakeholders: KPR students themselves. Student Trustee Mahfuz and I are determined to work diligently with our fellow trustees and KPR management and staff to ensure these important changes take place and are implemented and put into action during the academic school year to come.

In conclusion, February is a month of transition for students. A new semester begins, winter sports bring new competitions and the season shifts into warmer days. Change is on the horizon, which will lead to new opportunities, new growth and new ideas. Student Trustee Mahfuz and I look forward to the new beginnings to come as we continue to develop our plans to make lasting, positive change at KPR.

Thank you.

Kelly Mitchell

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

RESOURCE COMMITTEE REPORT

The committee met on February 1, 2023 and reports as follows.

ATTENDANCE

Present: Trustees Cathy Abraham (Committee Chairperson) and Terry Brown.

Trustees Cyndi Dickson and Angela Lloyd attended via the Webex platform.

Regrets: Trustee Sean Conway

Also Present: Trustees Jaine Klassen Jeninga (Vice-chairperson of the Board), R. Russo, A. Foster, S. Gohil, M. Allen, J. Thompson, A. Morton and M. Williams.

Trustees Steve Russell (Chairperson of the Board), Paul Brown, and Rose Kitney attended via the Webex platform.

INFORMATION ITEMS

Northglen Neighbourhood School – Verbal Update

G. Payne, Executive Officer, Facilities Services, provided a verbal update on the progress of the Northglen neighbourhood school. The project is now in the initial costing process. The Junior Kindergarten (JK)-Grade 8 school building will be 7700 square metres with space for 769 students, and will have four child care rooms. Based on feedback received, administration made adjustments to the building plans (parking spaces, bus lanes, site lines in the school and access from the stage directly to classrooms if needed for productions). Planning Services has been working with the municipality to keep everything moving toward the estimated build start of spring 2023.

Student Accommodation Plan: Elementary Family of Schools – Port Hope High School

Superintendent Foster reported that Ganaraska Trail Public School (PS) is experiencing greater than anticipated accommodation pressures. In September 2022, the Grade 6 students from Ganaraska Trail PS transitioned to Dr. M.S. Hawkins PS to alleviate accommodation pressure. A review of the Port Hope High School Elementary Family of Schools is being conducted in order to identify a sustainable solution to the accommodation pressures being experienced in the region.

Superintendent Gohil reported the consultation process endeavoured to seek input from a variety of stakeholders and has included in-person and digital engagement, hard-copy feedback forms and the opportunity to connect directly with the Superintendent of Student Achievement for the Port Hope Family of Schools. The in-person community consultation meetings were held in December and January.

RESOURCE COMMITTEE REPORT

Options that were presented to the community at the first community consultation meeting in December were:

Option A: Remain status quo.

Option B: Ganaraska Trail PS becomes a dual-track JK-Grade 3 school and Dr. M.S. Hawkins Senior PS becomes a dual-track Grade 4-8 school. Beatrice Strong PS and North Hope Central PS remain status quo.

Option C: Ganaraska Trail PS becomes a dual-track JK-Grade 4 school and Dr. M.S. Hawkins Senior PS becomes a dual-track Grade 5-8 school. Beatrice Strong PS and North Hope Central PS remain status quo.

Option D: Ganaraska Trail PS becomes a dual-track JK-Grade 4 school, North Hope Central PS becomes a JK-Grade 4 school and Dr. M.S. Hawkins Senior PS becomes a dual-track Grade 5-8 school. Beatrice Strong PS remains status quo.

Option E: Create boundary adjustments between Ganaraska Trail PS, North Hope Central PS and Beatrice Strong PS to balance enrolment between the elementary schools.

Superintendent Gohil reported that feedback from the first community consultation meeting was consolidated and shared with administration for review. This feedback was also shared on the board website. A summary of the patterns and themes found within the community feedback is attached as Appendix A. Appendix B includes the collated feedback from the December in-person public consultation meeting, and Appendix C includes the online feedback received.

During the consultation period, the community brought forth the following options for consideration:

Option 1: Change the French Immersion (FI) program grade cohorts between Ganaraska Trail PS and Beatrice Strong PS (i.e., Ganaraska Trail PS becomes FI SK-Grade 3 and Beatrice Strong becomes FI Grades 4-6). Both schools maintain English stream.

Option 2: Establish a second Port Hope area French Immersion program at Beatrice Strong PS.

Option 3: Establish a single-track French Immersion program at either Ganaraska Trail PS or Beatrice Strong PS, with English only at the other school.

Option 4: Change the grade cohorts between Beatrice Strong PS and Ganaraska Trail PS, with Beatrice Strong PS becoming a dual-track primary school (i.e., JK-Grade 1) and Ganaraska Trail PS becoming a dual-track primary/junior school (i.e., Grades 2-6).

Administration reviewed the community feedback that was gathered and analyzed the viability and impact of each option being considered. Once this review was completed, administration brought forth the following three options for final consideration at the second community consultation meeting held in January.

RESOURCE COMMITTEE REPORT

Option 1: Change the FI program grade cohorts between Ganaraska Trail PS and Beatrice Strong PS (i.e., Ganaraska Trail PS becomes FI SK-Grade 3 school and Beatrice Strong PS becomes FI Grades 4-6). Both schools maintain English stream (JK-6).

Option 2: Ganaraska Trail PS becomes a dual-track JK-Grade 3 school and Dr. M.S. Hawkins Senior PS becomes a dual-track Grade 4-6 school. A dual-track intermediate school (Grades 7-8) is established at Port Hope HS.

Option 3: Establish a second Port Hope area FI program at Beatrice Strong PS.

The enrolment projections, proposed transition plans, and anticipated plan impact for each option is attached as Appendix D.

Superintendent Gohil shared that to be responsive to feedback received from stakeholders and prepare for a smooth transition for students, no changes to the grade cohorts will be implemented for the 2023-2024 school year. All elementary schools within the Port Hope High School Family of Schools will remain status quo.

Status quo for 2023-2024 entails:

- Utilizing all available space at Ganaraska Trail PS as classrooms (e.g., stage area, portion of library) for the 2023-2024 school year.
- Exploring the use of additional portable(s) as a temporary accommodation measure at Ganaraska Trail PS for the 2023-2024 school year.
- Managing enrolment growth in the Port Hope High School Elementary Family of Schools; no new registrations for out-of-boundary students will be accepted.

A full report on the Student Accommodation Plan: Elementary Family of Schools – Port Hope High School, will be taken to the March 1, 2023 Resource Committee meeting.

DECISION ITEMS

Student Accommodation Plan: Elementary Family of Schools – Clarke High School

Superintendent Foster reported that Newcastle PS and The Pines Senior PS are experiencing greater than anticipated accommodation pressure. In September 2022, the Grade 6 students from Newcastle PS transitioned to The Pines Senior PS to alleviate accommodation pressure being experienced at Newcastle PS.

Superintendent Gohil shared that in order to seek input from a variety of stakeholders, the consultation process included a variety of engagement options including in-person, digital, and printed materials, as well as email correspondence sent directly to the Superintendent of Student Achievement for the Clarke Family of Schools. The in-person consultation meetings were held in December and January.

Options that were presented to the community at the first community consultation meeting were:

Option A: Remain status quo.

RESOURCE COMMITTEE REPORT

Option B: Newcastle PS becomes a dual-track JK-Grade 4 school. The Pines Senior PS becomes a dual-track Grade 5-6 school. A dual-track intermediate school (Grades 7-8) would be established at Clarke HS. Clarke HS continues to offer Grades 9-12. Orono PS remains status quo.

Option C: Newcastle PS becomes a dual-track JK-Grade 3 school. The Pines Senior PS becomes a dual-track Grade 4-6 school. A dual-track intermediate school (Grades 7-8) would be established at Clarke HS. Clarke HS continues to offer Grades 9-12. Orono PS remains status quo.

Option D: Newcastle PS becomes a dual-track JK-Grade 4 school. The Pines Senior PS becomes a dual-track Grade 5-8 school. Clarke HS and Orono PS remain status quo.

Superintendent Gohil reported that feedback from the first community consultation meeting was consolidated and shared with administration for review. This feedback was also made available on the board website. A summary of the patterns and themes found within the community feedback is attached as Appendix E. Appendix F includes the collated feedback from the December in person public consultation meeting. Appendix G includes the online feedback as well as hard copy feedback that was collated following the in-person engagement session in December.

During the consultation period, the community brought forth the following options for consideration:

Option 1: Establish a single-track French Immersion (FI) program at The Pines Senior PS (SK-Grade 8). Newcastle PS would become single-track English JK-Grade 8 school.

Option 2: Submit a Capital Priorities Request to the Ministry of Education for a new school to be situated on board-owned property in Newcastle.

Administration reviewed the community feedback that was gathered and analyzed the viability and impact of each option being considered. To be responsive to feedback from stakeholders and prepare for a smooth transition for students, administration brought forth the following recommendation for final consideration at the second community consultation meeting:

For the 2023-2024 school year Newcastle PS will remain status quo as a dual-track JK-Grade 5 school for the 2023-2024 school year. The Pines Senior PS will offer Grades 6-8 (English stream) and Grade 6 FI for the 2023-2024 school year. Available classroom space at Clarke HS will be utilized to accommodate overflow Grade 8 students from The Pines Senior PS. To manage enrolment growth in the Clarke HS Elementary Family of Schools, all new registrations for out-of-boundary students will not be accepted.

Plans for 2024-2027 will include Newcastle PS being offered as a dual-track JK-Grade 4 school. The Pines Senior PS will offer Grades 5-8 (English stream) and Grades 5-7 (FI)

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in 2024-2025 and Grades 5-8 (FI) in 2025-2026. Available classroom space at Clarke HS will be utilized to accommodate overflow students from The Pines Senior PS.

The enrolment projections, proposed transition plan, and anticipated plan impact for this solution are attached as Appendix H.

Feedback from the January in-person public consultation meeting is summarized and included as Appendix I. A summary of the online feedback received is included as Appendix J.

Following discussion and questions of clarification motions were adopted that administration continue to prioritize securing funding to build a new Junior Kindergarten to Grade 12 school and that effective September 2024, Newcastle PS be established as a Junior Kindergarten-Grade 4 dual-track French Immersion school and The Pines Senior Public School be established as a Grade 5-8 dual-track French Immersion school.

Review of Board Policy BA-5.1, Purchasing Procedures

Superintendent Foster stated that in accordance with the Policy Review Schedule, Board Policy BA-5.1, Purchasing Procedures (Appendix K), has been reviewed. Revisions to reflect current practice, updated language and a change of approval limits, are being recommended. Superintendent Foster drew attention to the proposed changes which included, social responsibility language, changing approval limits for capital projects tenders, consulting services, expenditures which exceed the original budgeted amount and multi-year commitments.

Following discussion a motion was adopted to approve Board Policy BA-5.1, Purchasing Procedures as revised.

RECOMMENDATIONS

1. That administration continues to prioritize securing funding to build a new Junior Kindergarten to Grade 12 school on the board-owned property in Newcastle, Ontario, as part of the Ministry of Education capital priorities application process.
2. That Newcastle Public School be established as a Junior Kindergarten to Grade 4 dual-track French Immersion school and The Pines Senior Public School be established as a Grade 5-8 dual-track French Immersion school, utilizing classroom space within Clarke High School, where necessary, effective September 2024.
3. That Board Policy BA-5.1, Purchasing Procedures, be approved as revised.

RESOURCE COMMITTEE REPORT

4. That the Resource Committee Report, dated February 28, 2023, be received for information.

Cathy Abraham
Committee Chairperson

Appendix A – Port Hope High School Elementary Family of Schools Community Consultation Meeting Trends and Themes

Appendix A provides a summary of the trends and themes identified in the community consultation feedback. Detailed feedback can be found in Appendices B and C.

The information provided in the chart below progresses from left to right in terms of importance/significance based on the feedback that was shared by the community.

Student Safety – Physical and Mental Well-being	Physical Building / Playground Suitability	Transitions	Viable / Sustainable Solution	Transportation
<ul style="list-style-type: none"> • Ensure influence of older students on younger students is positive. • Minimize mingling of older cohorts with younger cohorts. • Provide students with leadership opportunities. • Ensure that appropriate supervision is available. • Where possible, keep children in their communities. 	<ul style="list-style-type: none"> • Ensure that resources are made available to upgrade building. • Ensure the building is suitable for the intended age cohort. • Ensure that resources are made available to upgrade the playground / greenspace, and that the space is suitable for the intended age cohort. 	<ul style="list-style-type: none"> • Minimize transitions throughout school career. • Synchronize entry grade from feeder schools (i.e., all students enter in Grade 6). • Where possible keep siblings in same schools. • Keep divisions (i.e., primary, junior, intermediate) together. 	<ul style="list-style-type: none"> • Does the solution address all the issues? • Is the proposed solution sustainable? • Will portables be required? • Is there suitable classroom space (i.e., Full Day Kindergarten rooms available). • Will there be enough student enrolment to sustain specialized program (i.e., French Immersion)? 	<ul style="list-style-type: none"> • Availability of busing and/or bus drivers should be considered. • Consideration should be given to minimizing the length of time students are on the bus. • Minimize the mixing of elementary and secondary students on the bus. • Avoid unnecessary busing.

COLLATED FEEDBACK FROM PARENTS/GUARDIANS AND OTHER PARTICIPANTS

DECEMBER 5, 2022 PORT HOPE ELEMENTARY FAMILY OF SCHOOLS PUBLIC MEETING

Option A: Remain Status Quo		
Pros/Benefits	Cons/Negatives	Questions/Wonderings
<ul style="list-style-type: none">No transition for current or future studentsKeeps the rural students ruralHonours cultural differences between ward 1 and ward 2Keeping students K-6 allows them to develop relationships which helps with mental health and builds resilienceShorter bus rides for rural/current North Hope students	<ul style="list-style-type: none">Not a long-term solution- unsustainableJunior students (Grade 4-Grade 6) impact athletics, clubs, extra - 6) are split up curricular activitiesTeacher burnout/staff difficult for students (no stability, space = uncertainty)Grade 6's at MS Hawkins have missed out on leadership opportunityStudents safety – class sizes at G.T. because of large supervision #'s (student: teacher ratio)Does not increase enrollment at Beatrice Strong to get a new schoolBeatrice Strong remains underutilizedUnfair that students move to Hawkins at different time/grade levelSplitting junior grades impacts teacher collaboration & networking &planning &resources (duplicated purchases)Grade 4's & 5's not developmentally ready to be with grade 8'sGrade 6's are being teased/bullied/threatenedGrade 6's have had to grow up too quicklyDoes not address over capacity problems at Gananaraska Trail	<ul style="list-style-type: none">Why did planning not foresee the projected needs and build a larger addition at the Gananaraska Trail given by-law of no portables (no 2nd floor)Are the projections from software accurate and realistic (continued immigration continued migration from cities, work from home demographic?)How are we capturing the data of the specific ages of the incoming childrenHas the planning group considered the purchase of older construction homes in the demographic of those homes (in group, no family is in a new build)What was the experience f the grade 6's & what feedback from the 6's has been collected (who moved to Hawkins)Has the town of Port Hope been approached about rescinding the “no portables” at Gananaraska TrailWould the addition of portables provide an opportunity to manage/balance numbers and perhaps grandfather students who may moveWill Dr. Hawkins get an actual, dedicated yard for students vs. pavement only (field = shared with HS and far from Hawkins doors)What are the negatives, if any of having both Beatrice Strong & Gananaraska Trail as dual F.I. schools?IF nothing changes what happens in 2 years?What is the cost of the software?Does this or any scenario take into account other local areas ie. Cobourg? (Cobourg & PH boundaries)Will Dr. Hawkins undergo a re-organization/renovation/cut-up and not child friendlyWhat is the capacity of PHHS?When will the PAR process be lifted? Should we sit tight?What about play areas?Can we get more support for the Grade 6's with special education and accountability from the teachers?How to separate the Grade 4's from Grade 12's (option ____)Library, shared space b/w elementary/high schoolWith option A status quo – can the existing GTPS building be renovated to accommodate increase in population?Can we build an extension?Portables?

Option B: Change in grade cohort between Ganaraska Trail PS (K-Grade 4) and Dr. M.S. Hawkins Senior PS (Grade 5-Grade 8)			
Pros/Benefits		Cons/Negatives	Questions/Wonderings
<ul style="list-style-type: none">• Potential for facilities/programming with proper investment• Grade 4's at Ganaraska Trail for Leadership• Teachers have been down this road and will be able to support• More kids may increase bus options• More resources – volleyball court, music room• High school students can be leaders for grade 5-8 students• Coop supports high school students work in day care• North Hope kids are not moving		<ul style="list-style-type: none">• Leadership for grade 5 students with younger children• Opportunity for growth (mental/physical), mental health concerns• Impact of the pandemic ... could we wait another year? (Students are “behind” in so many areas)• Pressures to “grow up faster” in a grade 5-8 building• Lack of a space to play at Hawkins (pressure to avoid the playground)• Not enough communication with the move of the sixes• Impact on NH & Beatrice students who will join the fives and sixes at the Hawkins building?• Impact on high school students• Stresses of different schools & times for parents/families• Washrooms in Hawkins (height? Supervision?)• Supervision challenges• GR 4 and Sports against other schools• Doesn't support low enrollment at Beatrice Strong• Seeing older kids do things – influence of negative• Possible – secondary school students with grade 5-8 students not isolated• Ganaraska and Hawkins bell times make it difficult for parents with kids at both• Bus challenges – start and end times• Large daycare centre takes the needed space for Hawkins kids• Late birthdays – very young for this group• Entrance for Hawkins is an issue – need separate entrance• Age gap is too large – socially, emotionally and physically• Hawkins is not running well with the grade 6's yet• Lack of facilities – no playground to meet all needs• Drop off is wild – not safe• Leave community in constant transition• Washroom concerns high school students in grade 5-8 washrooms	<ul style="list-style-type: none">• What are the investment \$ that will happen in order to be ready for this new group of students• Bussing challenges?• Flexibility in start times?• How to get an “identity” for Hawkins? (entrance? Rebranding? Signage? School pride?)• Daycare question (in gr.5 at the daycare and then going to school in the same building)• Need a better open house experience• Lack of faith in the “process”• Kinders all in one school• Dual track at both sites• Will grade 4's need to move in a year?• Will students be able to use yard – big yard and small?• Leaving property at break?• How will we prepare kids from January to June to help prepare the grade 5 students to come to Hawkins?• Why do we bus kids to Cobourg? Waste of money.• Beatrice kids coming need better transition plan• Will the move impact self esteem?• Can we as adults have a tour to see the physical space – separation, area, etc?• Play area – needs to improve (physical activities)

Option C: Change in grade cohort between Ganaraska Trail PS (JK-3) and Dr. M.S. Hawkins Senior PS (4-8)		
Pros/Benefits	Cons/Negatives	Questions/Wonderings
<ul style="list-style-type: none">Keeps rural students rural (leaving North Hope as is)Honors cultural differences between ward 1 and ward 2Shorter bus rides for rural/current North Hope studentsKeeping students K-6 allows them to develop relationships, sports ect. Which helps with mental health and peers which builds resilience and aids in protecting from forms of mental illness (anxiety, depression, suicide, substance abuse, addictions, eating disorders, ect.)Keeps the “Juniors” together for things like sportsLess transitions for community) doing 4 and 5 at same time versus in a couple years)Would be at Hawkins for 5 years (longer period of time)Everyone has a chairDedicated junior schoolExtra-curricularMentoring for high school	<ul style="list-style-type: none">Concerns of grade 4’s mingling with grade 8’s-influence such as drugs, alcohol, sex- in playgroup parking lot, busIncreased risk to mental health ->pure influence and transition piece (anxiety, depression, suicide)BIG CONCERNHawkins → No play structure (just parking lot)Grade 4 (9-year-old) nothing to play on (structure or grass) which is key to their development incoming at age 8People with multiple younger children would end up at multiple schools sooner (or more often)Siblings cannot help with transitionsConcern of age range on the busHawkins will be overpopulated very soonConcern of exposure younger students have being with the older gradesBussing is a concern (younger students with HS students)Security issue (walking out the front door)Concerns of who is coming into the buildingBuilding is not set up the same wayConcern around parking lot □ high school students driving in the parking lot, when there are 8-year old’s walking through itConstantly as the bottom until they are in the higher HS gradesNo opportunity to grow into leadership rolesLarge leap of from Grade 3 to Grade 8G.T. students are the main group subjected to the change (doesn’t affect everyone)- while their peer will be in the same school/classes for much longer through their educationThere is not a playground and green spaceNo dedicated entranceGrade 4’s are not Grade 12’sLeadership roles (Gr. ‘s leading?)No reading buddiesNo kinder helpers (and Grade 1’s)BSPS & NH will be segregatedTheir 7’s won’t feel they fitWe need to prepare our kids for this transition (this wasn’t done well)School visitsMental healthSchool bell times (Hawkins/ PHHS is an early start)There isn’t enough time to make this workThis plan doesn’t take into account BSPS’s low enrollment	<ul style="list-style-type: none">What is going to happen come high school?Where there be room?Cobour won’t have space to take the studentsWhy isn’t George Hamilton being bought back from the town? Plenty of space thereWould there be monitors on the bus?Where are the students going to playWith all the research around play based learning, why are we disregarding it at age 8?K-8 is the ideal elementary school settingCost for bussing?How long will rides be?What happens when we hit this problem again in 5-7 years?What are the base assumption in the data?How will the Gr. 4-8 students be kept separate from high school students. (inside & outside)Can PHHS keep the FI to prevent students from leavingFor this to work we need a HUGE investment in this building and its spacesHow can we convince kids that this is a great idea?Can we move 5’s in 2023, 4’s in 202Can we entertain a parent led initiative (we need someone to take charge on this) to improve the green space/playgroundWill the 6’s & 7’s be together

Option D: Change in grade cohorts between Ganaraska Trail PS, North Hope Central PS and Dr. M.S. Hawkins Senior PS.		
Pros/Benefits	Cons/Negatives	Questions/Wonderings
<ul style="list-style-type: none">• None• Solves GTPS enrollment issues• Gr. 5 & 6 from NHPS & GTPS – relationships	<ul style="list-style-type: none">• Transportation• 9-year old's on bus 6:30/7AM• Daycare/transportation• Unlike other Hawkins age kids – Grade 5s not old enough to stay home alone and would not get home 1 hour before younger siblings - additional daycare strain to parents• Does not address under capacity problems at Beatrice• Loss of Grade 5/6 at North Hope does not leave enough students for Sports Teams etc..• Grade 5/6 important development time• Research shows kids in GR6 in K-8 do better academically and self-esteem wise than 6-8• Loss of leadership opportunities• Increase in bus travel to Hawkins from 5 mons to 60 mins• Negative influences of older students potentially with younger students (drugs and alcohol, sexual assault, drug overdose)• Increased anxiety and depression (mental health) suicide as part of transition for younger students to Hawkins/PH• Lack of Bus Drivers <input type="checkbox"/> ongoing problem• Is not an efficient or effective equalization of space <input type="checkbox"/> distribution of students• Increased capital costs to accommodate students at new schools• no playground/lack of play space• Differing school schedules/starts• Student transportation• Bell times and impact on bus routes; longer bus times• Taking 5s from a small community school (NHPS) to a larger school• Younger students in schools and on bus• BSPS Gr. 5 & 6, 5's do not have an opportunity to build relationships with other 5's• 5's from BSPS, NHPS, GTPS – opps to build relationships• Transition opportunities- student & families – Sept. '23• Leadership/district to support transition• BSPS not being utilized• NHPS Gr. 4's (& GTPS) can't compete against Gr. 5/6's Gr 4's left behind• Awful• NHPS 5's should stay at their home school	<ul style="list-style-type: none">• What will happen to PH High School Students• Is there enough room to accommodate both elementary and secondary students within Port Hope HS• Lack of use of available green space by Dr. Hawkins students currently? As part of transition planning this September 2022• Other options transition students more effectively within town• Parents may choose to leave FI to keep them at their home school to save the additional transition• Can Hawkins support a 5-8 school?• Gr.5 -8's on bus with Gr. 9-12's• GTPS and BSPS as dual (Fi & Eng)?• 50%• Bathrooms, playground, gym, library, space available?• Group 4-8 vs. 5-8 to maintain Jr. and Int divisions• Have another year of stability move to 2024-25? Is there space at GTPS to support this?• Grandfather Gr 1. FI into BS PS; build on each grade over the years

Option E1: Boundary Adjustments between Beatrice Strong PS, Ganaraska Trail PS and/or North Hope Central PS.		
Pros/Benefits	Cons/Negatives	Questions/Wonderings
<ul style="list-style-type: none">• The worst- mental health, anxiety, addiction etc., post pandemic• Utilizes Beatrice Strong PS the most effectively• Keeps more students within their home schools• Takes the pressure off the Ganaraska Trail• Better utilization of Beatrice Strong• Geography makes more sense• Not taking more capacity away from the high school	<ul style="list-style-type: none">• Transportation• Long bus rides for very young students• Current struggles for finding buses are multiplied by 100%• Loss of community bases on geographic (for rural kids being sent to tow) (rural kids lose the benefits only North Hope can offer)• Does little to address the under-capacity issue at Beatrice Strong• Exasperated social and economic disparities within Port Hope• Need to account for differences between rural and urban communities• Rural school is the hub for the community• Interrupts peer relationships which puts the young children at risk for; depression, anxiety, substance abuse and suicide• Impact on all 3 schools – why impact all 3 if the issue is at GT• Impact also on all grade K-6 (detrimental)• <input type="checkbox"/>peer relationships need to be considered• Transportation concerns availability, staffing, money, time, environment, concerns around process and check boxes• Psych-social- students <input type="checkbox"/> families• Concerns about student relocation• No French immersion in high school• Disrupting lives of NHC students – no impact on Beatrice Strong• Students who are at Ganaraska Trail who started in French immersion who are now in English track• Different strain of students at NHC- community- rural• Time spent on bus – more stress on students• With boundary change forcing # of students to be split from their peers• Families decided to move to specific area to live – now being forces to relocate students based on boundary changes• Need to keep the sustainability open for high school• Students from Beatrice Strong & NHC will have 1 less yr. to gel/interact with students from Ganaraska Trail• Grade 6 students are not able to do sports if other schools (NHC & Beatrice) are not together• This is not a long-term solution with the development happening	<ul style="list-style-type: none">• Young children exposed to happenings/content beyond their psycho-social-emotional bran development• What is the reason for the moratorium?• What is our long-term plan for the high school?• Dual task possible at both Beatrice Strong & Ganaraska Trail• Possibility to grandfather -students to remain at area school• How do we have faith in Boards projections when 5 years ago this discussion happened at George Hamilton?• Are students exported by grade?• How do we know how many students will be coming into Beatrice Strong from NHC & Ganaraska Trail?

Option E2: Boundary Adjustments between Beatrice Strong PS, Ganaraska Trail PS and/or North Hope Central PS.		
Pros/Benefits	Cons/Negatives	Questions/Wonderings
<ul style="list-style-type: none">Helps address the under capacity of Beatrice StrongWilling to consider than mixing the whole bunchKeeps kids in elementary schools longerBoundaries can be readjusted over time to address issuesKeeping junior students in junior buildingBetter space utilization at Beatrice StrongLeaves space in Port Hope high school for the students that should beElementary (primary) students stay with elementary (primary) studentsBetter utilizes all space	<ul style="list-style-type: none">Loss of sense of community in rural communityTransportation <input type="checkbox"/> long bus rides for very young students<input type="checkbox"/> current struggles for busing is multipliedRural students lose the benefits only North Hope can offerInterrupts peer relationships which puts the young children at risk for many mental health issues such as: depression, anxiety, substance abuse, suicideNOTE: ALL POINTS FROM E1 APPLY TO E2 AS WELLPossibility to split up students/siblingsFI student into regular stream = change schoolNorth Hope should remain a rural schoolTransportation concerns/not reliable/bussing timesAnxiety & stress of moving students to new schoolDaycare??Disrupting North Hope kids while having little to no effects on the #'s at Beatrice StrongAdd to the municipal division (ie. Ward 1, Ward 2)Limiting grade 6's in sports teamsNot sustainable – not a long-term solutionMassive catchment (on a bus for a long time)	<ul style="list-style-type: none">What about keeping NH1/NH2 at North Hope <input type="checkbox"/> and sending GT1, GT2, GT3, GT4, 5&6 to Beatrice Strong?Keeps rural kids at country schoolThis is an area of NH catchment that is not expected to have significant development (projection is 4-12 kids) (4 Kids in 10 years)What is the reason for the moratorium that has been going on since 2017What happens if everyone wants to go to FIHow can Port Hope HS not be supporting FI programImplementation? Transitioning? Grandfathering? StrategiesDaycare??FI students at Ganaraska stay at Ganaraska in English stream (home schools)Root cause of why Ganaraska Trail is over-utilizationSuggestion of dual track FI at Beatrice StrongIf we redraw boundaries have consistent age cohortsBreakdown of grade levels

ONLINE FEEDBACK RECEIVED PORT HOPE ELEMENTARY FAMILY OF SCHOOLS ACCOMMODATION PLANNING

OPTION A is to remain status quo and make no changes. What are the pros/benefits of this option?

- The benefits for option A for my family is that my rural children will not have to be bused into Port Hope at such a young age. Our home is located on Ganaraska Rd and my kindergarten child has a 1 minute bus ride. If we didn't live on a busy highway we would be able to walk. I love that my child goes to a small school with such a low school population. I think she is learning lots, and this is a positive for us living in rural Port Hope.
- The children have time to adapt to future changes. This could be supported by portables in the schoolyard at Ganaraska Trail.
Children have access to green space.
The current cohort missed out on two years of elementary school. This would give them more time to recover in a safe and comfortable environment.
This would allow time for infrastructure updates at Hawkins which should take place before more kids are moved over. Changes needed include access to a separate green space for younger kids.
- Kids hate change almost as much as teachers and this would mean that no change would benefit the immediate mental wellbeing of everyone.
- It is important to keep elementary kids with their peers/age-appropriate groups and not integrate them into a "teenage culture/setting". Keeping option A would ensure that students remain with their peers and not subjected to teenage culture. It facilitates children's social, emotional, and educational health as well as their overall mental health and well-being. Keeping option A would ensure this. Elementary students in the older grades become role models to the younger grades; they are given responsibilities. This is so important for their growth.
- I think leaving as is would be the best option. Grade 5 is too young to go to middle school. This allows the grade fives a little more time to be ready and transition into a middle school.
- I would prefer this option over all options presented by KPR. Please add portables to GTPS for next year and take the time needed to retrofit Hawkins before sending any more kids there. Hawkins needs to become an individually identifiable school within a school with its own entrance, signage. An age-appropriate learning environment created, and outdoor green/play space allocated to Hawkins. Go watch the kids at recess at GTPS and tell me what they are doing – can they do that if moved to Hawkins?
- No benefits as the school are over capacity
- "If there is no space this shouldn't be an option
- Pro – no disruption mentally, max funding"
- The future grade 5's won't be prematurely sent to middle school
- Whomever decided on the Trail School size should have been fired! There's lots of room to build something to hold all the new kids that move here in this age group. Probably the same group that came up with this name.

- This is not a viable option.
- Stability and continued support for kids that have had enough upheaval in the past several years.

What are the cons/negatives of OPTION A?

- It does not relieve pressure on Ganaraska Trail immediately.
- This is not an option to me as it's not sustainable based on the amount of growth projected for the community. Also, Beatrice Strong needs help for it to remain open.
- There are no cons/negative to Option A
- Too many kids in the school.
- This option simply ignores the problem. It is not viable in my view. Clearly, given the numbers/forecast something must be done.
- Overfilled classrooms
- Large max class sizes
- Ganaraska trail is over capacity 6's at Hawkins cannot adequately participate in sports/clubs due to low numbers, 4-5's at GT are disadvantaged by not having 6's on their teams this is not a long-term solution
- This would not be a good option due to overcrowding and lack of resources/capacity for the children.
- Space for possible continued enrollment

Do you have any questions or wonderings about OPTION A?

- Can the school board work with Port Hope's new council to change the by-law related to portables?
- Why is this an option if it's not feasible?

OPTION B - Ganaraska Trail becomes a dual track JK/SK – Grade 4 school and Dr. Hawkins becomes a dual track Grade 5-8 school. What are the pros/benefits of this option?

- This potentially could be a short-term solution to allow creating a bigger addition on GT. Since this school has the dual track it needs to be flexible enough to handle the voluntary enrollment from the entire port hope population.
- The current grade 3s don't have to move next year.
- It addresses the issues at Ganaraska Trail while leaving the other schools alone who are not affected and do not need to be disturbed.
- I truly do not see any benefit here.
- Benefits are less kids in GT.
- Nil until improvements are in the budget and implemented at Hawkins to create an age-appropriate learning environment.
- Easy, simple solution with least amount of impact on student population - only grade 4s at GTPS are impacted.
- No benefits other than Gt will not be at capacity anymore

- Relives some pressure
- None.
- This is not a viable option.
- Absolutely not.

What are the cons/negatives of OPTION B?

- The current grade 4s have not been given enough notice.
The experiences of the current grade 6s have been less than ideal. These problems need to be worked out before more younger students are moved over.
- I have no childcare in place for my youngest going into grade four getting home an hour earlier. All of Port Hope has been running on this timetable for a long time. It will be almost impossible to get care for our kids earlier. Not to mention there is zero good green space and playground equipment.
- Sending grade 5/6 students to a school established for 7/8's and beyond has so many negative side-effects/impacts on elementary students' development. They first have to experience a total "teenage culture shock". Integrating them amongst teenage students subjects them to so many harmful scenarios. 8 and 9 years olds are still requiring needs that elementary schools can only facilitate. Dr Hawkins cannot! This school is geared towards young teenagers/teenagers; not elementary. Their play yard (if you call it that) is cement with a basketball net - not the kind of playground that an elementary student requires to explore. Furthermore, the busing schedule for Dr. Hawkins is much earlier, which for many, just simply does not work. Students need to feel safe, and keeping them amongst their younger peers is what they need - not a school geared towards young teenagers.
- Children are not mentally prepared for this!!! They need to mature a bit more before this happens.
- Safety - where will the new age group play? The outcomes of grade 6 students moving seem negative - why move more students? Where is the equity in the elementary education amongst all Port Hope students with only one school feeding earlier grades into middle school? Beatrice Strong remains under-utilized so how is this even a solution?
- Younger students put into close proximity of the high school and older students. I do not support this option. In my view, grade 1 - 6 should receive a full elementary school experience and not be forced to have exposure to an older student population.
- Grade 5 and 6 students with intermediate students and high school students
- Grade 4 students sports teams will be weak or not enough participants
- Grade 5 students are too young to be in middle school & exposed to the goings-on of high school students, no play ground for playground-aged students, splitting up juniors negatively impacts the 4's left behind at GT who will then not be able to compete against other schools of Gr 4-6 students.
- I am not in favour of combining the schools in this way. I do not want my young child with older kids.
- Too young to be moved to that school, not an option that is at all approved by parents, exposure to scenarios and other unacceptable situations that have arisen at Hawkins located within a high school, NO

Do you have any questions or wonderings about OPTION B?

- "This potentially could be a short-term solution to allow creating a bigger addition on GT. Since this school has the dual track it needs to be flexible enough to handle the voluntary enrollment from the entire Port Hope population."
- How much notice will students and parents be given?
 - what infrastructure improvements can be promised?
 - What green space can these kids used?
 - How can we ease the transition?
 - Could the grade 5s remain under Ganaraska trail leadership?
- Is there a way to keep the older kids away from the new kids if option B has to happen?? The influence of the grade eights and older on my grade 6 child who is currently at Dr. Hawkins is not a positive.
- When will improvements to Hawkins be in the budget and implemented to create a welcoming middle school learning experience? (Despite what solution is taken for GTPS over-enrolment)
- I do not support option B.
- If there is any care whatsoever for the CHILDREN this will NOT happen

OPTION C - Ganaraska Trail becomes a dual track JK/SK – Grade 3 school and Dr. Hawkins becomes a dual track Grade 4-8 school. What are the pros/benefits of this option?

- This potentially could be a short-term solution to allow creating a bigger addition on GT. Since this school has the dual track it needs to be flexible enough to handle the voluntary enrollment from the entire port hope population.
- Solves the problem of overcrowding immediately
- Wonderful option so that kids move with their cohort of peers while leaving the other schools uninterrupted.
- There are no pros to this scenario. This is far more negative. Sending grade 4's to Dr. Hawkins is just wrong! This school is not suited for elementary students at all!
- Absolutely no benefits!
- Nil until improvements are in the budget and implemented at Hawkins to create an age-appropriate learning environment.
- same as above.
- This option is worse than option B
- The schools can be geared appropriately to maturity being primary, junior,
- This is not a viable option.

What are the cons/negatives of OPTION C?

- These kids are too young for middle school
Many parents may choose to move kids to the catholic system (grade 4-8 makes it an attractive option), especially if they are planning to go to St Mary's for high school.
No adequate green space.
Intimidating for small children to be in a high school environment.
Hours of school day

- I have no childcare in place for my youngest going into grade four getting home an hour earlier. All of Port Hope has been running on this timetable for a long time. It will be almost impossible to get care for our kids earlier. Not to mention there is zero good green space and playground equipment.
Again this is very short term thinking. Ganaraska trail will continue to grow and Beatrice is going to keep shrinking.
- As stated prior, all the concerns as posted above hold true (even more so) with this option. Sending kids as fragile/young as 8 and 9 years old to a school where they have to mingle with 13-17 year olds will truly impact their emotional and mental well-being (especially for students who have anxiety). Where will these students play? On a cement playground that I'm sure is filled with young teenagers who want nothing to do with the way elementary kids choose to explore and play. I see this as a recipe for disaster!
- This is the worst option, in my opinion. Grade 4 is still very young. I hope their elementary school experience can be sustained until at least Grade 4. Grade 4 is very early for "middle school".
- Cons are everything about this option is a negative.
- Safety - where will the new age group play? The outcomes of grade 6 students moving seem negative - why move more students? Where is the equity in the elementary education amongst all Port Hope students with only one school feeding earlier grades into middle school? Beatrice Strong remains under-utilized so how is this even a solution?
- same as above. Only worse as the grade 3 students are even younger.
- These students are too young to experience what goes on in intermediate/high schools. They don't need to be exposed to this
- Families with both primary and junior may have different bus schedules that will make it difficult to send off and collection of students this may put stress on work schedules.
- Grades 4-6 are too young to be exposed to high school students
 - no play ground
 - no school identity at Hawkins for kids that would now be there for 5 years (Entrance, mascot etc)
- I am not in favour of combining the schools in this way. I do not want my young child with older kids.
- Same as OPTION B

Do you have any questions or wonderings about OPTION C?

- "This potentially could be a short-term solution to allow creating a bigger addition on GT. Since this school has the dual track it needs to be flexible enough to handle the voluntary enrollment from the entire port hope population."
- "Why can changes not be made more gradually?"
- What are the benefits to these kids, other than moving them to empty space?
- What is the current state of staffing and leadership at Hawkins?"
- When will improvements to Hawkins be in the budget and implemented to create a welcoming middle school learning experience? (Despite what solution is taken for GTPS over-enrolment)
- I DO NOT support option C.
- If this is considered can parents get a visual layout of the school and where all the students would be both indoors and outside. This would include explanations of different bell schedules and how students get back and forth to all areas they use.

- "Unacceptable option No You can do better for the CHILDREN"

OPTION D - Ganaraska Trail PS becomes a dual track JK/SK – Grade 4 school, North Hope Central PS becomes a JK-Grade 4 school and Dr. Hawkins becomes a dual track Grade 5-8 school. What are the pros/benefits of this option?

- Allows cohorts from both schools to move together and not split up friends/grades.
- There are not pro-options for my family for this option. My daughter and son should be attending North Hope until at least grade 6.
- Solves the problem immediately
- North Hope should not be changed. We have small class sizes and room. To expand school. Please don't disrupt this school. Students in this region should have the option. To stay in a school in their community and not have to go to a city school.
- NO BENEFITS WHATSOEVER (see all that has been stated above)
- Nil until improvements are in the budget and implemented at Hawkins to create an age-appropriate learning environment.
- Nothing
- This is not a viable option.

What are the cons/negatives of OPTION D?

- Having my young children having to be bussed to Port Hope when we live within minutes of North Hope. I believe it is important that my children be in school with their appropriate age group. The difference in maturity and what these kids are going through differ dramatically between age 10 and 14. I don't want my 9 or 10 year old being bussed an hour or more with older children if not necessary.
- North Hope shouldn't be touched
Grade 5s are not usually in middle school
- Kids who are used to living and going to school in a small rural community will be disrupted and sent to a city school far from home.
This will leave a very small number of kids at North Hope disrupting the school spirit.
There is room to expand there is population grows. Is rather have my child in a portable at North Hope then in a school in Port Hope.
- This will mean the end of North Hope school.
- Students are being moved from North Hope and Beatrice Strong after grade 4 for no reason. Their schools have enough room for them to stay until grade 6 so there is no need to disrupt them.
- See all comments as stated above. This is just so damaging to elementary students emotional and mental well-being. These young students should not be placed/integrated with older students or a school that is not geared towards elementary.
- Safety - where will the new age group play? The outcomes of grade 6 students moving seem negative - why move more students? Where is the equity in the elementary education amongst all Port Hope students with only one school feeding earlier grades into middle school? Beatrice Strong remains under-utilized so how is this even a solution?
It is very apparent that the solution at North Hope can be adding portables
- Too much disruption in my opinion this is not an option

- grade 5 students are too young to be in middle school & exposed to the goings-on of high school students
 - no playground for playground-aged students
 - splitting up juniors negatively impacts the 4's left behind who will then not be able to compete against other schools of Gr 4-6 students."
- I am not in favour of combining the schools in this way. I do not want my young child with older kids.
- SAME as B and C

Do you have any questions or wonderings about OPTION D?

- What is the evidence regarding social groups that mix grade 5s with students up to grade 8. What supervision will be offered to ensure grade 5s feel safe at lunch/recess?
- Why involve North Hope the issues are at the schools in town.
- When will improvements to Hawkins be in the budget and implemented to create a welcoming middle school learning experience? (Despite what solution is taken for GTPS over-enrolment)
- I DO NOT support option D for the same reason as options B and C.
- UNEXCEPTABLE

OPTION E includes two different boundary adjustments between Beatrice Strong PS, Ganaraska Trail PS and North Hope Central PS, as outlined in the Background Study and Resource Document. What are the pros/benefits of this option E1?

- In viewing the numbers proposed by the board at last night's meeting, this option appears to make the most sense and fix the problem, affecting very few kids from North Hope PS. By pulling in the English kids from the surrounding area to attend Beatrice and allow Ganaraska Trail to remain French immersion, this option seems to be not only an easy fix but also one that makes the most sense - and it allows grade five to remain at GTPS. Growing up I lived in Port Hope and bussed to CR Gummow from kindergarten to grade eight so I prefer keeping the FI at one school for now until our community requires it at two different elementary schools. I was curious why the boundaries weren't adjusted years ago to better reflect area and bussing to schools.
- Not ideal to move starting jk
- The boundary lines should remain the same.
- Nil - Did you look closely at the map you created? You will be essentially creating a French school out of GTPS and still not using the space at Beatrice Strong. Were bussing and environmental impacts even considered here?
- Utilize the underused space at BSPS.
- More economic, and will provide a school with primary and junior students
- I favour this option since my daughter would stay with her age group and the same developmental stage. The children should have the benefit of an elementary school experience.

What are the cons/negatives of OPTION E1?

- Transportation issue since sending kids to the farthest of all 3 schools.
Undue stress / disrupting lives of the North Hope families (NH1 and NH2) when it will have little to no effect on the overall population numbers of Beatrice Strong.
North Hope / GT students taken from their existing friends/classes, causing stress and upset.
- It doesn't stop the pressures on Ganaraska re French Immersion
- This is disrupting students who already have established routines and friends at their respective schools and moving them to schools much further away. There is no need to disrupting North Hope when don't have any capacity concerns. This would take children from their established schools and move them to a new school for no reason. North Hope should be left alone and out of these decisions all together. Bussing would be an issue - bussing students much further from their homes. It's ridiculous to re zone when it would only move a handful of students who don't need to be moved in the first place because there is room at North Hope and Beatrice Strong. Our kids would be affected and moved simply because Ganaraska trail is overpopulated. It is unfair and unnecessary.
- Beatrice remains under-utilized, more bussing, North Hope over-enrolment can be solved with portables
- Moving kids out of their school where they are situated and in a routine with their teachers and friends to screw around with Numbers.
They are kids . Not just a number

Do you have any questions or wonderings about OPTION E1?

- Why does North Hope zoning need to be touched in this option?
The population in NH1 and NH2 will have little to no effect in boosting Beatrice Strong's numbers. No benefit of disrupting lives for no gain.
Consideration should be given to grandfathering families to existing schools, so as to not tear kids away from existing friends/classes.
- Not sure why this option is being discussed because it will cause disruptions without solving the issues. Bussing
- This is NOT a viable option
- I support E1 and E2. Either of these plans make the most sense and allow for the current available space to be maximized while keeping student safety as a priority.
- Residency changes so frequently how can you determine this will have consistent enrollment equalization.

What are the pros/benefits of OPTION E2?

- Try option E1 first and then E2 if need be.
- Not sure why this is being considered.
- The boundary lines should remain the same.
- Nil - Did you look closely at the map you created? You will be essentially creating a French school out of GTPS and still not using the space at Beatrice Strong. Were bussing and environmental impacts even considered here?
- Same comments as for E1.

What are the cons/negatives of OPTION E2?

- Transportation issue since sending kids to the farthest of all 3 schools.
Undue stress / disrupting lives of the North Hope families (NH1 and NH2) when it will have little to no effect on the overall population numbers of Beatrice Strong.
North Hope / GT students taken from their existing friends/classes, causing stress and upset."
- "Not sure why this option is being discussed because it will cause disruptions without solving the issues. Bussing"
- This is disrupting students who already have established routines and friends at their respective schools and moving them to schools much further away. There is no need to disrupting North Hope when don't have any capacity concerns. This would take children from their established schools and move them to a new school for no reason. North Hope should be left alone and out of these decisions all together. Bussing would be an issue - bussing students much further from their homes. It's ridiculous to re zone when it would only move a handful of students who don't need to be moved in the first place because there is room at North Hope and Beatrice Strong. Our kids would be affected and moved simply because Ganaraska trail is overpopulated. It is unfair and unnecessary to our schools.
- Beatrice remains under-utilized, more bussing, North Hope over-enrolment can be solved with portables

Do you have any questions or wonderings about OPTION E2?

- Why does North Hope zoning need to be touched in this option?
The population in NH1 and NH2 will have little to no effect in boosting Beatrice Strong's numbers. No benefit of disrupting lives for no gain.
Consideration should be given to grandfathering families to existing schools, so as to not tear kids away from existing friends/classes."
- How would this help with the bussing situation?
- This is NOT a viable option
- see above. I support either of E1 or E2.
- What is option E2? It's not listed
- Residency changes so frequently how can you determine this will have consistent enrollment equalization

Do you have any other options or suggestions that you feel should be considered?

- Why does North Hope zoning need to be touched in option E? The population in NH1 and NH2 will have little to no effect in boosting Beatrice Strong's numbers. No benefit of disrupting lives for no gain.
- Consideration should be given to grandfathering families to existing schools, so as to not tear kids away from existing friends/classes.
- Just that rural children at a rural school like north hope with such a low school population being sent to a school with much older children at such a young age is concerning. The bus ride alone is concerning with what they could be exposed to.

- Make both Ganaraska Trail and Beatrice Strong dual track French Immersion (k-6). This could be brought in gradually for incoming kindergarten children, requesting that they register for French within the boundary of their catchment. Portables could be used in the short-term until the pressures are eased at Ganaraska. The Bylaw re portables can and should be updated. This would allow all children equal access to French at the school closest to their home, and a stable elementary education with access to green space until grade 6. It would also provide a sensible long-term solution.
- I feel that you should consider the community options to blend Ganaraska Trail and Beatrice Strong into one school. Both schools would be dual track French and English. Ganaraska Trail will go from JK to 2 and Beatrice will go from 3 to 6. This will help our community come together and address some huge income and economic disparities. Beatrice has some of the lowest literacy rates in all of KPR. This move would help them immensely.
- North Hope PS has property/room for expansion and accommodation. If anything, if cohorts need to be moved, North Hope has the property for growth.
- Adding portables to Ganaraska Trail to allow more time for a sustainable and holistic solution to be implemented should be the first step. Simply adding portables to North Hope and leaving it as is the best solution there.
- Why was the most obvious solution of creating dual track JK-5 schools out of GTPS and Beatrice Strong not considered? You create equity will all "urban" grade 6 students going to middle school, you utilize the space at both "urban" elementary schools appropriately. You don't send kids younger than grade 6 to middle school. You move 25% of kids from GTPS to Beatrice - under the 50% cap. Why?
- As asides, improvements to create an actual middle school with a separate identity and greenspace for middle school at Hawkins should be in the budget now with expedited implementation timelines.
- The future of Port Hope High vis a vis over-enrolment at CCI should also be a consultation process
- Adjust boundaries such that GT1 and GT2 become part of the BSPS catchment. Phase in, as the Board believes best. Leave all other boundaries as is. Phase in FI at BSPS to make it a duo track school. This would initially affect students choosing FI who would be starting either SK or G1 in September 2023. All students living in the following catchment areas who choose FI for SK/G1 would attend BSPS: BSPS catchment (which would newly include GT1 and GT2), and NH1. In September 2024, all students in these same catchment areas starting SK, G1 and G2, and choosing FI would attend BSPS. By September 2028, BSPS would be a complete duo track K-6 school. If these changes are not enough, then phase in ALL of North Hope FI students to BSPS – which makes sense as they are already bused from their rural community into Port Hope Ward 1, and the two schools are a five-minute drive apart. GOAL: Return GTPS to a duo track K–6 by September 2028
 - PROS: increases enrolment at BSPS
 - decreases enrolment at GTPS
 - less busing
 - allows NHPS English stream to remain at their rural school
 - allows GTPS to keep their older grades
 - no investment needed at Hawkins to make it a more suitable indoor/outdoor space for Grades younger than 7
 - keeps BSPS kids in their own neighbourhood
 - keeps GTPS kids in their own neighbourhood

- by 2028 all students within a family would be at the same school as their K–6 siblings
- strengthens FI in the area, thus putting the pressure on PHHS to reinstate FI and improve course offerings
- CONS:
- any phased in approach will be difficult for families who have multiple children, on either side of the phase-in timeline adjustment for those kids in GT1 and GT2
- What if all urban Port Hope schools were adjusted to becoming a k-3 & 4-6 dual track then students get allocated to the school per grade. Pros This should equal the enrollment at both Ganaraska and Beatrice strong. Both schools could be on a bell schedule that allows students to take the same bus with and would not split up families for busing. Primary dropped of 1st so they have sibling support. It would only be the school day they would be split per grade. Cons Minor Anxiety to siblings that are separated
- Another option: Make both urban port hope schools dual track Pro all boundaries will be based on the student location to each school which may equal enrollment Con students currently in another boundary attending french would need to move. Solution would be to grandfather older aged students start with k-3 transitions in 4 5 & 6 over a 3 yr span.
- OTHER OPTIONS:
- OFFER FRENCH AT BOTH BEATRICE STRONG AND GANARASKA TRAIL
- REOPEN A PREVIOUSLY CLOSED SCHOOL
- CREATE A K-8 OPTION LIKE THE MAJORITY OF OTHER SCHOOLS IN ONTARIO. PORT HOPE IS NOT A RETIREMENT TOWN ANYMORE. CREATE A LONG-TERM PLAN TO ACCOMMODATE THE YOUNG FAMILIES.
- ADD PORTABLES OR AN ADDITION TO GANARASKA TRAIL.
- French Immersion at Beatrice English at Ganaraska

Do you have any further questions that you would like answered?

- I feel you must add the community option to this survey to add weight to its importance. It was discussed a lot at the meeting at the high school. You not including it here shows you are not committed to listening to the community. Please look to Durham and the success there. Please do not send my youngest to Hawkins. The administration is not listening and no one is recognizing that we are speeding things up too much for children who are so far behind due to the pandemic. Please consider the community options.
- Please leave North Hope alone and don't re zone. These would all affect our students greatly when it is a Ganaraska Trail issue and should be dealt with within that school community only and leave our other schools alone as we have no need to be affected by this.
- Please consider refining and re-vamping the school enrolment projections you are creating. If you go back in time and your projections are off from actuals by more than 5-7% you are doing something very wrong and the issues will continue to happen.
- DATA: In order to thoroughly flush out this option, I had requested data via my Councilor Claire Holloway Wadhawani. To date, she does not have the data, so I went ahead with my feedback to meet the deadline. Student population within each segment of the larger catchment areas is required. However, I'm confident that this (or a variation of) is a viable solution.
- NEXT UP: Return French Immersion to PHHS and save it. It is vital for our kids and our Town as a whole. Besides, Cobourg does not have room to accommodate the growth Port Hope is experiencing. Get more students off of buses and into their own communities.

- NOTE: I have sent my feedback in an email as well. Thank you for your time
- Whatever decision is made how will you communicate with the community exactly where students classrooms will be located, how breaks will be handled and where students enter and exit.?
- Will you be providing tours many times prior to September start. Field trips, parents after hours and not only be request?
- Are you able to provide a contract situation that will keep Admin staff for a set timeframe for consistency, so the routine doesn't change.
- If students are transitioned to Dr. Hawkins how will you assure parents and students they will still get the appropriate maturity innocence feel as there will be so many older students in the building. (ie will a swing set or play structure be installed prior to September, will other yard sports be available at the start like soccer, basketball, square 4, tetherball etc) this needs to be established for school start meaning TOP PRIORTY in lieu of disruption. TOP PRIORITY meaning this school gets put to the top of the work order list. If its not feasible a call out to locals should be posted before the end of the current school year.
- WHY IS THERE NO K-8 PROPOSAL? THE COMMUNITY IS ONLY GROWING. THE PROJECTED NUMBERS VIA "THE SOFTWARE" CANNOT BE ACCURATE. PLAN FOR MORE, NOT LESS.
- Why is the decisions never in the best interest of the kids?

Appendix D

Option 1: Change in French Immersion (FI) program grade cohorts between Ganaraska Trail PS and Beatrice Strong PS (i.e., Ganaraska Trail PS becomes FI SK-Grade 3 and Beatrice Strong becomes FI Grades 4-6). Both schools maintain English stream (JK-Grade 6). A dual-track intermediate school (Grades 7-8) is established at Port Hope HS.

Option 1: Enrolment Projections

School	OTG (Capacity)	Portables (2022-23)	2023-24		2024-25		2025-26		2027-28	
			1-YR Projections	Utilization	2-YR Projection	Utilization	3-YR Projection	Utilization	5-YR Projection	Utilization
			Students		Students		Students		Students	
Beatrice Strong PS (JK-6)			219		222		221		215	
Beatrice Strong PS (FI 4-6)	349	0	0	63%	47	77%	68	83%	112	94%
Beatrice Strong PS Total Enrolment			219		269		289		327	
Ganaraska Trail PS (JK-6)			275		287		295		346	
Ganaraska Trail PS (FI SK-3)	504	1	250	104%	201	97%	180	94%	158	100%
Ganaraska Trail PS Total Enrolment			525		488		475		504	
Dr. M.S. Hawkins Senior PS/Port Hope IS (7-8)			195		191		183		168	
Dr. M.S. Hawkins Senior PS/Port Hope IS (FI 7-8)	216	0	85	130%	71	121%	70	117%	38	95%
Dr. M.S. Hawkins Senior PS/Port Hope IS Total Enrolment			280		262		253		206	
Port Hope HS (9-12)	735	0	232	32%	238	32%	244	33%	241	33%
Total Enrolment @ Port Hope HS	951	0	512	54%	500	53%	497	52%	447	47%

Option 1: Proposed Transition Plan and Anticipated Plant Impact

Considerations	2023-24	2024-25	2025-26	2026-27/2027-28
Student Transitions	Remain Status Quo.	Ganaraska Trail PS offers JK-Grade 5 (English stream) & SK-Grade 3, Grade 5 (FI).	Ganaraska Trail PS offers JK-Grade 5 (English stream) & SK-Grade 3 (FI).	Ganaraska Trail PS offers JK-Grade 6 (English stream) & SK-Grade 3 (FI).
		Beatrice Strong PS offers JK-Grade 6 (English stream) & Grade 4 (FI).	Beatrice Strong PS offers JK-Grade 6 (English stream) & Grades 4-5 (FI).	Beatrice Strong PS offers JK-Grade 6 (English stream) & Grades 4-6 (FI).
		Dr. M.S. Hawkins Senior PS offers dual-track Grades 6-8.	Dr. M.S. Hawkins Senior PS offers dual-track Grades 6-8.	Port Hope Intermediate School (i.e., dual-track Grades 7-8) is established.
		Ongoing monitoring to ensure needs of students are being met throughout the transition.		
Physical Plant (Building)	Classroom and washroom refreshes are completed at Port Hope HS. Ensure adequate Full Day Kindergarten (FDK) rooms are available at Ganaraska Trail PS.			

Option 2: Gananaska Trail PS becomes a dual-track JK/SK-Grade 3 and Dr. M.S. Hawkins Senior PS becomes a dual-track Grades 4-6. A dual-track intermediate school (Grades 7-8) is established at Port Hope HS.

Option 2: Enrolment Projections

School	OTG Capacity	Portables (2022-23)	2023-24		2024-25		2025-26		2027-28	
			1-YR Projection	Utilization	2-YR Projection	Utilization	3-YR Projection	Utilization	5-YR Projection	Utilization
			Students		Students		Students		Students	
Gananaska Trail PS (JK-3)			275		252		223		221	
Gananaska Trail PS (FI SK-3)	504	1	250	104%	226	95%	180	80%	158	75%
Gananaska Trail PS Total Enrolment			525		478		403		379	
Dr. M.S. Hawkins Senior PS (4-6)			195		72		107		125	
Dr. M.S. Hawkins Senior PS (FI 4-6)	216	0	85	130%	49	56%	90	91%	99	104%
Dr. M.S. Hawkins Senior PS Total Enrolment			280		121		197		224	
Port Hope IS (7-8)			0		154		148		168	
Port Hope IS (FI 7-8)		0	0	TBD	44	TBD	48	TBD	38	TBD
Port Hope IS Total Enrolment			0		198		196		206	
Port Hope HS (9-12)	735	0	232	32%	238	32%	244	33%	241	33%
Total Enrolment @ Port Hope HS	951	0	512	54%	557	59%	637	67%	671	71%

Option 2: Proposed Transition Plan and Anticipated Plant Impact

Considerations	2023-24	2024-25	2025-26	2026-27/2027-28
Student Transitions	Remain Status Quo.	Ganaraska Trail PS offers dual-track JK-Grade 4.	Ganaraska Trail PS offers dual-track JK-Grade 3.	
		Dr. M.S. Hawkins Senior PS offers dual-track Grades 5-6.	Dr. M.S. Hawkins Senior PS offers dual-track Grades 5-6.	
		Port Hope Intermediate School (i.e., dual-track Grades 7-8) is established.	Port Hope IS offers dual-track Grades 7-8.	
		Ongoing monitoring to ensure needs of students are being met throughout the transition.		
Physical Plant (Building)	Renovate space ensuring logical and effective separation between junior division, and intermediate / secondary divisions within physical building.			
	Renovate washrooms at PHHS to ensure age appropriateness.			
	Establish green space to be utilized as a play yard at Port Hope HS.			
	Renovate school entrance.			
	Ensure that there are adequate junior and intermediate learning resources at PHHS.			

Option 3: Establish a second Port Hope area French Immersion program at Beatrice Strong PS.

Option 3: Enrolment Projections

School	OTG (Capacity)	Portables (2022-23)	2023-24		2024-25		2025-26		2027-28		2030-31	
			1-YR Projections	Utilization	2-YR Projection	Utilization	3-YR Projection	Utilization	5-YR Projection	Utilization	5-YR Projection	Utilization
			Students		Students		Students		Students		Students	
Beatrice Strong PS (JK-6)			219		222		221		215		202	
Beatrice Strong PS (FI SK-6)	349	0	0	63%	18	69%	34	73%	60	79%	91	84%
Beatrice Strong PS Total Enrolment			219		240		255		275		293	
Ganaraska Trail PS (JK-6)												
Ganaraska Trail PS (FI SK-6)	504	1	275		324		330		346		346	
Ganaraska Trail PS Total Enrolment			250	104%	257	115%	236	112%	197	108%	143	97%
			525		581		566		543		489	
Dr. M.S. Hawkins Senior PS/Port Hope IS (7-8)			195		154		148		168		183	
Dr. M.S. Hawkins Senior PS/Port Hope IS (FI 7-8)	216	0	85	130%	44	92%	48	91%	38	95%	41	104%
Dr. M.S. Hawkins Senior PS/Port Hope IS Total Enrolment			280		198		196		206		224	
Port Hope HS (9-12)												
	735	0	232	32%	238	32%	244	33%	241	33%	262	36%
Total Enrolment @ Port Hope HS	951	0	512	54%	436	46%	440	46%	447	47%	486	51%

Option 3: Proposed Transition Plan and Anticipated Plant Impact

Considerations	2023-24	2024-25	2025-26	2026-27/2027-28
Student Transitions	Remain Status Quo.	Ganaraska Trail PS offers dual-track JK/SK-Grade 5.	Ganaraska Trail PS offers dual-track JK/SK-Grade 5.	Continue to transition FI students from Beatrice Strong PS and North Hope Central PS boundary to Beatrice Strong PS until 2030-31 school year.
		Dr. M.S. Hawkins Senior PS offers dual-track Grades 6-8.	Dr. M.S. Hawkins Senior PS offers dual-track Grades 6-8.	
		Beatrice Strong PS offers JK-Grade 6 (English stream) and SK (FI) for students within Beatrice Strong PS and North Hope Central PS boundary.	Beatrice Strong PS offers JK-Grade 6 (English stream) and SK-1 (FI) for students within Beatrice Strong PS and North Hope Central PS boundary.	Ganaraska Trail PS offers dual-track JK/SK-Grade 6.
				Port Hope Intermediate School (i.e., dual-track Grades 7-8) is established.
	Ongoing monitoring to ensure needs of students are being met throughout the transition.			
Physical Plant (Building)	Ensure adequate FDK rooms available at Beatrice Strong PS.			

Appendix E – Clarke High School Elementary Family of Schools Community Consultation Meeting Trends and Themes

Appendix A provides a summary of the trends and themes identified in the community consultation feedback. Detailed feedback can be found in Appendices F and G.

The information provided in the chart below progresses from left to right in terms of importance/significance based on the feedback that was shared by the community.

Student Safety – Physical and Mental Well-being	Physical Building / Playground Suitability	Transportation	Viable / Sustainable Solution	Transitions
<ul style="list-style-type: none"> • Ensure influence of older students on younger students is positive. • Provide students with leadership opportunities. • Safety of school location. • Ensure that appropriate supervision is available. • Minimize children attending school outside of their neighbourhood. 	<ul style="list-style-type: none"> • Ensure that resources are made available to upgrade building so that it is suitable for a younger cohort. • Location of building is undesirable. • Concerned about younger students in a school yard located adjacent to a four-lane highway. 	<ul style="list-style-type: none"> • Availability of busing and/or bus drivers should be considered. • Consideration should be given to minimizing the length of time students are on the bus. • Minimize the mixing of elementary and secondary students on the bus. • Bussing students to Bowmanville High School is a concern. 	<ul style="list-style-type: none"> • Does the solution address all the issues? • Is the proposed solution sustainable? • Will portables be required? 	<ul style="list-style-type: none"> • Minimize transitions throughout school career. • Keep divisions (i.e., primary, junior, intermediate) together. • Concerned about childcare options.

COLLATED FEEDBACK FROM PARENTS/GUARDIANS AND OTHER PARTICIPANTS DECEMBER 6, 2022 CLARKE ELEMENTARY FAMILY OF SCHOOLS PUBLIC MEETING

Option A: Remain Status Quo	Pros/Benefits	Cons/Negatives	Questions/Wonderings
	<ul style="list-style-type: none"> • Grade 6s don't have to transition to Clarke • Fewer transitions • Age and development together (HS) • Leadership for Juniors (reading buddies) • Transportation pressure - traffick distributed between NPS and The Pines/Clarke campus • NPS family • Childcare at NPS - it is all there • Multiples can stay together longer alleviating bus pressure • Play structures • Age appropriate layout • Kids stay in NPS • Music program at The Pines 	<ul style="list-style-type: none"> • Number of portables and access to toilets • Managing multiple schools (bell times) • Before and after care at the Pines (not on site) • More portables required at NPS and The Pines • Access to gym and library (NPS) becomes more limited • We'll never get a new school because of Clark's capacity??? • Spaces for staff - lunch room, parking (NPS) • Flex spaces for students (NPS) • Band aid salutation - not sustainable • Busing concerns (overcrowding) 3 to a seat • Bus doesn't come • No space on bus • Don't like the grade 4s in school beside high school • Possibly more portables • Status quo will not help increase utilization • Location off 115 • No before and after school programs. 	<ul style="list-style-type: none"> • Why not establish after care at the Pines • How many rooms are empty at each school • Is there an option of building an addition at NPS (main floor or 2nd story) • Why not BHS for Clarke family of schools and Clarke as Intermediate and the Pines as Elementary? • Doesn't help BHS pressure • 4-8 at Clarke? • Daycare to another site - 3 rooms freed up for NPS - leaving before and after care • Bring the programming back to Clarke - keep the kids in Newcastle • How are they going to stabilize bussing? • City Planner accountability?? • Is there a building cap to be achieved (number students) or is the goal stability? • How would they handle the overcapacity • Don't feel it is an option • Will there be more programs/sports with option A • Doesn't make sense • No steps to further utilize this school • Need to enforce the boundaries for Clarke - would increase enrolment, programs and opportunities for students • Year to year focus/decision making. Difficult for parents to plan for future • Can we move and offer FI at Clarke HS to increase enrolment? • Will there be a before and after school program at the Pines and will there be bussing for the program • Can students be separated on the bus i.e. elementary/secondary HS students. • Concern that transition planning is short-term • Focus is not on long-term planning • If FI moved to Clarke, would there be backlash? • Current students should be grandparented if students are forced to move? • Concern about availability/options for courses at Clarke HS • Concern regarding constant changes to our student and the impacts on mental health and stability for our students • Concern that the same grade cohort is always caught in a transition plan.

COLLATED FEEDBACK FROM PARENTS/GUARDIANS AND OTHER PARTICIPANTS DECEMBER 6, 2022 CLARKE ELEMENTARY FAMILY OF SCHOOLS PUBLIC MEETING

Option B		
Pros/Benefits	Cons/Negatives	Questions/Wonderings
<ul style="list-style-type: none"> • ¾ have access to tech/facilities @ Clarke • Separation from 9-12 is possible • They could benefit from exposure to the maturity of older students • Grade 6s have a chance to be the oldest • Clarke higher capacity • If 7 and 8s are already here they may stay here • Grade 4's at NPS with leadership opportunities • Most equitable with capacity percentages over time • Best option, better than C • Better for cohort division by grade 	<ul style="list-style-type: none"> • Limitations for students who still need daycare • Different kids on different time schedules • Layout concerns about where students would go within the Clarke building • Grade 7 and 8 would be with high school kids • Safety concerns - younger kids and access to 115/35 • Access to buses • Split junior division (4s at NPS, 5 and 6 at the Pines) for sports teams and extra-curriculars • Age (Grade 7-12) at one school is concern • Need a detailed plan on how intermediate students are separated from high school students • Transportation concerns (significant) • Less students walking • Bus driver shortage/cancellations even great mix of grade cohorts on one bus and increased number of buses overall traveling to Clarke? The pines location • Concern with young students and older students • Transitions - coordinating three different school start times within families • Daycare - lack of plan as part of transition this past year • School buildings are not equipped to support younger students • Additional impacts on Grade cohorts already forced to change schools/capital investments • Play space is lacking • We need a K-12 • Clarke Hs/The Pines no ideal location • Split by division 4-5 not 3-4, too challenging with mixed classes 	<ul style="list-style-type: none"> • Will there be daycare options? • Would this all be ready by September? • Is the Pines stocked and ready for Grade 5s? I.e. library books, math manipulatives, FI book at the Pines • Capital budget? • Playground? • Outdoor equipment? • Release time? Support to teachers for moving locations • Washrooms? • Number of walkers who would become bussed • Separate buses for Grade 5 /6 and high school kids • Clarke a Trade Schools? • Funding and resources for Clarke • Enrollment decline at Clarking - Why? Can it be revised • Can the building support all the students in the proposed options • If changes - please let this be the last one - access to BHS needs to be maintained for future students • Plan to put childcare on-site at Clarke HS • Value is looking at school closure for Clarke HS • Space at BHS in future • Specialized programs at Clarke HS to attract/maintain students - i.e. Arts school?

Option C:		
Pros/Benefits	Cons/Negatives	Questions/Wonderings
<ul style="list-style-type: none"> • Orono stay the same • Good for long-term projections, 5-10 years • Supports student numbers • 7-12 model ok (challenge - 4-6 at The Pines) • No divisional splits (this is important) as affects athletics and clubs • Capacity would allow for space to use multi-purpose (eg. outside professionals, core French (English) 	<ul style="list-style-type: none"> • The pines is immediately over capacity in the first year, but portables could be added • The option to go to BHS still leaves Clarke low enrollment • Grade 4's being located so close to the highway • Bussing issues (can't get enough now) • Fencing and playground equipment will be needed • Childcare options available 	<ul style="list-style-type: none"> • Would program for Grade 7/8 at secondary schools • Bell times? Impact on 5s/families? • Why was the new school not supported (MOE)? • Would there be a playground at the Pines? • Rotary subjects for Grade 4-6? • Additional renos at the Pines to support new grades? • When will they allow accommodation reviews

COLLATED FEEDBACK FROM PARENTS/GUARDIANS AND OTHER PARTICIPANTS DECEMBER 6, 2022 CLARKE ELEMENTARY FAMILY OF SCHOOLS PUBLIC MEETING

<ul style="list-style-type: none">Athletics (all at th Pines) 4-6 *	<ul style="list-style-type: none">Bell times between two schoolsCurrent 6's transition againParents relocate students to Catholic BoardBullying at 7-12 schoolsRequires more student transportation, bus challenges this school year7 and 12s interacting- - social challengesGrade 4's young to go to the Pines9 grades on schools bus - bus overcrowdedTransportation on 115/35 - dangerousstart/end time and daycare needsOver capacity at the Pines	<ul style="list-style-type: none">Did you get feedback from the Ministry and if open up - 2017?Will the admin/board stop allowing students to go to BHS so we have enough students at Clarke to offer a greater variety of programs/courses? <p>APPLIES TO ALL OPTIONS</p> <ul style="list-style-type: none">Support staff for runners (fencing)Are the "hold area" students included in the projections? Will the new home buyers be explicitly told that their kids will go to Waverley ?We can barely get busses to get kids to NPS consistently so will busses be available to "hold area" kidsVaping-smoking intermediatesCan we get a new road the the Pines/Clarke - difficult to see entranceWill start times for the schools be synched?Will the existing population of Clarke hold?How many kids will choose to leave because of incoming 7/8s?Movement - release time for teachersClasses set up with furniture - ready for September?
Option D:		
Pros/Benefits	Cons/Negatives	Questions/Wonderings
<ul style="list-style-type: none">Will not be combined with high school studentsGrade 6's would not have to transition againWill keep grade 4's at Newcastle PSKeep Clarke student separatedKeep Clarke and Orono - kids at current location	<ul style="list-style-type: none">Overcapacity - the PinesWe will never get a new school is open "student spaces" exist at Clarke HSClarke HS is always under utilized in this option (by a lot)This option does not resolve any issues/concernsConcern having younger students on the same bus as high school studentsChildcare options limitedStart times a NPS and the Pines, Clarke - Bus, childcare, otherCapacity will max quickly - not good - at the PinesThis makes this option no a realityFrench 1 - Grade 9 - a concernsafety concern for bus travel and student going to lunch - walkingBus - grade 5 with high school kids a concernLocation of the Pines a concern, safety standpointThe Pines over capacity very quickly not a real optionDo not want to go through this process again.	<ul style="list-style-type: none">Why bus kids to BHS - should remain at ClarkeWill there be another exit/entrance to Clarke to accommodate more busesProvide equitable programs at Clarke (more staff, programs, etc)Introduce FI to ClarkeImprove Clarke promotionDo not allow students to go to another school other than ClarkeWhy not propose a K-8 not K-12 schoolBus to BHS - is this an option still?Why not force catchment - stop the move to BHSBus issues - not driving - will this not impact the Waverley kidsWill childcare be offered for Grade 4 and 5sWhy not build on auto shop in Clarke HSBus - shared 5-12Could we add portables if needed - to keep this an option at the PinesWhat will you do to support kids on the yard - playground etc.

ONLINE FEEDBACK RECEIVED CLARKE ELEMENTARY FAMILY OF SCHOOLS ACCOMMODATION PLANNING

OPTION A is to remain status quo and make no changes. What are the pros/benefits of this option?

- Daycare onsite NPS
- Status quo will not work. There is extreme overcrowding at NPS, basically no students at Clarke and an odd imbalance at the Pines.
- The way it remains, students will always be shipped to Bowmanville High School, because the lack of programming and funding in Clarke is appalling.
- No more transitions for grade 6 students who already transitioned this year.
- Bussing is already an issue so you are not adding walkers you might walk to Newcastle onto a bus.
- Force all high school kids to attend Clarke. If you increase enrollment at Clarke, it will have ability to offer more programming and force provincial government to build a new elementary school
- Staying the same is the most ideal, changes like these are very confusing for some children. Where most looked forward to being at NPS until grade 6.
- There are no benefits.
- Pros younger students are separated and in a location which does not require busing for local students, and they are not in close proximity to older high school students
- The benefit of this option is that my young children are still able to WALK to school and stay in the before and after care which we need in a household of two working parents. These are HUGE concerns for me.
- Band-Aid solution which saves the board and government money
- That kids have consistency and don't have to be anxious about whether they are switching schools or not.
- Kids are in a school they SHOULD be at (elementary)
- Less stress for the students just adapted to a new format just last year.
- Kids will not be jostled around multiple schools to complete their education journey.
- Less possible psychological and/or anxiety with these changes in school facilities
- Teachers in the school community have the opportunity to build rapport with the students and can more easily identify needs of students and be more successful in meeting those needs, hopefully less students fall through the cracks.
- IEPs will remain consistent and those with any needs won't risk getting lost with all the changing environments and in teachers. Often routine and consistency are imperative in the success of those with different abilities.
- This is a bandaid approach, unless a new school is built with the continuously expanding
- This is not a realistic option.
- You should stop providing bussing to Bowmanville High School in order to utilize Clarke High School to its potential.

- Every parent I talk to would much prefer this but you are saying this is not an option? What about more portables lined up behind those already there, is there room for more facing the soccer field?
- Less change for the children.
- This is my vote. I do not feel comfortable sending my children to Pines or Clarke any earlier than they are already sent there. My eldest son just started JK this year and these proposed changes are making me feel very uncomfortable.
- I feel that none of these options respond to the incredible amount of growth our community has had. We are already past capacity. Why are there no plans to build additional elementary schools for Newcastle?
- I think that children should be able to stay in a community school as long as possible. Changing them over to a school on the highway cut off from the community is not ideal for kids this young and alternatives or new schools should be looked at instead of funneling them into an underfunded old school.
- We love this school and see so much potential for Clarke to grow and integration may seem like it. However, I know some of the grade 9's and 10's you already have are threatening to leave if integration happens this will drop the percentage or keep the percentage the same as is. I love the school and what it stands for. It is a smaller school and I love that my child is not just a number but making changes means also that my child will lose friends and if classes decrease then the opportunities offered to them will be impacted as well! Pls think it through - every school matters and I do not want to be forced to put my child to BHS because of the impact of these changes because that's what will happen to similar families like ours.
- Pines just like their sibling did in the previous year for grade 6.
- It would mean that my older disabled child would be able to continue along in the Pines with their similar biological age group and feel comfortable in a smaller school they are just starting to get used to.
- Pros are that it won't impact childcare as much for families and children will stay at elementary school longer.
- We cannot keep option A because Newcastle P.S cannot accommodate that many students.
- I attended this meeting in person and participated in each of these round table discussions. I would like to bring it to your attention that the next meeting scheduled for Jan 17 occurs on the same day and time as the Parent Info Night for BHS. Please consider changing the second Clarke Family Schools meeting to accommodate those families who need to attend both meetings for their children.
- the safety of younger children is more protected. This includes bussing, children being around the same developmental age and having older peers to display behaviour to younger children, children being in classrooms that are not set up for rotary schooling.
- You should be building another elementary school in north Newcastle to accommodate the current population and the copious amounts of kids that are going to be moving into the new developments that are currently being built. The strategy of annually bumping a grade to the Pines isn't going to be a long-term solution to your problem of over-population. The location of the Pines is also awful for any school, let alone an elementary school. No one wants to bus their young children to an out-of-neighborhood school beside the highway and behind a gas station. The better solution at the moment is to maintain stability and to keep the kids at NPS, even if it means you have to add more portables.
- We are walking distance to NPS and feel like the unique, close-knit neighbourhood feel of our community would be compromised if kids as young as 8/9 are bussed away from a school that we moved in proximity to deliberately to give our kids the experience of walking to school and

seeing their classmates in the neighbourhood. In other neighbourhoods like Gracefields, Kendal, Newtonville and the Port, people purchased their home with the expectation of their kids being bussed. There should be an obligation to the people who live close enough to walk to preserve the community as it is.

- not a big change for the kids
- keep things consistent
- kids don't have to move schools before high school
- don't have to attend school off of Hwy 115 at such a young age
- students will be able to stay at the same school as their younger siblings making before and after school care easier for families

What are the cons/negatives of OPTION A?

- NPS is overcrowded. Kids often complain of having to wait in line just to use the washroom.
- Overcrowding in all schools with the exception of Clarke.
- Overcrowding
- NPS is far too overcrowded
- The school remains overloaded and there are no resources available for students who are struggling. Part of this burden is making the school dual track and allowing out of area students to attend a school that was already over capacity.
- The school boards desire to make the school dual track has hindered students who require extra help, as it has forced the school to be even more over capacity than it already was and has reduced the number of resources available to students.
- I am concerned that my kids are not getting the library/gym/music time that they should be getting because there are not enough time/resources to provide it for the numerous classes at NPS. These are not great concerns to me as we are an active family and we have the means to put our kids into extracurricular activities, but I know that not all families feel the same.
- Does not address the physical locational issues of Clark HS & The Pines. Schools need to be accessible by other means than bus or car drop off.
- The location of this school has been the main reason why enrollment is at quarter capacity.
- All three options presented have my family strongly looking at switching to the catholic education system. This had never been considered in my family until learning about the issues of The Pines and Clark HS.
- Newcastle public school has been a welcoming place where my kids love to go each day.
- I want my kids to have a normal education experience full of extra-curricular and curricular opportunities that these options cannot provide.
- We're already overpopulated
- Not enough washrooms
- Teams against other schools are not equitable.
- Students don't get to graduate the same way most others in the province do.
- Sounds like a change is inevitable, I guess why wait?
- Overcrowding at nps and zero students at clarke
- The school is jam packed.
- NPS becoming too overcrowded. Obviously, this is an issue with all of the new homes being built in the community. However, I feel that we need a new elementary school in that area. Rather than send young kids to an old school on the side of a highway, build a new school to house all the new families!!!

- The above stated reason are my pros and cons together
- This year has been rocky with staffing issues (missing a grade 6 teacher, no vice principal to back up the principal when away so the SERT was doing that) and lack of resources for the grade 6s such as library books at their level, sports equipment, yard duty teacher to student ratio not the same as NPS was, etc. Also awkward for sports teams as only the grade 6s for selection making the teams small with very few subs.
- No childcare available on site for the kids under the age of 12.
- Cons are the school is at max capacity and therefore families can't enjoy attending awards assemblies, concerts, any school events.
- I as a parent did not make arrangements as per daycare for this to happen. With displacing so many students far away from their siblings and without care I would like the school board to have a plan before they proceed. As the people deciding the change you should look at all perspectives but most of all the safety and wellbeing of the children being moved.
- There is not enough space to accommodate all ages
- Clarke high school will continue to experience low enrolment as there are not as many opportunities in courses and little ability to provide physical accommodations.
- You will need to order more portables and perhaps stagger recesses to accommodate more students.
- Adding portables and port-a-packs isn't an ideal long-term solution but would be fine in the interim if another elementary school was being built to accommodate the influx of kids. Alternatively, they could keep NPS as an English school and move the FI program to The Pines or elsewhere.
- high attendance numbers
- not enough room
- overflowing class sizes
- fewer resources for students
- fewer students will be able to access professional services such as psychological and speech-language assessments, mental health supports
- Number of portables and access to toilets
- Managing multiple schools (bell times)
- Before and after care at the Pines (not on site)
- More portables required at NPS and The Pines
- Access to gym and library (NPS) becomes more limited
- We'll never get a new school because of Clark's capacity???? Spaces for staff - lunch room, parking (NPS)
- Flex spaces for students (NPS)
- Band aid salutation - not sustainable Busing concerns (overcrowding) 3 to a seat
- Bus doesn't come No space on bus
- Don't like the grade 4s in school beside high school
- Possibly more portables
- Status quo will not help increase utilization
- Location off 115
- No before and after school programs.

Do you have any questions or wonderings about OPTION A?

- Kids sports will be affected. Province wide sports are 4-6 and 7/8. This plan will not allow grade 4s to utilize sports. Grade 7/8 shouldn't be at same school as high school. They are too young.
- Grade 7/8 at high school will further drive more high school kids into Bowmanville. Effectively making 3 elementary schools and forcing closure of high school.
- Bussing is already a fiasco. At least currently those kids forced to mandatory bussing are old enough to stay home alone. Putting younger kids on a forced bus school creates more problems for childcare and bus shortages as more kids would require bussing.
- Junior students deserve playgrounds.
- No playgrounds at the Pines.
- French program at elementary school would become inadequate as there would be not enough kids requiring French to sustain
- permanent French teachers

OPTION B - Newcastle PS becomes JK-Grade 4 dual track (English & French Immersion). The Pines Senior PS becomes a dual track Grade 5-6 school. A dual track Grade 7-8 Intermediate is established at Clarke HS. What are the pros/benefits of this option?

- I think at this point if the pines can fit 5-8 that would be beneficial. However if not then this idea works. The potential of bringing more funds to Clarke is a bonus as well.
- This still causes all 9-12 to leave the area.
- With only the grade 5's going to the Pines less a concern for safety with the 115
- No benefits only cons. Kids sports will be affected. Province wide sports are 4-6 and 7/8. This plan will not allow grade 4s to utilize sports. Grade 7/8 shouldn't be at the same school as high school. They are too young.
- Grade 7/8 at high school will further drive more high school kids into Bowmanville. Effectively making 3 elementary schools and forcing closure of high school.
- Bussing is already a fiasco. At least currently those kids forced to mandatory bussing are old enough to stay home alone. Putting younger kids on a forced bus school creates more problems for childcare and bus shortages as more kids would require bussing.
- Junior students deserve playgrounds.
- No playgrounds at the Pines.
- French program at elementary school would become inadequate as there would be not enough kids requiring French to sustain permanent french teachers
- I do not like this option.
- This seems to be the most viable. All schools using space appropriately.
- None. I don't believe students as young as grade 5 should be moved to a school designed specifically for intermediate students, and that is in such close proximity to the high school.
- This option seemed to keep all three buildings at a manageable capacity...to me seems like the best choice.

- My grade 4 student will stay in a school within walking distance to home and have before and after care as they are not old enough to stay home by themselves! HUGE concern for two working parents.
- Band-Aid solution which saves the board and government money
- There are not any. It's a really bad idea.
- I don't personally see benefits to this one. It's my least favourite option.
- None- I do not think grade 7-8 kids should be placed in a school with high school aged children.
- This is the only option that makes sense. You will just need to figure out a before and after program option for these students.
- Grade 5 and 6 are still "junior level" and not mixed with Clarke at all. The kids are a little older going to the pines in grade 5.. again I don't like this option with the location of the pines and proximity to the high school and 115.
- 11/12 year olds with 17/18 year olds.
- I'm not sure that 11- and 12-year-olds have the emotional and social maturity to handle what they will be exposed to in high school.
- Where are the studies that show that this is a good idea in any way for these kids? I have been looking, and I cannot find any research to indicate that this is beneficial to our children. I have found studies (from 1987 through to 2012, some of which I will refer to in this comment), that say this is in fact, not beneficial to our children.
For boys, the study found "similar negative effects in extracurricular participation and grades." The authors of this study concluded "that the relatively protected elementary school setting made the entry into adolescence less stressful for both boys and girls."
- In some schools where the 7 – 12 configuration has been implemented there are 2 VP's, one for the younger grades and one for the older grades?
- Works for a couple years
- Less crowded.
- We love this school and see so much potential for Clarke to grow and integration may seem like it. However I know some of the grade 9's and 10's you already have are threatening to leave if integration happens this will drop the percentage or keep the percentage the same as is ... I love the school and what it stands for. It is a smaller school and I love that my child is not just a number but making changes means also that my child will lose friends and if classes decrease then the opportunities offered to them will be impacted as well ! Pls think it through - every school matters and I do not want to be forced to put my child to BHS because of the impact of these changes because that's what will happen to similar families like ours
- More room at NPS
- It's a quick fix.
- The developmental ages of children are taken into account
- There is option to continue dual track to 7-8
- I don't see a benefit at all with this option

What are the cons/negatives of OPTION B?

- Busing issues. If you are going to ship more children out to 100% bussed schools, we need to figure out a more stable busing solution.
- The students are shipped out of area still, and lack of funding remains. Bowmanville, Newcastle and Orono will only continue to grow.

- Schools are across divisions. (4's remain at Newcastle for sport teams) grade 5 should be moved to a school designed specifically for intermediate students, and that is in such close proximity to the high school.
- This is also forcing local parents to rely on busing to and from school for a greater period of time when busing is already an issue. Buses are canceled regularly and on short notice as it is. Adding the need for more busing for more families puts added stress on families trying to get their children to school.
- While Clarke is underutilized now, at some point this mass amount of children we are trying to accommodate (rather than just building a new school in the newer subdivision) will need to attend high school and the high school in Bowmanville is already overloaded and will eventually stop enrollment for out of area students. This will mean there will be a future issue in
- I do not want my 12 year old in a high school.
- You will lose high school students if you don't keep the high school a high school.
- Does not address the physical locational issues of Clark HS. & The Pines. Schools need to be accessible by other means than bus or car drop off.
- The location of this school has been the main reason why enrollment is at quarter capacity.
- All three options presented have my family strongly looking at switching to the catholic education system. This had never been considered in my family until learning about the issues of The Pines and Clark HS.
- Newcastle public school has been a welcoming place where my kids love to go each day.
- I want my kids to have a normal education experience full of extracurricular and curricular opportunities that these options cannot provide.
- Transportation is so inconsistent. Will the youngest students take priority when it comes to transportation?
- There is a huge difference between grade 7s and 12s and Grade 7s should not be exposed to Grade 12 issues and conflicts.
- Pines does not have the resources, equipment and security to host 5-6s. How much will it cost to retrofit Clark and Pines to accommodate a new age group?
- -Three dual track schools, doesn't make sense.
- Not a fan of having elementary kids in a high school I would prefer it to be more of a middle school structure with as many grades as necessary to avoid contact with the high school until they are of high school age.
- Again kids will be juggled between three separate schools during their education.
- Leaves more room for kids with needs to be lost or missed in the system
- No consistency in school/teachers that help kids feel secure and succeed
- The maturity level between grade 7- 8 and high school students is substantial and it is harmful to expect a 12/13 child to adjust to a high school atmosphere with high school aged kids.
- Before and after care options.
- 11/12 year olds with 17/18 year olds.
- I'm not sure that 11 and 12 year-olds have the emotional and social maturity to handle what they will be exposed to in high school.
- Where are the studies that show that this is a good idea in any way for these kids? I have been looking, and I cannot find any research to indicate that this is beneficial to our children. I have found studies (from 1987 through to 2012, some of which I will refer to in this comment), that say this is in fact, not beneficial to our children. For boys, the study found "similar negative effects in extracurricular participation and grades." The authors of this study concluded "that the relatively protected elementary school setting made the entry into adolescence less stressful for both boys and girls."

- In some schools where the 7 – 12 configuration has been implemented there are 2 VP's, one for the younger grades and one for the older grades?
- Elementary school is divided into primary and juniors and this is splitting up the juniors
- The kids moving up to grade six will have to change schools twice in two years.
- Children being sent to a high school where they will be exposed to things much too old for them (drinking, drugs, sex, etc.) AND that school being on the side of a busy highway.
- Above are the pros and cons for the above. I would rather schools stay as they are !
- My children would both have to change schools frequently. Only spending 1 year in the Pines.
- My disabled child who suffers from anxiety would have to transition again. This year was very difficult for them transitioning to the Pines and now you want to immediately transition them to Clarke.
- I would have to spend a lot of time with the new school Clarke SERT to ensure the programs were in place to ensure success for my child and the school working through their requirements for the disability accommodations. I just went through this with the Pines this year.
- I would have a child who is biologically 11, but emotionally and socially only 5 attending a high school.
- No childcare available on site for the children under the age of 12.
- This greatly impacts families with childcare being available for before and after school care, families who work and can't get kids to bus stop. Families with multiple children in both schools yet close in age and all require before and after care.
- It is not developmentally appropriate for high school students to be in the same school as elementary. This is why students from Newcastle choose to go to Bowmanville for high school and the number of students choosing to do so will grow. Why not just make Clarke an elementary school and bus all high school to Bowmanville. Issues exist with bussing being shared with elementary and high school students at Clarke and Pines. Our children in elementary school are exposed to language, actions and bullying from the high school students on the bus. I cannot imagine how this will impact the children in the same school.
- It doesn't solve the long-term problem. Let's face it, the older the students are the less displaced they will feel. I am uncomfortable with my child being exposed to senior students, let alone on the bus. As per the meeting you did not have a plan even for busing.
- If you want to make this move all things need to be figured out.
- Safety - as a student who attended both Clarke and Pines I would never allow my child at that age to attend that school. The busing lines up to the road, there are not enough enclosed spaces, it is surrounded by active farming fields (kids do sneak away in harvesting season even with teachers on duty, I know, I've seen it) - these concerns are shared by other parents and there may be further drop in enrolment.
- The schools are not set up for an elementary learning setting. Both schools are built for a rotary system and children are just a little too young for this.
- You will have grade sevens and eights mingling with high schoolers before they are mature enough to do so. If you have a drug dealer in high school, you will be giving them access to younger customers.
- bus to school for grade 5/6 as I would still have to get my other younger kid to NPS; families thought they had until after grade 6 but that decision was taken from us. Already shifting the sixth grade students is not ideal and not what I expected when we moved here - again, within walking distance by intention - knowing our individual kids and what's best for them. I figured if things changed in the community with new housing going in, the kids in the new neighbourhoods would be impacted but that the fact that we lived in such close proximity would ensure our kids could attend NPS as originally planned decades ago.

- The idea of kids in just 5/6 going to a separate school instead of being with other younger grades also takes away valuable chances for increased responsibility in activities such as lunchroom monitor, helping with school clubs and teams, and other
- way to much moving around for the kids
- any kid that struggles with change or anxiety or anything is going to majorly struggle with all of the moves
- families with multiple children are going to struggle with having their kids in so many different schools
- 7/8s should not be in the high school
- bussing situations of having grade 4's on the same bus as grade 12s
- I've heard from someone in the neighbourhood that her daughter is just at Pines this year and refuses to ride the bus because the grade 12s are so loud and are vaping on the bus and she feels uncomfortable with that (not to mention the language of the high school students being around the young kids)
- too many transitions for students which are difficult for all students and especially students with special needs
- Grade 7 and 8 students are too close in proximity to high school students
- Students going to The Pines will be separated from their younger siblings attending Newcastle P.S. making before and after school care complicated and difficult for families

Do you have any questions or wonderings about OPTION B?

- Aside from busing- no
- how many teaching spaces would that leave at The Pines?
- Why is a new elementary school not being built to accommodate the growing families in the new subdivisions?
- I am wondering if The Pines will be offering a daycare option? As well, what safety protocols will be put in place because the school is so close to a busy highway?
- Will there be before and after care at the middle school?
- Why not make the Pines the French immersion school and keep Newcastle at least k-6
- Stop building homes and build a school in town!
- How much will each option cost? We need to factor in equipment, permanent teachers, new resources, bussing, etc.
- Safety concerns for the young ones starting to go into a high school building.
- I don't believe enough has been considered in terms of the effects on kids and families and is coming more so from a financially easier fix place rather than the best options.
- the board must really have a screw loose to believe moving 7s to a high school is a good idea.
- I really hope you are not actually teaching my child.
- Bussing an option for going to Pines and Clarke?
- It's a no go in my opinion.
- How would we even have enough buses to bus the kids when we don't have enough already?
- Why can't high school students just go to Bowmanville as it is where they all want to go anyway.
- What is the plan for bussing? What is the plan to fence in the area?
- What are they planning to do with the gym change rooms- 5/6 age is too young to be changing in front of each other
- What are the plans to incorporate specified rooms?

- What improvements are they making to the computer area?
- Will the children be eating all in one lunch room together?
- Who will take children from class to class if they are going to be on rotary?
- Will Clarke high school still be using the wood shop in the school? What additional resources and resource rooms will be provided?
- What accommodations are being made for students who have physical accessibility needs?

OPTION C - Newcastle PS becomes JK-Grade-3 dual track (English & French Immersion). The Pines Senior PS becomes a dual track Grade 4-6 school. A dual track Grade 7-8 Intermediate is established at Clarke HS. What are the pros/benefits of this option?

- Clear divisional splits (for sports)
- Solves some of the pressures of space at Newcastle.
- Allows for some students who are attending grade 7/8 to hopefully remain at Clarke for high school.
- Only that sports and French would be at same score
- This option is the worst out of all of them
- NONE. We are taking an extra cohort from NPS pre-emptively to a school that is not set up for them (busing, daycare)
- Band-Aid solution which saves the board and government money
- There are not any. This is also a really bad plan.
- None equally as bad of an option. Again grades 4-6 require childcare, there are no care centres within walking distance and they would require bussing to and from locations which we are already struggling with.
- Kids are also at a very delicate age during that time and I worry about the implications this would have on mental health/anxiety and quality of education.
- Better use of school space
- We love this school and see so much potential for Clarke to grow and integration may seem like it. However I know some of the grade 9's and 10's you already have are threatening to leave if integration happens this will drop the percentage or keep the percentage the same as is ... I love the school and what it stands for. It is a smaller school and I love that my child is not just a number but making changes means also that my child will Lose friends and if classes decrease then the opportunities offered to them will be impacted as well! Pls think it through - every school matters and I do not want to be forced to put my child to BHS because of the impact of these changes because that's what will happen to similar families like ours.
- More room at NPS
- Again, our children are being forced to mature at a quicker rate by having high school and elementary together. The exposure to the older children creates issues with bullying, inappropriate actions and language. Can children not just be children?
- Bus the high school students to Bowmanville or make the pines French Immersion and keep nps elementary and Clarke a high school
- I don't feel this is a good idea for all of the reasons listed above.

What are the cons/negatives of OPTION C?

- See above regarding busing
- High school remains an issue.
- Funding isn't there to sustain new programming at Clarke making it comparable to schools in Bowmanville. Bowmanville schools will still be overloaded with other Clarington students. What will be done about this so families keep their youth in town? New schools with new technology that isn't on a highway should be the plan
- Grade 4's have access to the 115. (needs to be a safety barrier) Considerations for play equipment More students mean more pressures in terms of drop off and pick up (additional busses). 115 is already busy and congested.
- Bussing situation cannot sustain this option.
- Kids this age need playgrounds
- Will force more high school kids into Bowmanville. Kids as young as gr 4 shouldn't be on bus with high school kids.
- No before and after school care at pines/clarke. Not walkable.
- grade 4 should be moved to a school designed specifically for intermediate students, and that is in such close proximity to the high school. This is far too young to be moved to an intermediate school in which the property can be accessed by high school students. Supervision on recess is minimal at best as it is.
- This is also forcing local parents to rely on busing to and from school for a greater period of time when busing is already an issue. Buses are canceled regularly and on short notice as it is. Adding the need for more busing for more families puts added stress on families trying to get their children to school.
- While Clarke is underutilized now, at some point this mass amount of children we are trying to accommodate (rather than just building a new school in the newer subdivision) will need to attend high school and the high school in
- A grade 4 to 6 school means that 9 year olds will get bused home. I DO NOT like this option. I don't want my grade 4 child going to a school where there is no option to walk to and from school and there is no before and after care. They are not old enough to stay at home by themselves after being dropped off by a bus, NOR are they old enough to wait for a bus (that very likely WILL NOT ARRIVE!) and then go home to an empty house because both parents work???? My 9 year old does not have a cell phone and I don't want this overcrowding and poor planning problem to force my family to make decisions about social media and technology before we had originally planned to.
- Does not address the physical locational issues of Clark HS. & The Pines. Schools need to be accessible by other means than bus or car drop off.
- The location of this school has been the main reason why enrollment is at quarter capacity.
- All three options presented have my family strongly looking at switching to the catholic education system. This had never been considered in my family until learning about the issues of The Pines and Clark HS.
- Newcastle public school has been a welcoming place where my kids love to go each day.
- I want my kids to have a normal education experience full of extra curricular and curricular opportunities that these options cannot provide.
- Transportation is so inconsistent. Will the youngest students take priority when it comes to transportation?

- There is a huge difference between grade 7s and 12s and Grade 7s should not be exposed to Grade 12 issues and conflicts.
- Pines does not have the resources, equipment and security to host 4-6s. How much will it cost to retrofit Clark and Pines to accommodate a new age group?
- Three dual track schools doesn't make sense.
- Still doesn't address the lack of programming at Clark.
- The kids are too young to be going up there. The pines is not suited for young children, no playground. the 115 is dangerous and if any kids have behaviours and run out that would be catastrophic.
- Completely inappropriate to have 11/12 year olds with 17/18 year olds. I'm not sure that 11 and 12 year-olds have the emotional and social maturity to handle what they will be exposed to in the high school.
- Where are the studies that show that this is a good idea in any way for these kids? I have been looking, and I cannot find any research to indicate that this is beneficial to our children. I have found studies (from 1987 through to 2012, some of which I will refer to in this comment), that say this is in fact, not beneficial to our children. For boys, the study found "similar negative effects in extracurricular participation and grades." The authors of this study concluded "that the relatively protected elementary school setting made the entry into adolescence less stressful for both boys and girls."
- In some schools where the 7 – 12 configuration has been implemented there are 2 VP's, one for the younger
- I'm concerned about high school students hanging around vulnerable younger students. I am also concerned about not enough busses available and overcrowding on the buses
- Same as above.
- Exactly the same cons as option B. high school should be for high school aged children.
- Grouping teens aged 16/17/18 with
- kids 10/11 years old seems inappropriate and they will be exposed to mature themes earlier on leading to non educational issues
- The above are my pros and cons.
- This greatly impacts families with childcare being available for before and after school care, families who work and can't get kids to bus stop. Families with multiple children in both schools yet close in age and all require before and after care.
- The same comments as option B
- See the response to Option B
- bus to school for grade 4/5/6 as I would still have to get my other younger kid to NPS; families thought they had until after grade 6 but that decision was taken from us. Already shifting the sixth grade students is not ideal and not what I expected when we moved here - again, within walking distance by intention - knowing our individual kids and what's best for them. I figured if things changed in the community with new housing going in, the kids in the new neighbourhoods would be impacted but that the fact that we lived in such close proximity would ensure our kids could attend NPS as originally planned decades ago.
- The idea of kids in just 4/5/6 going to a separate school instead of being with other younger grades also takes away valuable chances for increased responsibility in activities such as lunchroom monitor, helping with school clubs and teams, and other
- Bussing the young Pines students with the highschool students. This should not be allowed. But I know they won't bus separately for each school, so I see this as a major red flag/issue.
- too many transitions for students, especially students with special needs
- the geographical location of The Pines on the Hwy 115 is not ideal for elementary age students

- more students will require busing
- students attending the Pines will be separated from their younger siblings at Newcastle P.S., making drop offs and pick ups, and before and after school care difficult and complicated for parents

Do you have any questions or wonderings about OPTION C?

- Will the board give release time to teachers to facilitate these moves? It is excessive considering the movement last year.
- Will there be a fenced yard during recess?
- Will supplies be in place for a smooth September transition (desk, chairs, access to appropriate library books)?
- How much learning space is left in all the buildings?
- Will the grade 7s and 8s be segregated from the HS students for obvious safety reasons? The HS isn't designed to accommodate a segregated area.
- Will there be before and after care? Will there be enough reliable transportation?
- I understand that NPS is overpopulated, and something has to be done. My concerns are: younger and younger children and being put into The Pines which is right on a busy highway- I feel that this poses a significant safety concern. The next, and I feel the most prominent issue, is bussing. Children HAVE to be bussed to the Pines as there is no safe walking option. We already have numerous bussing issues. I have seen students walking along the highway to the pines/Clarke as their busses are not running. How will this be solved with more students needing bussing ?
- Are Board staff thinking about their own children or grandchildren when considering making our kids jump from school to school? There is no consistency.
- No. Not sure why this is even a tabled consideration.
- Concerns about older high school students bothering the younger students and if there is safe and adequate bussing available
- Who would be bussing the kids?
- How would Families find before and after school care available when most is only available with walking to school as an option.
- This is the worst idea of them all.

OPTION D - Newcastle PS becoming a JK - Grade 4 dual track (English and French Immersion) school. The Pines Senior PS becomes a dual track Grade 5 – Grade 8 school. What are the pros/benefits of this option?

- If they can do this without portables this isn't a bad option either.
- This would allow more students and funding to stay in the area. Hopefully this would allow and encourage more students to remain here and not leave Clarke for Bowmanville.
- Potentially the balance of students would be more appropriate.
- Keeping high school kids separate from elementary students.
- If any changes were to happen I would choose this one.

- Keep non high school students out of the high school grade 5,6,7,8 together in one school would be the most ideal, if change is a must.
- I like that my kids would still be in an elementary school until grade 8. I am not comfortable with my children going to high school at 12 years old. I have heard that there will be separate areas for the intermediates and high school students but once there are outside and before and after school, they will still be exposed to language, behaviour and content earlier than I would like.
- My children who are two cohorts apart may potentially be on the same bus, and therefore they can get on their buses to school and home together safely.
- I think this is the best option. I think you need to keep the high school a high school. I'd like to also suggest that kids in this boundary stay and go to Clarke high school. With more kids comes more funding, more programs/courses to attract kids to stay. BHS is overrun. Clark is a fantastic high school. Keep it that way.
- Band-Aid solution which saves the board and government money
- At least Grade 7s won't be with Grade 12s.
- This one is by far my favorite, this would make it a true middle school grade 5 is a reasonable age to move up to middle school, and it keeps the grade 7 and eights away from the high school.
- Less movement than the other options
- Kids can remain within the same school from Grade 5-8
- More consistency in teaching and rapport between student and teacher(S)
- This would be ok but it doesn't solve the capacity issues at pines.
- 100% appropriate
- I think this is the best idea for the kids as they will have less change and ability to get comfortable with the school.
- This option is better than B or C but still not what I would want for my children.
- This is a great option and will not hinder the high school kids
- At least this option keeps elementary with elementary. But why do we need dual track? Why can't Pines become French Immersion?
- This option is best. My son is at his first year at the Pines (Grade 6) to force his year and the current Grade 7s to go to Clarke next year isn't fair. They are just getting accustomed to and settled into their new school.
- Also, this is the most fair situation for the incoming Grade 6s (my middle daughter). It's not fair to send the kids to the Pines for one year and force them into the high school. This keeps some separation from the high school students. I understand that they say it will be completely separate but we are promised a lot and nothing ever is done
- This is the next most reasonable option behind leaving things as-is or moving FI. At least we can let our kids settle into a school for more than two years, and it allows the kids currently at NPS to not find out halfway through the school year that it's their last year at NPS. My oldest is in grade 3 and the idea that this could be his last year at NPS - with his little sister downstairs and knowing he is just a few blocks away from home - has ALREADY caused him anxiety and stress. Fielding questions about it with so many unknowns is difficult, especially when one option has him leaving THIS school year, is stress inducing for me and other parents in the same boat I've spoken to.
- It would still allow opportunities for positive mentorship and increased comfort in their school environment since they wouldn't be changing schools for several more years than options B and C have planned.
- fewer transitions over the course of students' elementary school career so better for students overall

- grade 7 and 8 students would not be in close proximity to high school age students
- more likelihood that siblings would attend the same school at the same time making things easier for families

What are the cons/negatives of OPTION D?

- The Pines is overcrowded.
- Overcrowding at the Pines Bussing cannot support this.
- Kids deserve playgrounds in grade 4
- Clarke is still under utilized
- grade 5 should be moved to a school designed specifically for intermediate students, and that is in such close proximity to the high school.
- This is also forcing local parents to rely on busing to and from school for a greater period of time when busing is already an issue. Buses are canceled regularly and on short notice as it is. Adding the need for more busing for more families puts added stress on families trying to get their children to school.
- While Clarke is underutilized now, at some point this mass amount of children we are trying to accommodate (rather than just building a new school in the newer subdivision) will need to attend high school and the high school in Bowmanville is already overloaded and will eventually stop enrollment for out of area students. This will mean there will be a future issue in
- Given the options available I like this one the best.
- Does not address the physical locational issues of Clark HS & The Pines. Schools need to be accessible by other means than bus or car drop off.
- The location of this school has been the main reason why enrollment is at quarter capacity.
- All three options presented have my family strongly looking at switching to the catholic education system. This had never been considered in my family until learning about the issues of The Pines and Clark HS.
- Newcastle public school has been a welcoming place where my kids love to go each day.
- I want my kids to have a normal education experience full of extracurricular and curricular opportunities that these options cannot provide.
- Similar to option B and C responses.
- There is still movement
- Parents have no other options for education but to send to the pines which is an old school and already requires upgrading
- Again, care and transportation will be concerns for families.
- Still overcrowding
- It will be crowded, but I understand it doesn't have portables now so there would be room to grow.
- school is already too small for the classes they have not sure where you would add the other grade. They are already using the cafeteria for french classes.
- At least the high schoolers won't be mingling with younger kids, but almost all the kids will have to take a long bus ride to get to school, and there have been many bus delays and cancellations this year already.
- Two schools on the 115. Only one way in and out, hard to believe this is allowed. If an accident closes down the 115, kids are stuck there. Ridiculous.

- Busing situation is horrible already. Very inconsistent. Shared busing with the high school students isn't right, so much bullying and inappropriate language that the younger students are exposed to.
- Communication out of the Pines is severely lacking.

Do you have any questions or wonderings about OPTION D?

- Again, will there be before and after daycare and will there be enough reliable busing.
- Why is the board so stuck on making it work at The Pines and Clark HS
- How much will it cost to make all these changes instead of building a school. Won't materials and everything be cheaper now? It's already way too late.

Do you have any other options or suggestions that you feel should be considered?

- Swap the two schools. Grade 4-8 Clarke. The Pines becomes a specialist high school. If all the options have an underutilization of Clarke. The Pines becomes a specialist high school. If all the options have an underutilization of Clarke, then why not give the school and facilities to the largest group of students. What amazing programs and opportunities that you could provide this group of students. You could run an elective program during part of the day like rotary focusing on acquiring additional skills (coding lab, cooking, woodworking, Science lab, STEM lab).
- Think of many different programs that could be housed in Clarke. You could add a daycare centre (lacking in Newcastle) and encourage teen moms to attend (I'm not sure of the teen mom stats but Lindsay, Ontario has a program that is run out of I.E.Weldon.)
- Adult education high school. Science/math high school offering specialized courses where you could bring students from other schools. Arts school that requires auditions
- Force Clarke high school catchment area students to attend Clarke. This increases program availability at Clarke and uses space therefore the provincial government will be forced to release more money for new school. New elementary school is the ONLY option that benefits the kids education socializing and is stable for projected growth. FORCE HIGH SCHOOL KIDS TO GO TO CLARKE THEREFORE FORCE BUILDING OF NEW ELEMENTARY
- Build a new elementary school that is K-8 French immersion only.
- The power point presentation mentions the possibility of one school becoming a single track French Immersion school. Why is this option not being explored at this time?
- A new elementary school should be built to accommodate the newer homes being built. The solutions proposed are bandaids not a solution.
- As the large amount of younger students grow they will need an intermediate school and a high school to accommodate those numbers. If we utilize these schools for younger grades now they will in turn be overloaded and those schools will not be able to accommodate as they are being utilized for younger grades.
- The community is continuing to grow at a steady pace, and the board needs to accommodate accordingly, not cut corners but taking away spaces in other places. Those spaces will be needed within the next few years anyway and will not be available when needed causing the same issues to occur.

- Obviously there is a general consensus among students and parents who know these schools that there is not enough funding to provide stimulating and a variety of courses for our elementary and high school students. How are you going to make sure that our students are provided with an interesting and current and challenging curriculum and extra- curricular activities? When applying for universities I want my children to have had the same opportunities as other kids who have come from all over Durham or Ontario.
- The dual track never should have been started without proper infrastructure. Now the main solution you have is to make the high school not a high school anymore. Add primary grades to it. BHS is overcrowded and shouldn't be accommodating out of boundary kids. CLARK has an excellent coop program. Kids can access auto mechanics through that stream if they wish. More kids=more funding=more classes to offer= kids stay. Make pines 4-8 until you have more infrastructure. Afterall, primary grades should stay with primary grades.
- OPTION E - Build a new k-8 public elementary school already... enough is enough. There should be more than enough tax dollars with all the new houses built as no new infrastructure has really been put in place in Newcastle so there should be more than enough funds. Let's finally fix the problem instead of stop gap solutions

Do you have any further questions that you would like answered?

- Given the teacher shortage how are you going to recruit qualified teachers?
- Why was this not addressed 10 years ago?
- I understand that NPS is over populated and something has to be done. My concerns are: younger and younger children and being put into The Pines which is right on a busy highway- I feel that this poses a significant safety concern. The next, and I feel most prominent issue, is bussing. Children HAVE to be bussed to the Pines as there is no safe walking option. We already have numerous bussing issues. I have seen students walking along the highway to the pines/Clarke as their busses are not running. How will this be solved with more students needing bussing ?
- I'm just really disappointed in KPRDSB. This has been an ongoing issue.
- Could the Pines become a K-12 French Immersion school, and NPS and Clark stay English? What do those numbers look like?
- Is there a possibility of the Boundary accommodations being ended?
- How is the mental health of students being considered? What will the transition plan look like?
- With any of the options, being concerned, as a parent I need to ask what is the plan if there is an emergency at The Pines or Clarke HS? - there is a one way in and a one way out; and you are entering onto a highway....this is a serious safety issue that someone really needs to think about.
- In addition, our child was moved from Newcastle PS into the Pines for grade 6 and her bus is constantly cancelled - these kids are entitled to their education....what are the plans to get these kids to and from school. The bussing is a huge issue and I am sure it is only going to get worse - it would be a disaster in this parking lot for all of the parents to drop off and pick up their kids - seriously needs to be thought out.
- What are the plans for another access road - something needs to change at the Pines and Clarke schools, the current setup does not work.
- How are the smaller kids (grade 4 and grade 5) going to be supervised that close to the highway?

- Also, someone should really look at the truck cover business located beside the Pines - the signage for the schools is totally blocked and cannot be seen - again, this is a serious safety issue should emergency services be called out to the schools, how are they are going to be able to confirm that they are entering the correct driveway. The really need to be forced to move the truck covers to ensure that the school signage can be seen.
- I don't like the idea that middle school and high school kids are bused together, not sure if anything is possible with looking into that.
- How will any of these changes impact extracurricular activities such as sports programs? Typically they are primary, junior, intermediate. It seems that the junior cohort would be affected with most of these options
- Who were the "smart ones" who decided moving 7s to high school was a viable idea?
- I want to know how the school board plans to bus an extra two grades up to the pines/Clarke when the busing that we have is already not reliable for the amount of kids attending there now. My son's bus has been cancelled 14 times so far this year and that makes it very difficult for parents having to arrange a drive for their child. Can the school board and the bus company ensure this won't be a problem? I know a lot of buses are constantly cancelled leaving kids stranded. I'm sorry, but the bus company won a tender and they are not fulfilling their end of the deal and they need to be held accountable.
- The students who will be slated to attend the holding school were not included in the projected numbers because they will not be attending these schools however, what about if they wish to attend the French Immersion program? Where would they attend? Assuming it's going to be this family of schools, unless there is a plan to start making Waverly PS dual track, why are they not being included in the projected numbers?
- So many extra busses will be needed. Also worried about the board actually offering classes at clarke to keep the students there
- Why are we not considering additional school developments both elementary and post secondary IN TOWN. The town is growing quickly and the infrastructure is not catching up.
- What are the other options? What are the requirements to move to the Catholic school board? If our children are forced into Clarke for Grade 7 and 8, we want a guarantee that we will be able to go to a Bowmanville high school. We are not getting stuck at a sub-par school with nothing to offer them for courses and sports and clubs.
- I would obviously like the issue to bussing to be answered as this continues to be an issue. There is not enough drivers or busses and this is causing things to be unsafe as there are children in aisles due to overcrowding. You are now creating a situation where children who would not be busses are now having to be bussed and no options of busses are cancelled or don't show up. This again greatly impacts education for this children as if they are not attending school they can fall behind etc as there is no option other than car to get children to these schools. We cannot look at more enrollment at either school until bussing issues are addressed.
Also need to look into daycare if you are moving younger children to the Pines and what options there are for BEFORE and AFTER care.
Lastly need to look at upgrades for the play area the Pines again if you are looking to have younger children attend.
- All I ask is please let the 2011 born grade have another year of stability staying where they are at the Pines and please do not move them again so soon. They were the ones just moved from NPS at grade 5 which caused a lot of anxiety for students and moving them to clarke again so soon will only add to their stress and lack of belonging to a school. These kids are just finding home at the Pines and another year of stability there would do a lot for their well being in my

opinion. My daughter is in this grade and all of her friends really do not want to be moved again so quickly. Also, if you are ever thinking of enforcing boundaries to Clarke High School please do it now and do not wait. That is the root cause of many issues here with not being able to get another elementary school built so please do not wait. The 2011 born class needs to be taken into consideration that they already received the brunt of a large change right after COVID (which also heavily affected our kids). They already missed out on many Grade 6 activities at NPS that they waited to get to do for years. Please do anything possible to not make them receive another large change so soon. Thank you.

- Why did the land not get approved for the new school? It is clear that Newcastle is bursting at the seams and all of the new development hasn't even started yet.
- 1. Would another road access be created for The Pines/Clarke? from Concession Road 3 to the back of the school. (If the hwy is closed how will the kids get to/from school-it has happened before)
2. Would portables be an option at The Pines if there is an increase in student numbers there?
3. What would busing look like?

Appendix H

Proposed Solution

Newcastle Public School be established as a Junior Kindergarten to Grade 4 dual-track French Immersion school and The Pines Senior Public School be established as a Grades 5-8 dual-track French Immersion school, utilizing classroom space within Clarke High School, as necessary.

Enrolment Projections

School	OTG (Capacity)	Portables (2021-22)	2023-24		2024-25		2025-26		2027-28	
			1-YR Projection	Utilization	2-YR Projection	Utilization	3-YR Projection	Utilization	5-YR Projection	Utilization
			Students		Students		Students		Students	
Newcastle PS (JK-4)			585		503		512		499	
Newcastle PS (FI SK-4)	692	11	201	114%	166	97%	166	98%	165	96%
Newcastle PS Total Enrolment			786		669		678		664	
The Pines Senior PS (6-8)			297		297		293		310	
The Pines Senior PS (FI 6-8)	251	0	26	129%	49	138%	80	149%	80	155%
The Pines Senior PS Total Enrolment			323		346		373		390	
Clarke HS (9-12)	576	0	124	22%	122	21%	147	26%	161	28%

*Newcastle PS OTG includes the portapak.

Proposed Transition Plan and Anticipated Plant Impact

Considerations	2023-24	2024-25	2025-26	2026-27/2027-28
Student Transitions	Newcastle PS offers dual-track JK/SK to Grade 5.	Newcastle PS offers dual-track JK/SK to Grade 4.	Newcastle PS offers dual-track JK/SK to Grade 4.	Newcastle PS offers dual-track JK/SK to Grade 4.
	The Pines Senior PS offers Grades 6-8 (English stream) and Grade 6 FI.	The Pines Senior PS offers Grades 5-8 (English stream) and Grades 5-7 FI.	The Pines Senior PS offers dual track Grades 5-8.	The Pines Senior PS offers dual track Grades 5-8.
	Grade 8 students will overflow into upper-level classrooms at Clarke HS, as necessary.	Grades 7-8 students will overflow into upper-level classrooms at Clarke HS, as necessary.	Grades 7-8 students will overflow into upper-level classrooms at Clarke HS, as necessary.	Grades 7-8 students will overflow into upper-level classrooms at Clarke HS, as necessary.
	Ongoing monitoring to ensure the needs of students are being met throughout the transition.			
Physical Plant (Building)	<p>Clarke – physical upgrades to existing classrooms and washrooms on the upper level.</p> <p>Ensure that there are adequate measures in place to maintain the safety of students in the playground.</p> <p>Ensure there is bussing to after school care in Newcastle for the Grades 5 & 6 students.</p>			
Other	<p>Continue to monitor ongoing development activity in Newcastle to ensure that student accommodation needs are being met.</p> <p>Submit Capital Priorities Program requests for new elementary/secondary school at the Grady Drive/Ruddell Road board-owned property.</p>			

APPENDIX I

Clarke Elementary Family of Schools
In-person Community Consultation Feedback - January 17, 2023

When...	We want you to consider...
<p>When moving the Grade 5's from Newcastle PS to The Pines Senior PS,</p>	<ul style="list-style-type: none"> • Loss of community, too many transitions • Transportation – will there have to be triple routes? • Lose leadership • Opportunities with younger students like lunch helpers • Safe bus stops • Safety – bullying – concern with younger students on bus with Clarke students • Bus crowding • Before & after care needed • New fencing at The Pines Senior PS • Excluding of younger kids by older kids • Bullying due to mixing of age groups • Too young to move to The Pines • Before/after school concerns • Start time – bus schedule staggering (need enough busses to change this) • Wellbeing • Mixing of age categories on buses – can we separate older and younger – concern about being exposed to inappropriate behaviour • No fencing / playgrounds • Safety/supervision issues • Can Grade 6 and 7's be part of a leadership program? • Sports – Junior division being split • Recess – play structures • Childcare • Bussing (with high school) • Social clubs • Age-appropriate leadership (reading buddies) • Can we have combined junior sports teams? • Before and after school care • Having enough buses, bus drivers • What happens to students on inclement weather days when buses are cancelled? • Bell schedule (Newcastle, Pines, Clarke) • Younger kids with older kids on buses (maturity levels)

	<ul style="list-style-type: none"> • Younger kids on buses for first time • What does the yard look like at The Pines (fencing, supervision) • Fencing around The Pines Senior PS • Current bus shortages – what about needing more buses next year? • Library books for different ages • Specialty classrooms that are duplicated should be re-purposed into mainstream classes (Pines) • Rip the band-aid off, why not do it sooner (Sept?) reduce space pressure at NPS (stage/Library). • Move Grade 5's now (Sept). • Fix busing (adjust bell times) – different bell times will result in different ridership. • Clarke early run, Pines later run. • The effects of splitting the Junior Division (sports, clubs, extracurriculars) • Resources • Splitting staffing / teaching teams
When moving the Grade 7's to Clarke HS,	<ul style="list-style-type: none"> • Guaranteed separate space for Grade 7/8 • Proper facilities for intermediates • Make sure this is temporary and not a plan to keep Grade 7/8 at Clarke HS • There is no intermediate school at Clarke. HS • Don't want The Pines to overcrowd like NPS right now – is this just shifting the problem • Would the Grade 7&8's be having lunch at the same time and in the same space as the high school students? • Accommodating 4 sections of Grade 7's • Accommodating 4 sections of Grade 8's • Can we keep all the grades together? • What happens to these students for co-curriculars? • Going between the schools – walking across parking lot (safety) will they be scared? • Can the cohorts stay together? • Supervision • Mixing with the high school schools • Portables at The Pines is preferable to Clarke (less intimidating) • Isolation of Grade 7's • How would the current rotary system work with a couple classes at Clarke HS? • Just do it, stop delaying the inevitable • Grade 8 overflow at Clarke HS • Feeling connected to The Pines Senior PS • Communication (PA announcements, sports, school spirit) • Once The Pines is Grade 5-8 • Just moving overflow or most/all of the Grade 8's? 7's? • How much overflow? • How will these classes stay connected with The Pines? (Announcements, office contact P.A./walkies?)
When moving the Grade 8's to Clarke HS,	<ul style="list-style-type: none"> • Once The Pines is Grade 5-8 • Just moving overflow or most/all of the Grade 8's? 7's? • How much overflow? • How will these classes stay connected with The Pines? (Announcements, office contact P.A./walkies?)

	<ul style="list-style-type: none"> • What will nutrition breaks & recess look like? • Extracurriculars? • Move Grade 7/8's at Clarke • Accommodating 4 sections of Grade 7's • Accommodating 4 sections of Grade 8's • Can we keep all the grades together? • What happens to these students for co-curricular? • Going between the schools and walking across the parking lot (safety concerns), will students be scared? • Can the cohorts stay together? • Breakup of families • Could Grade 5's go to Orono? • Grade 6's to Orono? • Timing of busses – we can't be at 2 or 3 buses at once • Bussing to St. Stephen • Rotary and transition issues • Better communication of shared resources (which library, gym, cafeteria will be used for the 8's?) • How would the current rotary system work with a couple classes at Clarke? • Sounds like accommodating overflow • Concerns with two Grade 8 classes at The Pines and two classes at Clarke. • Rotary concerns with students moving between schools constantly • Can you have home rooms at The Pines with specialty classes at Clarke (Music/Art rooms) • Possible back road to The Pines • Contract with the bus companies to offer better incentives • New contracts should address fulfilling all runs
Other feedback	<ul style="list-style-type: none"> • There is no Grade 7/8 school in Clarke • Clarke – lack of programs still an issue • Closure of Clarke and The Pines – why is process not available? • What is the plan to increase enrollment at Clarke? • Seems like a waste of money to renovate buildings you plan to close • Could there be a 3rd level or addition to NPS? • The bus shortage may have an impact on students getting to school • Is one and a half years enough time for renovations? • Prefer portables at The Pines • Change of boundary possibilities – need more information regarding impact on registration • Who is monitoring the students moving between The Pines and Clarke? Are they in the same class all day? (rotary) • Transportation – concerns about getting the students here now • Childcare/before and after school care – where is that going to be? (can we get it in this building?) • Still concerned with the mingling of younger students with older students (peer pressure)

	<ul style="list-style-type: none"> • Student perspective/voice • Students seeing inappropriate things in the bathroom for their age (ie taking inappropriate snapchat pictures) • Start time differences – will there be common start time? • Daycare? • Would new school be dual-track? • Can we have Waverley (or any school) as a home school now – instead of this option? • Can we use Kirby? Why not open 7/8? • High school to BHS? • Will bussing be stopped for Clarke students to BHS? • Consideration – parents may seek alternatives, ie. catholic board, private schooling • How can we fill Clarke, offer programming? • I see no effort going into Clarke, expanding programs. • Why not move the grade 7/8's to Clarke now? • Grade 7/8 classes at Clarke crossing the parking lot -rotary, recess, sign-out. • Parents not wanting their kids in the two classes at Clarke • Bus access only to The Pines/Clarke • Segregation of the classes over at Clarke away from The Pines • Would we make sure high school and elementary would be separate? • PA system/announcements would The Pines students at Clarke be on the same system? • Parent pick-up possible? • Locked doors at Clarke for elementary students? • Other creative solutions? • Before/after school care at The Pines? • Bussing concerns with high school kids and elementary students • Orono PS being excluded in the process • What can we do to support the construction of a new school(s)? • Impact of peaceful protests (on 115)? • One option has been shared with us tonight. Seems like the choice has been made for us.

APPENDIX J

Clarke Elementary Family of Schools
ONLINE FEEDBACK FORM RESPONSES – JAN 24, 2022
32 responses received from parents/guardians

<p>When moving the Grade 5's from Newcastle PS to The Pines Senior PS, we want you to consider...</p>	<ul style="list-style-type: none"> • Please don't do this. • Safety in proximity to the highway and gas station. Young students will be exposed to mature things that wouldn't happen in an elementary school. • Extra curriculums, social events. Age appropriate things to do on the yard. There is no playground, pavement games, etc. They are only 10. • That these are still little kids. The school is only accessible via the highway and it's on the highway. What about after-school care? • Not doing it. • Need for increased busing. Not enough spaces right now • There will be an increase in vehicle traffic when parents A) don't want their kids taking the bus. or B) on days when the buses are cancelled. Is there enough space to accommodate all these extra cars? What happens when they are lined up and down the highway? And an accident happens, and shuts down the 115 and now access to the school is impacted. Has it been looked at to approach the farmer who owns the land behind Clarke and The Pines to purchase it from him to create an alternate road? What happens when the school must be evacuated, and these kids must walk down the highway? What kind of safety plans are in place or being looked at now that there are plans to bring more younger students out to The Pines? • Daycare needed • Highway 115 - Young children around high school students • How is this legal and safe? This school is located off a highway with a posted speed of 90km/hr. What is the DETAILED plan to ensure no child can access the highway regardless of grade? • How will clubs, sports teams etc. operate when they are cohorted by primary, junior etc.? This splits Grades 4, 5 and 6 further. The current switch with Grade 6 at The Pines this year revealed issues with unbalanced teams. This is not fair to the children. • With even more children requiring bussing what is the plan to resolve the current staffing issue with buses prior to adding further demand?
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	<ul style="list-style-type: none">• How is adequate childcare going to be available and at prices comparable to home daycares that are affordable and currently accessible from NPS? The bus only drops off and picks up at one location.• What will be done to address the issue this causes with families of multiple JR aged children at potentially two schools with different start times?• Grade 5's & 6's should NOT share buses with high school students.• Their safety. Having worked at an Anti-Human Trafficking organization, right here in EAST Durham - I would strongly urge and support gathering feedback from the Durham Regional Police Human Trafficking Unit on ways to keep children safe. Specific plans on separating ages, enhanced yard duty, transportation of students, timing of the schools - having community police officers potentially available for this particular area.• How will bussing work? Grade 5 students are on the bus with Grade 12s? OR are they separate buses, this too could pose a HUGE risk and concern.• How do students benefit from starting at the Pines in Grade 5? I do not see any benefits for them.• Students need stability, structure and consistency in their childhood to support healthy development. They need this from their school community. Transitioning kids to new schools, multiple times throughout their school years is hugely problematic. Transitions are stressful for children. Also, separating siblings in their younger school age years to go to a new school is not a benefit for kids, parents or for building a positive school community.• The impact of families' daily routines is also very significant. Having 2 different school time drop off and pick-ups are unfair to parents and families with multiple children. This creates unnecessary added stress to children and parents.• The location of The Pines geographically directly on a busy highway is an unsuitable environment to have children as young as 9 playing with minimal supervision. My child is born in December and will be 9 when potentially starting at the Pines (Grade 5). How will he be supervised in the yard? Will there be a playground? How will bullying be addressed? Will there be before or after childcare available at the school?• Sufficient bussing due to ongoing driver shortages.• If moving the Grade 5's to The Pines, The Pines should then become a Grade 5 and 6 school along with the French Immersion School. The Grade 7's and 8's should then be moved to Clarke in a segregated format with separate entrances along with different times for shared areas.
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	<ul style="list-style-type: none">• The bus schedule for Clarke should still stay the same as it currently is, but The Pines should move to the later bus schedule like Newcastle PS. This will prevent a mix of younger children with the high school kids. This is for safety but to also prevent the younger children from being exposed to inappropriate language and conditions.• There will have to be more buses and bus routes added, for both capacity issues and the separation for younger to older students.• A before and after school program will have to be started• A playground will have to be added and the current outdoor play area updated with new equipment and safety fence to prevent the younger children from roaming around into the field or the 115.• Everything, this is simply inappropriate. Please consider moving the Gracefields community to Bowmanville as originally planned when built. Newtonville students should be moved to Port Hope• I think it's a good idea.• The mental health aspect of it. Not being prepared for Jr. high sports (will there be teams and extracurricular activities). Bus and school times (will they be more aligned). If we do not like this plan will we be allowed to transfer our kids to a school in Bowmanville to keep them together?• The first problem is getting the students to school. If they are not at school they cannot learn. The school board should look at the bussing problem first. Access for vehicles, with more buses and more children, there will be more cars. How do you make one exit point work off a one-way highway? Will there be an additional road added behind the property? We know when accidents happen children are stuck at school. The greater the population and younger the students. This is a big concern. And a genuine problem.• I'm glad to hear there will be no changes next year. I would like the Board to consider how the FI teachers and resources will be split between two schools. Today, FI students are relocated to other FI classes when there are teacher shortages, and the already smaller group of FI teachers and classes share resources as well. Will there be sufficient budget to run 2 small FI programs, one at The Pines and one at NPS? It seems inefficient and the concern is that neither program will receive adequate funding or support for things like field trips, student exchange programs, French library books, etc.• Improvements to The Pines would need to include a play area and play structure outside, and maybe consider some nice looking aluminum fencing around the property.<ul style="list-style-type: none">○ child care options - bussing - safety of younger children near the highway
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	<ul style="list-style-type: none"> ○ activities / yard for students to still "play" at recess. ● The fact that this school is along a busy highway with cars travelling 90 + km/hr. This is not a safe location for a junior student. ● How will my 9 year old be kept safe in the school yard? ● Also, a lack of older students at NPS will leave few student helpers to monitor lunch periods, reading buddies, etc. How will NPS ensure lunch time supervision? ● This also doesn't allow the grade 5's and 6's to take on leadership and mentorship activities. ● To ensure there are proper outdoor areas and activities. There should be many opportunities for intramural activities. Before and after care for students. Extreme safety and caution near the 115. ● Should not be on a bus with high school students. ● Splitting intermediate grades, impact on extra-curricular activities, sports teams, field trips etc. ● Bussing and before/after school care requirements. ● Student safety - highway access, lack of adequate fencing. ● Student recreation and fitness - access to developmentally appropriate play equipment. ● Family logistics - coordinated bell times, drop off/pick up needs for Newcastle families with students in primary and intermediate grades. ● These kids are moving onto a bus with 17 year olds who talk about anything and everything while on the bus. The driver cannot control them or keep them from interacting with the younger kids. ● This exposes the kids to topics they are not ready for or prepared to hear and deal with. ● This also puts them in a position to be bullied by older students, harassed and peer pressured into things by much older students they want to please. ● This is not an ideal situation for young students to grow up in. This can cause lots of problems down the road for them, hinder their learning ability, and cause many mental health problems. ● Keeping them safe from older students at Clarke ● This is not a good idea. ● This changes the dynamic of both high school and elementary. ● Safety in proximity to the highway and gas station. ● Young students will be exposed to mature things that wouldn't happen in an elementary school. ● Extra curriculars, social events. Keeping them separate from the high school. The importance of age-appropriate activities, while preparing them.
When moving the Grade 7's to Clarke HS, we want you to consider...	

	<ul style="list-style-type: none">• Making sure they have optimal programming for French.• The age gap between the oldest and youngest is quite significant at this age. How will we keep our young children safe in a school full of bigger kids?• Make Clarke Grade 7-12.• Need for increased programming for these youth at Clarke to offload transfers to Bowmanville to access sports like hockey, and trades like woodworking and automotive.• The optimal use of space.• Preteens will be influenced by older kids and not in a good way.• Putting 12 year olds at the same school as 18 year olds is completely unacceptable. Move the high school students to Bowmanville schools and make Clarke a junior or intermediate school. Same issues as question one with regards to safety off the highway. Can a road not be built behind the schools?• Their safety. Having worked at an Anti-Human Trafficking organization, right here in EAST Durham - I would strongly urge and support gathering feedback from the Durham Regional Police Human Trafficking Unit on ways to keep children safe. Specific plans on separating ages, enhanced yard duty, transportation of students, timing of the schools - having community police officers potentially available for this particular area. How will bussing work?• Grade 5 students are on the bus with Grade 12s? OR are they separate buses, this too could pose a HUGE risk and concern.• How do students benefit from starting at Clarke HS in Grade 7? I do not see any benefits.• Students need stability, structure and consistency in their childhood to support healthy development. They need this from their school community. Transitioning kids to new schools, multiple times throughout their school years is hugely problematic. Transitions are stressful for children. Also, separating siblings in their younger school age years to go to a new school is not a benefit for kids, parents or for building a positive school community.• The impact on families' daily routines is also very significant. Having 2 different school time drop off and pick-ups is unfair to parents and families with multiple children. This creates unnecessary added stress to children and parents.• Children need access to age-appropriate learning materials in the library and classrooms. Also, in all the proposed plans Clarke HS remains underutilized. There is a clear need for space for elementary-aged students - not high school - why not build an elementary school?• Moving the Grade 7's and 8's to Clarke is fine as long as they are kept separate from the high school kids except in the off chance of cross education or even allowing the high schools kids
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	<p>to earn volunteer time while helping work with the younger grades (I.e. Grade 7 and 8) whether it be tutoring, helping coach a sports team or even being a temporary assistant.</p> <ul style="list-style-type: none"> • I think it's a good idea. • They are very young to be exposed to high school life • Ensuring a separate environment for the grade 7/8 to prevent an intimidating environment. How will you ensure a safe environment? • Separation from older students - separate washroom facilities • The issue of low enrolment at Clarke high school is largely because of lack of courses and programming. Moving and shuffling students from different age groups inappropriately to make up for the school's shortcomings shouldn't be the right solution to this problem. • Ensure there is no mixing of high school and elementary students during school hours. Have a separate wing, entrance, bathrooms, etc. for elementary students. Age-appropriate intramural activities. Safe and separate recess and lunch times away from high school students. • Access to facilities, separation from older high school students (gym, lunchroom, outdoor spaces) -exposure of middle school students to risky behaviors in high school students (smoking, drug use, language, interpersonal relationships, sexuality etc.) • Access to developmentally appropriate curriculum materials (library, classroom equipment, gym equipment). • These kids are moving into a place with much more peer pressure than they are used to at a younger age. They will have a higher level of pressure on learning in an environment with many new challenges. Trying to keep up with the older kids, please them and avoid harassment and bullying. There is also the added pressure of drugs, sex and alcohol in the high school environment. • The negative effects of moving younger kids into a high school environment are alot. The increase in drugs, alcohol, crime, hate crime and suicide if this happens will be detrimental to the town. • Keeping them safe from older students at Clarke. • This is not a good idea. • This changes the dynamic of both high school and elementary. • Safety in proximity to the highway and gas station. Young students will be exposed to mature things that wouldn't happen in an elementary school.
<p>When moving the Grade 8's to Clarke HS, we want you to consider...</p>	

	<ul style="list-style-type: none"> • Extra curriculums, social events. Keeping them separate from the high school. The importance of age-appropriate activities, while preparing them. Making sure they have optimal programming for French. • Make Clarke Grade 7-12. • The optimal use of space. The Clarke building has the space to accommodate many more students, alleviating the overcrowding at both NPS and The Pines. • Preteens will be influenced by older kids and not in a good way. • There is a clear need for space in schools for elementary-aged students - not high school - why not build an elementary school? • Their safety. Having worked at an Anti-Human Trafficking organization, right here in EAST Durham - I would strongly urge and support gathering feedback from the Durham Regional Police Human Trafficking Unit on ways to keep children safe. Specific plans on separating ages, enhanced yard duty, transportation of students, timing of the schools - having community police officers potentially available for this particular area. • This is their last chance to be "kids." Integrating Grade 7 and 8 with high school kids robs them of the opportunity to be role models for younger grades and has them looking to "older kid" trends socially and physically far too soon. This was done to the Grade 6 kids this year and is so unfair. Let kids be kids! They don't need to worry about high school pressures in Grade 7 and 8. • Moving the Grade 7's and 8's to Clarke is fine as long as they are kept separate from the high school kids except in the off chance of cross education or even allowing the high schools kids to earn volunteer time while helping work with the younger grades (i.e. grade 7 and 8) whether it be tutoring, helping coach a sports team, etc. • Will they lose extra curriculums? Leadership programs? Will they be on the bus with high school students? • Getting a new high school built. Clarke is a sad option for secondary students in Newcastle with less than 200 students. • The issue of low enrolment at Clarke high school is largely because of lack of courses and programming. Moving and shuffling students from different age groups inappropriately to make up for the school's shortcomings shouldn't be the right solution to this problem. • Ensure there is no mixing of high school and elementary students during school hours. Have a separate wing, entrance, bathrooms, etc. for elementary students. • Age-appropriate intramural activities. Safe and separate recess and lunch times away from high school students.
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	<ul style="list-style-type: none"> • Access to facilities, separation from older high school students (gym, lunchroom, outdoor spaces) exposure of middle school students to risky behaviors in high school students (smoking, drug use, language, interpersonal relationships, sexuality etc.). • Access to developmentally appropriate curriculum materials (library, classroom equipment, gym equipment). • This again is a younger age group being put into a high school crowd with many pressures they have not been prepared for. No last minute teaching will prepare them to move into a pressure-filled environment. They will end up with many mental health problems, stresses and challenges they are not prepared for. • Keeping them safe from older students at Clarke. • This is not a good idea. • Taking a "phased" approach is going to result in many parents requesting changes to their child's classroom if they are told that their child will be in one of the classes moving into the Clarke building. This seems like a massive headache from a planning perspective, with parents requesting/insisting on their child being switched to a class that will remain in The Pines building. • If all Grade 8 classes were moved at once, there would be no other option and less management of which students get to stay and which must move. Moving all the Grade 8s at once also means that kids will not have to worry that their friend groups will be split amongst 2 schools, and therefore can continue to see their friends at break times, even if they are not in the same class.
Other feedback we want you to consider...	<ul style="list-style-type: none"> • Please remain status quo. • I really think the lack of programming and extracurriculars and the exposure of the youngest grades is particularly alarming. • The fact that these schools are on a highway is frightening. There is only one way to access the school and as we witnessed last year when there was an accident our kids were stuck at the school for hours. • The board should consider making The Pines solely French Immersion. This would relieve pressure from NPS. • I don't think Grade 4's should be considered to move. That is far too young to subject them to a change in school and routine. • Make Newcastle PS an English only school for K-6. Make The Pines a French Immersion only school for K-6.

	<ul style="list-style-type: none">• Confused as I thought they were moving Grade 4 and 5 to The Pines, and Newcastle PS would be K - 3?• Another option. NPS JK-3. The Pines/Clarke 4-8. Build an adequate high school in Newcastle to stop students from having to go to Bowmanville to receive a level of education that allows for progression and exploration into a wider variety of subjects/material/support. Could gradually phase out high school at Clarke if required. This should cause space to open up at NPS, then any extra rooms can transition into the YMCA daycare as they have wait lists that is years long. Newcastle is a young community at the moment and overcrowding at the schools also means there is probably a lack of daycare space in the town. Have the YMCA offer before and after care at The Pines.• Is there any plan to build a road to The Pines/Clarke site that is not off of the 115? That would allow fencing off the highway and should alleviate a lot of concerns parents have.• Has either minister been invited out to a meeting with the community? Please advise publicly on details and responses.• Knowing the population growth that is set for this area, the denial of a new school, band-aid solutions (which are required to come up with, given that the Ministry is forcing the school boards hand to "figure it out"), how realistic is it to think that people will not just continue to opt to send their children out of boundary to other areas? I personally don't want my children attending a high school off the 115, but especially if the school lacks the same level and diversity of programs, etc., we would look to send them elsewhere. So, this plan to "fill The Pines and Clarke", is it really realistic and feasible?• What are the avenues parents can take to advocate along with the school board for an approval of a new elementary school in Newcastle? It blows our mind they have denied that request as recent as last year, given the numbers, the projection for growth. That is just extremely poor planning and a significant oversight on the Ministry's part.• When making a decision about my children's education and future, please remember they are not just numbers. They are Human Beings with not just academic needs - but emotional, social and mental health needs. They have been through enough transitions and learning disruptions because of the pandemic. Their mental health and social development has suffered. Please do not contribute further to social and mental health issues by having them change schools and be separated from their siblings.• What is happening with school boundaries? Are students going to continue to be allowed to transfer to Bowmanville schools to get the needed course options? If students are not allowed to cross boundaries, does this plan consider the greater number of high school students that
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	<p>may therefore be remaining at Clarke after Grade 8. ALSO, if not allowed to cross boundaries, what additional course options will be offered at Clarke High School? If students are not allowed to go outside of bounds for better course options, they should not be negatively impacted by having less options at Clarke. What is the education plan to ensure students at Clarke are getting the course options they need instead of having to go out of school bounds?</p> <ul style="list-style-type: none">• I am concerned about the JK - Grade 12 combined new school that has been proposed. I know many parents including myself are very upset with the possible mixture of the high school kids with the younger children on the bus. I really don't see how putting them under the same roof will ease the minds of the parents and children. As far as I am aware there aren't any schools like this in Ontario and to me it comes down to safety of the younger children as well as to what inappropriate behavior they could be exposed to. They may be off the 115 but at what cost to the kids' mental health. If there are two proposed sites, why not make one site a high school and the other a JK-Grade 8 school. This is the most common practice in the GTA and surrounding areas.• Mental health of these kids who will be going through multiple transitions.• When there is an emergency at the location (The Pines or Clarke) there is only one entrance and exit (how is that safe?)• Childcare with the split up of families.• I definitely don't think moving the Grade 4s over would be broadly approved. They are still so young. Grade 5 is much more realistic.• Reliable bussing is always a concern, as is the very different bell times between NPS and The Pines. All students sharing a bus is not a concern, my entire school life the bus was shared from Grade 1 to OAC, it wasn't a problem. Grade 7/8 in high school is also not new or a concern, that's already in place in BHS.• I work for Durham DSB. I feel like they are closing older schools and building new schools all the time. It is obvious the location of The Pines and Clarke HS are a safety concern. Why can't these be closed due to safety and build a new location? It will only take one kid trying to walk home and get hit. It will take one kid who may be unregulated that will run towards the highway. What will it take to show it's a safety concern, a student being harmed?• Please build a new elementary school in Newcastle.• Strongly feel that we need a new school for kids to stay close to their community where they can walk home safe. School on 115 HWY is a danger for kids (Grade 4-5)
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	<ul style="list-style-type: none">• Kids cannot walk to school and cannot rely on buses as well. School buses often cancel. Children and parents from many families will have a difficult time especially if they have kids in different schools.• French Immersion program should stay in Newcastle Public School until Grade 6 to build strong French study communities in the school.• Strongly disagree with the plan to separate Grade 4 and 5 from NPS to The Pine Senior PS. As this age group, they are growing and learning to be big kids, but they will never experience being senior kids at NPS. No sport team under NPS name for them.• Senior students can help out with many school activities for younger students. This way they can learn to be volunteers, be good role models and be leaders and proud to be senior kids.• The most important thing is to be aware of children's feelings when they have to move to an environment that is inappropriate for their age. It can bring stressful, nervous, unsafe feelings etc. This negative feeling will bring unhealthy education. We should do surveys and hear feedback from our children as well. Children voice is very important.• I am so disappointed that another solution cannot be found. Our rapidly growing population demands a proper school. Other towns with similar populations have 2 or more public elementary schools. I hope that this changes in the very near future.• Newcastle is a growing community and has many newcomers. They need another school to accommodate the growing community. Having young kids go to a school on a highway with lots of traffic is not a good choice. Kids get away from the school and try to walk on the road. It is very dangerous, and many parents will not send their kids there if this goes through. Catholic schools are already overwhelmed and will be increasing when parents move their kids to the Catholic Board rather than sending them to school on the highway.• We need to keep students at Clarke. We need to keep this smaller high school open. We need to have programs available, staff available to keep students there. I do not want these schools to close. The fact they are on a highway does not concern me at all. We need these schools and they need to provide for our children. And we need to keep our kids safe, and smaller communities can do that. We also need to ensure there is adequate bussing. There is barely enough bussing as it is, we don't need routes dropped and parents unable to get their kids to school, because there is no walking there for anyone but maybe one family.• Build a new school in Newcastle.• Moving Grades 7-8 has been successful at Courtrice HS and CCSS. Children are resilient and usually adjust quickly. Instead of dragging it out with a phased in approach, just move all Grade 7-8 into the Clarke building at one time. This keeps all friend groups and same grades together
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	<p>for breaks. Getting more kids invested in the Clarke community at an earlier age may also help keep kids from leaving when they hit Grade 9, improving Clarke enrollment numbers and then, potentially, course options.</p> <ul style="list-style-type: none">• STOP allowing out of area kids from enrolling at Bowmanville HS. This previous decision by the KPR school board was a mistake. I understand why it was done at the time (to stop so many kids from switching to the Catholic board to attend St. Stephen's) but that one decision has compounded over the years on any current Clarke HS kids. The result has been lower enrollment at Clarke every year and fewer course options. Clarke students shouldn't have to continue to pay the price for a poor decision made at the board level years ago. At the very least STOP providing bussing from Newcastle to BHS. If a parent decides to enroll their child in an out of area school, it should not be on the taxpayers' dime to ensure that child has a way to get to and from said school.
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KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Policy Name: Procurement Procedures
Section: Business and Administrative Services

Policy Code: BA-5.1

Established: December 17, 1998

Revised or

Reviewed: June 17, 2004; April 29, 2010; February 23, 2012; October 27, 2016;
 DRAFT January 16, 2023; DRAFT January 30, 2023

1. POLICY STATEMENT

The Kawartha Pine Ridge District Board (the Board) must ensure procurement activities are performed in an ethical, professional, accountable and socially responsible manner, and are in accordance with the Ontario Broader Public Sector (BPS) Procurement Directive.

Procurement activities shall be performed in an open, fair and transparent manner with an objective to obtain the best overall value-for-money and shall align with the Board's Mission, Vision and Values.

Employees ~~of the Board~~ and the Board of Trustees involved with procurement activities shall ensure Board resources are used in a responsible manner and in alignment with this policy.

2. OBJECTIVE

The objective of this policy is to co-ordinate the purchasing of all goods, services, and construction as necessary for the effective operation of the Board in order to achieve the right materials, source, quantity, service, time, price and place. ~~Employees of the Board and the Board of Trustees~~ shall ensure procurement activities are conducted in adherence with the following objectives:

2.1 Accountability

- accountable for the results of procurement decisions and the appropriateness of the processes

2.2 Transparency

- ensure processes are transparent to all stakeholders; wherever possible, stakeholders must have equal access to information on procurement opportunities, processes and results

- 2.3 Value for Money
 - maximize the value received from the use of Board resources; value-for-money approach aims to deliver goods and services at the optimum total lifecycle cost
- 2.4 Quality Service Delivery
 - ensure the right product, at the right time, in the right place to support the effective and efficient education to students and to support the strategic priorities of the Board
- 2.5 Process Standardization
 - standardized processes remove inefficiencies and allow for open and fair access for suppliers
- 2.6 Vendors of Record
 - competitive bid processes are completed to establish vendors of record through an open, fair and transparent manner for the acquisition of common goods, services and construction; through these processes relationships are established with the vendor community, to help mitigate risk with delivery and support contract management practices to ensure consistent, efficient and effective delivery of goods, services and construction across the Board
- 2.7 Demand aggregate
 - aggregate the acquisition of common goods, services and construction to achieve economies of scale
- 2.8 Social Responsibility
 - support the purchase of goods, services and construction from suppliers that: make positive contributions to the local economy and the overall vibrancy of the community; support social and economic development outcomes through targeted employment strategies for people facing systemic barriers to employment; respect for the values of inclusivity, diversity, equity, culture; have fair pay and fair labour practices; and consider environmental impacts of the supply chain

3. DEFINITIONS

Board

The corporate Board which maintains the daily operation of the system; Kawartha Pine Ridge District School Board; a reference specifically pertaining to Kawartha Pine Ridge District School Board as a legal entity; also referred to as KPR or KPRDSB.

Board Budget

Board allocated funds.

Board Resources

Allocated Board budgets including Board budget, special funding and school generated funds.

Board of Trustees

The elected governance branch of the Board.

Broader Public Sector

Broader Public Sector (BPS) organizations include hospitals, school boards, colleges, universities, Community Care Access Corporations, and Children's Aid Societies; a publicly funded organization.

Broader Public Sector Procurement Directive

Provides consistent procurement practices for BPS organizations to:

- improve accountability and transparency for procurement decisions and processes.
- maximize the value that BPS organizations receive from the use of public funds.

The BPS Procurement Directive is based on the Supply Chain Guideline which was developed in consultation with BPS organizations.

Employees of the Board

~~All elected trustees, all KPR staff members and management personnel, including occasional, temporary and full-time staff, or their equivalent, volunteers, non-employees of the Board, employees on contract for the Board.~~

Goods, Services and Construction

Any goods, services and construction required for the effective operation of the Board including but not limited to Information, Communications and Technology and consulting services.

Open, Fair and Transparent

Fair and open bidding is about promoting a transparent bidding process that eliminates favouritism or improper influence, while being diligent with the Board resources.

Policy

A statement of intent, governing principle or end result, adopted by the Board of Trustees in open public session; it is intended to articulate what must be done, the rationale for it and a framework for the system.

School Generated Funds

All funds that are generated and/or received, raised, or collected in the name of the school or school activity.

Special Funding

Funding received from the Ministry of Education or other for designated purposes.

Vendor of Record

A Contracted Vendor of Record or Prequalified Vendor of Record established through an open competitive bid process for the acquisition of common goods, services and construction.

4. APPLICATION

This policy applies to employees ~~of the Board~~ and the Board of Trustees involved with procurement activities and shall ensure all Board resources including Board budget, special funding and School Generated Funds, are used in a responsible manner and in alignment with this policy.

5. RESPONSIBILITY

5.1 The Board of Trustees is responsible for understanding and applying this policy in their work with regard to approval of competitive bids as described herein, and for communicating with members of the community about this policy as required.

5.2 Manager of Procurement and Central Services

The Manager of Procurement and Central Services is responsible for the Board's commitment in conducting open, fair and transparent procurement activities by:

- 5.2.1 ensuring procurement activities of the Board are in adherence of the policy;
- 5.2.2 providing advice and guidance, upon request, to superintendents, principals, vice-principals and other individuals with supervisory responsibility in carrying out their responsibilities under this policy;
- 5.2.3 advancing the objectives of this policy to align with KPR and departmental strategic plans; and
- 5.2.4 ensuring procurement activities are performed in an open, fair and transparent manner with an objective to obtain the best overall value-for-money ensuring alignment with the KPR's Mission, Vision and Values.

5.3 Supervisory Officers

Individuals with supervisory authority (both school and non-school administrative academic units) are entrusted with the responsibility to ensure their departments are conducting procurement activities in compliance with the policy.

5.4 Director of Education and Superintendent of Business and Corporate Services

The Director of Education and Superintendent of Business and Corporate Services have oversight and jurisdiction in determining the parameters of this policy and the associated administrative regulation.

6. POLICY

The Board supports centralized procurement activities. The centralized procurement function of the Board will co-ordinate purchasing of all goods, services, and construction as necessary for the operation of the Board up to the amounts approved in annual budgets, as well as for special funding initiatives as appropriate. All procurement activity for the Board must be completed in an open, fair and transparent manner and must align with current public procurement standards and best practices. It is the policy of the Board to ensure ethical, professional and accountable procurement activities, in accordance with the Ontario Broader Public Sector Directive Supply Chain Code of Ethics.

6.1 Employees of the Board and the Board of Trustees Involved in Procurement-related Activities:

- 6.1.2 may not acquire goods, services or construction for their personal use, benefit or enjoyment through Board procurement activity, except where an employee purchase plan has been approved by the Board.
- 6.1.3 shall not participate or engage in any activity that may create or appears to create a conflict of interest, such as accepting gifts and/or favours, or providing preferential treatment to, or public endorsement of, vendors or products.
- 6.1.4 must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between the Board, suppliers and other stakeholders. Respect must be demonstrated for each other and the environment. Confidential information must be safeguarded.
- 6.1.5 must not split the overall procurement value in order to circumvent thresholds.
- 6.1.6 will not purchase goods, services or construction from employees ~~of the Board~~ or the Board of Trustees.
- 6.1.7 should continuously work to improve professional procurement knowledge and skill levels, procurement standards and best practices, policies and procedures.

6.2—Procurement Protocols

- ~~6.2.1—All financial commitments of Board funds will be in the form of written and executed contracts and/or authorized purchase orders issued before the goods, services and construction are acquired, or through authorized use of purchasing cards in accordance with approved procedures.~~
- ~~6.2.2—There will be no public openings for any bid opportunity; bid results will be posted electronically.~~
- ~~6.2.3—Bid opportunities in excess of \$100,000 will be advertised electronically to provide the widest possible access by interested bidders.~~
- ~~6.2.4—The Board reserves the right to cancel bid processes at any stage and issue a new bid for the same or similar deliverable, accept any bid in whole or in part or reject any or all bids. These reserved rights are in addition to any other express rights or any other rights that may be implied in the circumstances.~~
- ~~6.2.5—Consultants required to provide expert or strategic advice and related services for consideration and decision making, must be procured through a competitive process regardless of value. Non consulting providers who are contracted to provide task based services must be procured according to the administrative regulations.~~

(LANGUAGE MOVED TO ADMINISTRATIVE REGULATION.)

6.32 Approvals

Board of Trustees approval shall be required for:

- capital project tenders and consulting services in excess of \$2,000,000,
- expenditures which exceed the budgeted amount by 10% and \$200,000 and/or,
- multi-year commitments where the annual budget amount is greater than \$250,000.

This policy provides a comprehensive process detailed in the administrative regulation for procurement procedures. Procurement activities shall always be performed according to this policy and corresponding administrative regulations.

7. RELATED POLICIES, ADMINISTRATIVE REGULATIONS OR PROCEDURAL DOCUMENTS

Board Policies:

[B-1.4, Signing Officers of the Board](#)

[BA-1.1, Records Management](#)

[BA-1.8, Privacy and Information Management](#)

[BA-4.3, Petty Cash Funds](#)

[BA-4.9, Expenses and Reimbursements for Trustees \(to be linked\)](#)

[BA-4.10, Expenses and Reimbursements for Employees \(to be linked\)](#)

[BA-5.2, Disposal of Surplus or Obsolete Materials, Furniture and Equipment](#)

[BA-6.5, Surplus Board Real Estate – Disposal/Rental](#)

[BA-7.3, School Generated Funds](#)

Administrative Regulations:

[BA-5.1.1, Procurement Procedures](#)

[BA-5.1.1A, Procurement Procedures -Appendix A-Competitive Procurement Processes](#)

[BA-5.1.1B, Procurement Procedures-Appendix B-Guidelines for Exemptions from Competitive Procurement](#)

[BA-5.1.1C, Procurement Procedures-Appendix C-Bid Irregularities](#)

[BA-5.1.1D, Procurement Procedures-Appendix D-Purchasing Cards](#)

[BA-5.1.1E, Procurement Procedures-Appendix E-Vendor Suspension Protocol](#)

Other Documents (Internal):

[Purchasing Policy and Regulations Guide](#)

8. REFERENCE DOCUMENTS

Legislation:

[Broader Public Sector Accountability Act](#)

[Canadian Free Trade Agreement \(CFTA\), Chapter Five – Government Procurement Education Act](#)

[Comprehensive Economic and Trade Agreement \(CETA\), Chapter 19 – Government Procurement](#)

[Freedom of Information and Protection of Privacy Act](#)

Other Documents:

[Broader Public Sector Procurement Directive](#)



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Section: Business and Administrative Services

- **Purchasing**

Policy Code: BA-5.1

Policy: PURCHASING PROCUREMENT PROCEDURES

Page 1

It is ~~the policy of the Board~~ to ensure the Kawartha Pine Ridge District School Board's (the Board) procurement activities are performed in an ethical, professional and accountable and socially responsible manner purchasing and supply chain activities and are in accordance with the Ontario Broader Public Sector ("BPS") Procurement Directive purchasing Code of Ethics, and the laws of Canada and Ontario. The facilities or agencies of the Board shall ~~May not be used to purchase or otherwise acquire goods, services or materials construction for the personal use, benefit or enjoyment through Board procurement activity of any employee or elected official except where an employee purchase plan has been approved by the Board.~~

~~All individuals involved with purchasing or other supply chain related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities within and between the Board, suppliers and other stakeholders. Respect must be demonstrated for each other and the environment. Confidential information must be safeguarded. No participant shall not participate engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts and/or favours or providing preferential treatment or to public endorsing endorsement of suppliers vendors or products.~~

~~Supply chain Procurement activities shall be performed in an must be open, fair and transparent manner and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with an objective view to obtaining the best overall value for public money and shall align with the Board's Mission, Vision and Values. All Board participants must ensure that public sector resources are used in a responsible, efficient and effective manner.~~

~~All individuals involved in purchasing or other supply chain related activities should continuously work to improve professional procurement supply chain policies and procedures, to improve supply chain knowledge and skill levels, procurement standards and to share leading best practices, policies and procedures.~~

1. Purchasing and Supply Chain Objectives

~~It is the objectives of this policy of the Board that the purchasing function will be performed with the objectives of:~~ is to co-ordinate the purchasing of all goods, services, and construction as necessary for the effective operation of the Board in order to achieve the right materials, source, quantity, service, time, price and place.

Employees of the Board shall ensure procurement activities are conducted in adherence to the following objectives:

- 1.1 Ethical, efficient, and accountable sourcing, contracting and purchasing activities.

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Business and Administrative Services

• Purchasing

Policy Code: BA-5.1

Policy: **PURCHASING PROCUREMENT PROCEDURES – continued**

Page 2

- 1.2 Quality Service delivery – ~~Purchasing Services provided by Employees of the Board, must receive the right product, at the right time, in the right place will ensure proper procurement processes are followed to support the effective and efficient provision of education to students and to support the strategic priorities of the Board.~~
- 1.3 Value for money – ~~the Board must ensure~~ Must maximize of the value they receive from the use of Board resources ~~expenditure of public funds. Purchasing Services will ensure that purchasing processes provide products and services at the lowest~~ A value-for-money approach aims to deliver goods and services at the optimum total lifecycle-cost. Of the goods or services required.
- 1.4 Demand aggregate – ~~Purchasing Services will aggregate the acquisition of common items and/or goods, services and construction wherever possible across the system, and in conjunction with coterminous boards and other broader public sector organizations, to achieve economies of scale.~~
- 1.5 Accountability – ~~Purchasing Services, the Board, and its agents must be accountable for the results of procurement decisions and the appropriateness of processes followed, leading to the provision of the required quality products and/or services.~~
- 1.6 Standardized Process Standardization – ~~Purchasing Services will ensure that standardized processes and public purchasing practices are followed, using leading practices that remove inefficiencies and allow for open and fair access for suppliers.~~
- 1.7 Transparency – Must be transparent to all stakeholders. Wherever possible, stakeholders must ~~Purchasing Services will ensure that suppliers have fair equal access to information on procurement opportunities, processes and results.~~
- 1.8 ~~Support the purchase of products and/or services that are produced and provided, under humane working conditions, in compliance with accepted international standards and laws.~~
- 1.9 Procurement activities will comply with legislation and agreements applicable to school boards and other public sector agencies. These include, but are not limited to, the
 - 1.9.1 Agreement on Internal Trade,
 - 1.9.2 Ontario-Quebec Procurement Agreement,
 - 1.9.3 Canadian Law of Competitive Processes and Contract Law,

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Business and Administrative Services

• Purchasing

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Policy: PURCHASING PROCUREMENT PROCEDURES – continued

Page 3

1.9.4 Freedom of Information and Protection of Privacy Act (FIPPA),

1.9.5 Broader Public Sector Procurement Directive.

1.10 — Purchasing “environmentally appropriate” products, where possible, which have a level of performance acceptable to the Board.

Social Responsibility – Will support the purchase of goods, services and construction from suppliers that: make positive contributions to the local economy and the overall vibrancy of the community; support social and economic development outcomes through targeted employment strategies for people facing systemic barriers to employment; respect for the values of inclusivity, diversity, equity, culture; and have fair pay and fair labour practices; consider environmental impacts of the supply chain.

2. Purchasing Protocols

The Board supports ~~the concept of centralized procurement activities. purchasing.~~
~~Purchasing Services~~ The centralized procurement function of the Board will co-ordinates purchasing of all goods, and services and construction as necessary for the operation of the Board up to the amounts approved in annual budgets, as well as for special funding initiatives as appropriate. ~~Purchasing Services will seek Contract Vendors of Record (CVOR)~~ Competitive bid process are completed to establish Vendors of Record through an open, fair and transparent manner for the acquisition of common goods, services and construction. Through these processes, relationships are established with the vendor community, to help mitigate risk with delivery and support contract management practices to ensure consistent, efficient and effective delivery of goods, services and construction across the Board. ~~and collaborative purchasing agreements,~~
(COLLABORATIVE PURCHASING HAS BEEN PLACED IN THE ADMINISTRATIVE REGULATION) ~~wherever possible, to ensure the requirements of this policy and related regulations are fulfilled regarding expenditure of public funds.~~

~~Consultants required to provide expert or strategic advice and related services for consideration and decision-making, must be procured through a competitive process irrespective regardless of value. Non consulting providers who are contracted to provide task-based services must be procured according to the administrative regulations.~~

~~All financial commitments of Board funds will be in the form of written and executed contracts and/or authorized purchase orders issued before the goods and services are acquired, or through authorized use of purchasing cards in accordance with approved procedures.~~

3. Purchasing Approvals

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Business and Administrative Services

• Purchasing

Policy Code: BA-5.1

Policy: **PURCHASING PROCUREMENT PROCEDURES – continued**

Page 4

~~Trustees will be notified and invited to attend all electronic tender and Request for Proposal (RFP) openings. There will be no public openings for any bid opportunity. The bid results will be posted electronically. Bid opportunities in excess of \$100,000 will be posted advertised by appropriate electronically means on a website complying with advertising requirements of trade agreements and other legislation under which public agencies operate in order to ensure provide the widest possible access by interested bidders.~~

- 3.1 ~~Purchasing Services shall ensure the timely opening of bid submissions and be responsible for maintaining appropriate bid opening summaries for all tenders in excess of \$100,000. Bids and award of bids will be posted on the same website where the original opportunity was posted, as appropriate.~~
- 3.2 Board approval shall be required for:
 - 3.2.1 capital project tenders and consulting services in excess of \$1,000,000
\$2,000,000
 - 3.2.2 expenditures which exceed the budgeted amount by 10% and \$100,000,
\$200,000
 - 3.2.3 multi-year commitments where the annual budget amount is greater than
\$200,000 \$250,000
- 3.3 ~~Overall procurement value must not split the overall procurement value be reduced in order to circumvent thresholds.~~
- 3.4 The Board reserves the right to ensure that cancel all bid opportunities processes at any stage and issue a new bid for the same or similar deliverable, accept any bid in whole or in part or reject any or all bids. These reserved rights are in addition to any other express rights or any other right that may be implied in the circumstances. include the privilege to cancel the process, or not award, based on valid rationale declared in the bid documents provided to all interested parties.
- 3.5 ~~In accordance with provincial legislation, the Board will not purchase goods, services or construction from employees of the Board.~~

~~The This policy provides a comprehensive process detailed in the administrative regulations for purchasing procurement procedures. Procurement activities shall always be performed according to this policy and corresponding administrative regulations. will reflect the above objectives and limitations, and will be in accordance with any provincial/national regulations.~~

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Business and Administrative Services

- **Purchasing**

Policy Code: BA-5.1

Policy: ~~PURCHASING~~ PROCUREMENT PROCEDURES – continued

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Established: December 17, 1998 Reviewed/Revised: June 17, 2004
April 29, 2010
February 23, 2012
October 27, 2016
DRAFT ?

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KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

The committee met on February 7, 2023 and reports as follows.

ATTENDANCE

Present:	A. Lloyd	Trustee (Committee Chairperson)
	A. Rodriguez	Community Living Peterborough (Committee Vice-chairperson)
	J. Klassen Jeninga	Trustee
	P. Brown	Trustee (Alternate)
	J. Camenzuli	Five Counties Children's Centre
	S. Gonsalves	Easter Seals Ontario
	K. Hill	Canopy Support Services
	J. Hunter	Curve Lake First Nations
	N. Lajoie	Brain Injury Association Peterborough Region
	J. McIntyre	Kinark Child and Family Services
	K. Meades	Alternatives Community Program Services Incorporated (Alternate)
	M. Robinson	Autism Ontario
	A. Spencer	Developmental Services Ontario
Regrets:	K. Baker	Alternatives Community Program Services Incorporated
Also Present:	A.M. Duncan, M. Borgatti, M. Brynaert, A. Cleave-Unruh, D. Crawford, S. Kerr, M. Masterson, J. Shuttleworth, E. Walduck, A. Zealand and L. Hull.	

Board Report

Trustees A. Lloyd and Klassen Jeninga updated the committee on events and initiatives being undertaken by the Board.

Presentation

E. Walduck, Instructional Leadership Consultant, A. Cleave-Unruh, Secondary Learning and Life Skills (LLS) Teacher, S. Kerr, Secondary Special Education Lead Teacher, E. Healey, Primary Communication Classroom (PCC) Teacher, and A. Zealand, Board Certified Behaviour Analyst (BCBA), provided a presentation on the LLS and PCC system classes in the Kawartha Pine Ridge District School Board (KPR). Information regarding the following was shared:

- placement, programming and classroom locations for LLS in KPR;
- LLS program in action at Colborne Public School;
- placement and programming for the four PCC pilot classes;
- supporting the principles of Applied Behaviour Analysis in the PCC program;

- curriculum assessments: Assessment of Basic Language and Learning Skills – Revised (ABLLS-R), and Prompting the Emergence of Advanced Knowledge (PEAK);
- PCC program in action at James Strath Public School, and;
- parent testimonials.

Administrative Update

Superintendent Duncan presented an overview on the Education Quality and Accountability Office (EQAO) 2021-2022 results for KPR. Information regarding the following was shared:

- KPR Strategic Plan and Board Action Plan connections;
- overview of EQAO;
- 2022 success of participating students on the EQAO assessment of reading, writing and math in Grades 3 and 6;
- 2022 success of first-time participating students on the EQAO assessment of math in Grade 9;
- 2022 success of first-time eligible participating students on the Ontario Secondary School Literacy Test (OSSLT);
- EQAO accommodations, programs and strategies for students with special needs.

Superintendent Duncan updated the committee on additional professional learning opportunities being offered to the Special Education department including mental health literacy for education workers presented by Dr. D. Swift, equity, diversity and inclusion presented by A. Jaglall, and the *Braiding Sweetgrass* book club presented by J. Outram and R. Rego. The Special Education department continues to offer system learning on early literacy, in collaboration with the Elementary Teaching and Learning department, and on refining Individual Education Plans (IEP) with a focus on IEPs modified at grade level.

J. Shuttleworth, System Principal of Special Education, presented a brief overview on the updated modified at Grade Level IEP Guidelines document including presenting the Modified at Grade Level Example IEP document and Modified at Grade Level Past and Present Practices document.

More information will be presented to the committee when the LLS class numbers and PCC pilot are reviewed and finalized for the 2023-2024 school year.

Superintendent Duncan reported to the committee that discussion occurred with the Principal and Vice-principal Special Education Advisory Committee around best practices for ensuring education workers have breaks when short-staffed, as well as providing time for education workers to submit incident reports for tracking purposes. Time to present this discussion from the Principal and Vice-principal Special Education Advisory Committee will be arranged at a principal and vice-principal meeting to elicit more strategies and share creative solutions to support the whole system.

Association Updates

Verbal reports that included updates on upcoming meetings, in-services, projects, and various events were provided by the following associations:

- Brain Injury Association Peterborough Region
- Alternatives Community Program Services
- Developmental Services Ontario
- Autism Ontario
- Easter Seals Ontario
- Curve Lake First Nation
- Kinark Child and Family Services
- Community Living Peterborough

New Business

Committee Membership – Frontenac Youth Services

Trustee A. Lloyd, Committee Chairperson, reported that correspondence has been received from Frontenac Youth Services nominating Melanie Brynaert as their representative to SEAC.

Trustee A. Lloyd, Committee Chairperson, reported that correspondence has been received from Frontenac Youth Services nominating Marlene E. Pike as their alternate representative to SEAC.

Committee Membership – Grandview Kids

Trustee A. Lloyd, Committee Chairperson, reported that correspondence has been received from Grandview Kids nominating Melodie Muir as their representative to SEAC.

Trustee A. Lloyd, Committee Chairperson, reported that correspondence has been received from Grandview Kids nominating Andrea Belanger as their alternate representative to SEAC.

Future Meeting Dates

The next meeting of the Special Education Advisory Committee will be held at 3:30 p.m. on March 7, 2023.

RECOMMENDATIONS:

1. That Melanie Brynaert be appointed representative to Special Education Advisory Committee for the Frontenac Youth Services, for the current four-year term of 2023-2026.

2. That Marlene E. Pike be appointed alternate representative to Special Education Advisory Committee for the Frontenac Youth Services, for the current four-year term of 2023-2026.
3. That Melodie Muir be appointed representative to Special Education Advisory Committee for the Grandview Kids, for the current four-year term of 2023-2026.
4. That Andrea Belanger be appointed alternate representative to Special Education Advisory Committee for the Grandview Kids, for the current four-year term of 2023-2026.
5. That the Special Education Advisory Committee Report, dated February 28, 2023, be received for information.

Angela Lloyd
Committee Chairperson

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PROGRAM REVIEW COMMITTEE REPORT

The committee met on February 7, 2023 and reports as follows.

ATTENDANCE

Present: Trustees Rose Kitney (Committee Chairperson), Paul Brown, Cyndi Dickson, Kathleen Flynn and Diane Lloyd.

Also Present: Trustees Steve Russell (Chairperson of the Board), Jaine Klassen Jeninga (Vice-chairperson of the Board), Terry Brown and Angela Lloyd; D. McNaughton, J. Ford, D. Fitzgerald, C. Filip, S. Johnson, J. Bingham and L. Haemel.

School Year Calendar 2023-2024

Superintendent Ford reviewed Ministry of Education (MOE) requirements and protocols for the annual development of the School Year Calendar. It was reported that Kawartha Pine Ridge District School Board (KPR) plans its School Year Calendar in consultation with the Peterborough Victoria Northumberland and Clarington Catholic District School Board (PVNC) to jointly support school communities and facilitate shared transportation costs.

A review of the 2023-2024 School Year Calendar was provided, indicating that the Ministry allows a total of seven Professional Activity (PA) days each year and three of those days must be devoted to provincial education priorities. PA days are strategically placed throughout the year where they best support principal and teacher learning.

Input was invited for the 2023-2024 School Year Calendar through a survey on the board website from all parents/guardians, students, staff, and community members. There were 1,300 respondents in total, most of which supported the proposed calendar.

Following questions of clarification, a recommendation was adopted that the 2023-2024 School Year Calendars for elementary schools (Appendix A), and secondary schools (Appendix B) and School Year Calendar 2023-2024 Summary (Appendix C), be approved for submission to the Ministry of Education.

Virtual School Review

Superintendent Ford reported that in August 2020, as a result of the global pandemic, the MOE released Policy/Program Memorandum 164: Requirements for Remote Learning (PPM 164) that defined the expectations for remote learning in the province of Ontario. School boards were directed to offer both elementary and secondary remote learning options for students. In September of 2020, KPR launched both an elementary and a secondary virtual school.

Enrolment and home school distribution numbers for the 2022-2023 Virtual Elementary School (VES) and the Virtual High School (VHS) were reviewed.

It was noted that attendance is a significant issue with VES and VHS students especially with students in Grade 6 and above. Seventy-two percent of VES students reached the provincial achievement standard compared to 76% of students in bricks and mortar schools. Sixty-six percent of VHS students reached the provincial standard in credits obtained compared to 75% of students in bricks and mortar schools.

The cost to run VES and VHS for 2022-2023 was reviewed.

Secondary De-streaming

Associate Director McNaughton reported that in July 2020, the MOE announced plans for de-streaming the Grade 9 program, beginning with mathematics in September 2021. Three goals were identified to anchor the implementation of de-streamed programming:

- **Cultural Shifts in Schools and Boards** to identify and dismantle systemic discrimination and structural inequities,
- **Increased Educator Capacity** for effective culturally responsive instruction, assessment, and evaluation in de-streamed, multi-level classrooms,
- **Increased Student Engagement, Achievement, and Well-Being.**

To prepare, KPR implemented a variety of strategies to build capacity for educators and communicate with students and families.

C. Filip, Principal of Teaching and Learning K-12 (secondary focus), reported that as of the fall of 2022, all Grade 9 compulsory courses have been de-streamed. This includes Grade 9 math and science, both of which have new curriculum. Grade 9 geography, English and French (Core French, Extended French, French Immersion) are also de-streamed but utilize the current academic curriculum. The connections to KPR Strategic Plan and Board Action Plan (BAP) 2022-2023 were shared with the committee.

For 2022-2023, six secondary schools are engaging in a de-streamed math pilot for Grade 10 (Adam Scott Collegiate Vocational Institute, Bowmanville High School, Cobourg Collegiate Institute, Courtice Secondary School, Kenner Collegiate Vocational Institute, and Norwood District High School).

J. Bingham, Secondary Consultant, explained that all secondary schools received additional Student Success staffing dedicated to an embedded de-streaming coach. The embedded de-streaming coach collaborates and builds capacity with staff in regard to pedagogy and evidence-based practice, as well as supporting students in the classroom and Student Success hub settings.

Intentional system principal and consultant support is also being provided to all secondary schools to build capacity and support secondary educators and administration. Ongoing professional learning to support de-streaming is prioritized across the system, including secondary PA days, after school cafes, book clubs, classroom and lead teacher support.

PROGRAM REVIEW COMMITTEE REPORT

The Teaching and Learning K-12 department has created a Pathway Planning Resource to support secondary schools in assisting students and parents/guardians when choosing a Grade 10 pathway for compulsory courses.

Chromebook Essentials Professional Learning

D. Fitzgerald, Chief Information Officer, reported that KPR's 2020-2023 Instructional Technology Plan identified key areas of focus around technology and the focus groups held in 2019 highlighted a growing need for increased and consistent access to technology for students. The pandemic identified significant gaps in access to technology for students due to a variety of factors. PPM 164 outlined the requirements for remote learning which accelerated the need for professional development for educators around the use of instructional technologies.

In September 2021, all KPR students in Grades 9 and 10 were provided with a Chromebook to provide more equitable access to technology for students. Currently, all Grades 9, 10 and 11 students have been provided Chromebooks. By September 2023, all secondary students in KPR schools will have a board-issued Chromebook.

S. Johnson, Principal, Bowmanville High School, highlighted the Chromebook Essentials course that was created to provide learning for secondary educators to effectively utilize student Chromebooks to support instruction and assessment. The goal of the course is to create a common understanding of the capabilities of Chromebooks and to ensure that educators have the knowledge, skills and confidence to effectively utilize Chromebooks to support instruction and assessment in classrooms.

The connections between the Chromebook Essentials course and the KPR Strategic Plan and Board Action Plan (BAP) 2022-2023 were shared with the committee.

RECOMMENDATIONS:

1. That the 2023-2024 School Year Calendars for elementary schools (Appendix A), and secondary schools (Appendix B) and School Year Calendar 2023-2024 Summary (Appendix C), be approved for submission to the Ministry of Education.
2. That the Program Review Committee Report, dated February 28, 2023, be received for information.

Rose Kitney
Committee Chairperson

Ontario School Year Calendar 2023-2024

Calendar Title 96314873: Elementary 2023-2024		Calendar Description Elementary 2023-2024			
Board Name Kawartha Pine Ridge DSB	Date Created Nov 11, 2022		Panel Elementary		Calendar Status Draft
	First Day Students Sep 05, 2023		Last Day Students Jun 27, 2024		Total Exam Days 0
Start of School Year Aug 31, 2023	End of School Year Jun 28, 2024		Total PA Days 7		Total Instr. Days 187

LEGEND	
H	Statutory Holiday
E	Scheduled Examination Day
P	Board Directed PA Day
P*	PA Day Devoted to Provincial Priorities*
B	Board Designated Holiday
/	Half Day

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days		
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
August 2023		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25		28	29	30	31		1	0	0	
September 2023					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22		25	26	27	28	29	1	18	0	
October 2023	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27		30	31			0	21	0		
November 2023			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24		27	28	29	30	1	21	0		
December 2023					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22		25	26	27	28	29	16	0		
January 2024	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26		29	30	31		0	18	0		
February 2024				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23		26	27	28	29	1	19	0		
March 2024					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22		25	26	27	28	29	14	0		
April 2024	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26		29	30			1	20	0		
May 2024			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24		27	28	29	30	31	22	0		
June 2024	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						2	18	0		
July 2024	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26		29	30	31		0	0	0		
TOTAL																												7	187	0

Ontario School Year Calendar 2023-2024

Calendar Title 96317199: Secondary 2023-2024		Calendar Description Option A			
Board Name Kawartha Pine Ridge DSB	Date Created Nov 11, 2022	Panel Secondary	Calendar Type Modified	Calendar Status Draft	
Start of School Year Aug 31, 2023	End of School Year Jun 28, 2024	First Day Students Sep 05, 2023	Last Day Students Jun 27, 2024	Total PA Days 7	Total Instr. Days 177
				Total Exam Days 10	

LEGEND

H

Statutory Holiday

E

Scheduled Examination Day

P

Board Directed PA Day

P*

PA Day Devoted to Provincial Priorities*

B

Board Designated Holiday

/

Half Day

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days		
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
August 2023		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25		28	29	30	31			1	0	0
					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22		25	26	27	28	29	P*	1	18	0
September 2023					B	H																								
October 2023	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27		30	31				0	21	0	
November 2023			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	P	27	28	29	30		2	20	0	
December 2023					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22		25	26	27	28	29	0	16	0	
January 2024	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	E	29	30	31	E		0	14	4	
February 2024					1	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23		26	27	28	29		1	18	1	
March 2024					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22		25	26	27	28	29	0	14	0	
April 2024	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	P	29	30				1	20	0	
May 2024			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24		27	28	29	30	31	0	22	0	
June 2024	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28							1	14	5	
July 2024	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26		29	30	31			0	0	0	
TOTAL																									7	177	10			

**KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD
SCHOOL YEAR CALENDAR
2023-2024 SUMMARY**

Elementary and Secondary

Thursday, August 31, 2023	PA Day - Elementary and Secondary School – Devoted to Provincial Priorities
Friday, September 1, 2023	Board Designated Holiday - All Schools Closed
Monday, September 4, 2023	Labour Day - All Schools Closed
Tuesday, September 5, 2023	Classes Begin
Thursday, September 7, 2023	All JK/SK students are attending
Friday, September 29, 2023	PA Day – Elementary and Secondary Devoted to Provincial Priorities
Monday, October 9, 2023	Thanksgiving Day - All Schools Closed
Friday, November 3, 2023	PA Day – Elementary and Secondary Devoted to Provincial Priorities
Friday, November 24, 2023	PA Day – Secondary Only – Board Directed
Monday, December 25, 2023 to Friday, January 5, 2024	December/Winter Break - All Schools Closed
Monday, January 8, 2024	Classes Begin for 2024
Friday, January 26 to Thursday, February 1, 2024	Secondary Scheduled Examination Days
Friday, February 2, 2024	PA Day – Elementary and Secondary – Board Directed
Monday, February 5, 2024	Semester 2 Begins - Secondary Students
Monday, February 19, 2024	Family Day - All Schools Closed
Friday, March 8, 2024 to Friday, March 15, 2024	March Break - All Schools Closed
Friday, March 29, 2024	Good Friday - All Schools Closed
Monday, April 1, 2024	Easter Monday - All Schools Closed
Friday, April 26, 2024	PA Day - Elementary and Secondary - Board Directed
Monday, May 20, 2024	Victoria Day – All Schools Closed
Friday, June 7, 2024	PA Day – Elementary Only – Assessment Day
Thursday, June 21, 2024 to Thursday, June 27, 2024	Secondary School Examinations Begin
Thursday, June 27, 2024	Last Instructional Day - Elementary Students
Friday, June 28, 2024	PA Day - Elementary and Secondary – Board Directed

TO: Kawartha Pine Ridge District School Board

TOPIC: **Appointment of Student Trustees**

INITIATOR: Steve Russell, Chairperson of the Board

BACKGROUND

1. Board Policy B-1.5, Student Trustees, requires that the Student Trustees be appointed by the Board by the end of February annually. The policy also establishes that each term shall begin August 1, 2023 and cease on July 31, 2024.

STATUS

2. At the February 16, 2023, Student Leadership meeting, the Student Leadership Group heard presentations from three candidates seeking the position of Student Trustee for the coming year. The candidates were comprised of students from Cobourg Collegiate Institute and Thomas A. Stewart Secondary School.
3. After fair and equitable deliberations, the Student Leadership Group has selected Albatoul Alshraideh and Jillian Thomas, both Grade 11 students from Cobourg Collegiate Institute, for the position of Student Trustees for the Kawartha Pine Ridge District School Board, 2023-2024.

RECOMMENDATION

1. That Albatoul Alshraideh and Jillian Thomas be appointed as Student Trustees for the Kawartha Pine Ridge District School Board, for 2023-2024.

Steve Russell
Chairperson of the Board

TO: Kawartha Pine Ridge District School Board

TOPIC: **2023 Budget Committee Meeting Dates and Election of Budget Committee Vice-chairperson**

INITIATOR: April Foster, Superintendent, Business and Corporate Services

BACKGROUND

1. In accordance with Board Policy B-2.2, Annual Meetings and Committees of the Board, the Board establishes a Committee of the Whole Budget Committee, consisting of the entire Board, to be chaired by the Vice-chairperson of the Board in open session committee meetings. In-camera sessions will be chaired by the Vice-chairperson of the Budget Committee.
2. Committee of the Whole Budget Committee meetings take place each year to develop and recommend an annual Board Operating Budget. Two Budget Committee meetings were held to review the 2022-2023 Budget, with Board approval of the budget at the Regular Board meeting of June 20, 2022.

STATUS

3. The Ministry has not yet announced an expected date with respect to release of the 2023-2024 Technical Paper and Education Financial Information System (EFIS).
4. The following Budget Committee meeting dates were set through the master calendar, with the meetings to commence at 7:00 p.m.
 - Monday, May 1, 2023
 - Monday, May 15, 2023
 - Monday, May 29, 2023
5. It is proposed that the Budget Committee meeting dates be amended to the following dates, with the meetings to commence at 7:00 p.m.
 - Monday, March 27, 2023 (Pre-Budget Consultation Session)
 - Monday, May 29, 2023 (Session 1)
 - Wednesday, May 31, 2023 (Session 2)
 - Monday, June 5, 2023 (Session 3 – if required)
6. The intent is to present a Budget for Board approval at the Regular Board meeting scheduled for June 27, 2023.

RECOMMENDATIONS

1. That Trustee _____ be elected as Vice-chairperson of the Committee of the Whole Budget Committee.
2. That the 2023 Budget Committee Meeting Dates and Election of Budget Committee Vice-chairperson Report be received for information.

April Foster
Superintendent, Business and Corporate Services

TO: Kawartha Pine Ridge District School Board

TOPIC: Strategic Planning Process 2023-2026

INITIATOR: Rita Russo, Director of Education

BACKGROUND

1. Board Policy B-3.1, Strategic Planning and Priorities, and the provincial Education Act, establishes, among other duties and obligations, a requirement for school boards to develop a strategic plan for a four-year period.
2. The Board's strategic plan guides the organization's planning and decision making, in particular as it relates to educational programming and resource allocation. The Board also values the opportunity to ensure its ongoing responsiveness to the communities it serves.
3. At the most recent orientation session, trustees were provided with background and a proposed process that reviewed the scope of the strategic planning exercise, and strategies for engaging and canvassing stakeholders.

STATUS

4. Administration is committed to a wide-spread consultation where stakeholders have a number of opportunities to provide input on the creation of the Board's next strategic plan. Central to this process will be intentional work to engage, connect and collaborate to foster an inclusive process with purposeful outreach to everyone within the KPR community.
5. Stakeholder consultation will be sought through a number of avenues, including:
 - focus group sessions with students, parents, school councils, and school community representatives, which will be held across the geographic areas of the board,
 - dedicated sessions with staff and community stakeholders, including Board groups/committees – Parent Involvement Committee, Indigenous Education Advisory Committee, Special Education Advisory Committee and School Council Dialogue,
 - online consultation through the digital ThoughtExchange platform and online Town Hall.
6. The Board's strategic planning exercise will be publicized through a number of internal and external platforms to encourage involvement and stakeholder engagement.
7. Trustees will review stakeholder input, along with all other relevant data streams, and begin a visioning process prior to finalizing a new strategic plan by December 2023.

RECOMMENDATION

1. That the Strategic Planning Process 2023-2026, be approved.

Rita Russo
Director of Education

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

PARENT INVOLVEMENT COMMITTEE REPORT

The committee met on January 30, 2023, and reports as follows:

ATTENDANCE

Present: Trustee Cathy Abraham, Pamela Dhaliwal (Committee Chairperson), Fabian Arciniegas, Angela Bolton, Penny Buchanan, Amanda Burgess, Chantal Goller, James Greive, Salma Jaffer, Alle Laguana, Annette Simpson and Elizabeth Ward.

Also Present: Rita Russo (Director of Education), Greg Kidd (Executive Officer, Corporate Affairs), Deanna Swift (Executive Officer, Mental Health and Wellness), Shauna Rhodes, (Manager, Community Outreach) and Jenn Juszczynski (Executive Assistant to the Director).

Director's Updates

R. Russo shared the Directors' Annual Report, #WeAreKPR, which highlights KPR events such as accolades, athletic events, and the arts. Going through the document, R. Russo explained that the report showcases how the Board's Strategic Plan is realized, providing a snapshot of the KPR commitment to the goals to see each learner Excel in Learning, Succeed in Life, and Enrich Our Communities.

Director Russo further shared that two successful accommodation review meetings had recently been held for the Port Hope and Clarke High Schools families of schools. Difficult and important conversations took place. The feedback that was provided is used to guide the decisions for going forward as plans are made to accommodate the growing number of students in each of the areas.

Director Russo provided an update regarding virtual school opportunities for 2023-2024 noting that the Ministry of Education has not made any funding announcements regarding virtual schooling, and KPR has not made a formal decision regarding this model of delivery. R. Russo advised that more information will be shared as it is released from the Ministry of Education.

Parents Reaching Out (PRO) Grant Updates

S. Rhodes shared an update regarding the applications received for the PRO Grants, stating that 44 applications were received with a strong focus on mindfulness, overall well-being, anti-racism and social networking safety. These initiatives promote student and family inclusivity and support healthy school and life habits.

Mental Health Resources

D. Swift shared a presentation which highlighted KPR's strategic priorities that include a dedication to mental health and well-being for students. While discussing the differentiation between mental health and mental illness, D. Swift shared that schools

have been equipped to promote mentally healthy schools with a focus on welcoming, inclusion, understanding, promoting and partnering. Self-Care 101, a tip sheet for taking care of the mental health of self and others, was provided for committee members to share with councils and schools. The KPR webpage for Student and Family Support was shared and resources that are available for all to access were brought to the committee's attention.

Goal Setting Discussion

G. Kidd and S. Rhodes led a discussion regarding the role of the Parent Involvement Committee and its focus to support parent engagement at KPR schools and elevate parent voice. The group was asked to consider the vision and goals for the year and an in-depth conversation took place regarding the key areas the committee would like to focus on. The dominating themes related to supporting parent communication and increased volunteerism.

Cathy Abraham
Trustee Representative

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

FIRST NATIONS EDUCATION SERVICES AGREEMENT COMMITTEE REPORT

The committee met on February 8, 2023, and reports as follows.

ATTENDANCE

Present: Trustee S. Conway (Committee Chairperson),
A. Fleguel, Director of Education, Curve Lake First Nation,
A. Smoke, Education Manager, Alderville First Nation.

Regrets: K. MacMurray, Education Counsellor, Hiawatha First Nation.

Also Present: J. Brake, A. Foster and C. Honey.

Transportation

Committee members spoke of transportation concerns for students attending the Alternative Secondary School Program at Nogojiwanong Friendship Centre. Superintendent Brake explained the process for these students to access transportation and addressed all concerns.

Meeting Spaces

Superintendent Brake discussed the possibility of renting space once per year at each of the First Nation Communities to host the senior administration weekly meeting. This would allow senior administration to meet members of the community and Council. This was met with overwhelming support from committee members.

It was also decided that the flags from Curve Lake, Hiawatha and Alderville First Nations will be prominently displayed in the main entrance of the Education Centre.

Circle

Each attendee, from the perspective of their individual role, shared items of interest with the group that highlighted an awareness and understanding of Indigenous culture and inclusionary practices, new educational programs and activities that support families and students, and pertinent information from the broader Indigenous community.

Future Meeting Dates

May 3, 2023

RECOMMENDATION

1. That the First Nations Education Services Agreement Committee Report, dated February 28, 2023, be received for information.

Sean Conway
Committee Chairperson

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

INDIGENOUS EDUCATION ADVISORY COMMITTEE REPORT

The committee met on February 8, 2023, and reports as follows.

ATTENDANCE

Present: S. Conway, Trustee (Committee Chairperson)
G. Heffernan, Métis Nation of Ontario
M. Nash, Nogojiwanong Friendship Centre
A. Smoke, Education Manager, Alderville First Nation

Regrets: P. Gabona, Oshawa and Durham Region Métis Council
J. Hunter, Manager of Provincial and Post-Secondary Programs, Curve Lake First Nation
K. MacMurray, Education Counsellor, Hiawatha First Nation

Also Present: J. Brake, B. Brown, D. Callahan, J. Cowie, K. Dunn, A. Hunt-Schmoll, M. LaPointe, E. MacKenzie, J. Outram, J. Patenall, and C. Honey.

Secondary Potential Pathways Event

E. MacKenzie, Secondary Pathways Consultant, presented information on planning a Skilled Trades Fair to promote and support Indigenous students interested in pursuing apprenticeships. Students in Grades 8-12 would be invited to attend the event with the possibility of it being hosted in one of the three First Nations the board serves. The committee discussed options and offered recommendations to make the event a success. Further planning will take place in the coming months.

Essential Conditions for Indigenous Education

M. LaPointe, Indigenous Education Consultant, shared information on an upcoming new resource which will be provided to all schools once complete. For educators who make decisions in regard to Indigenous Education in their classrooms and schools, this resource will provide clear guidelines to help make choices that empower Indigenous students and leads in the learning for all in the pursuit of social change. The document clearly defines choices that empower students and choices that may harm students. Along with this resource, educators are invited to speak with members of the Indigenous Education department for clarification at any time.

Tool for Evaluating Resources for Anti-Indigenous Bias

The committee was informed that the Indigenous Education department has developed a tool for evaluating resources for anti-Indigenous bias which will be rolled out to all educators. The Tool for Evaluating Resources for Anti-Indigenous Bias may be viewed by clicking [here](#). Indigenous education consultants are currently vetting resources for teachers in the system. This tool will empower staff to make the correct choices when using resources. It allows educators to reflect on the words in front of them with care.

This tool was also presented at all the KPR regional school council meetings this year.

Land-Based Learning

Superintendent Brake is now responsible for the environment and climate portfolios. Indigenous people stand in the forefront of climate action and lead the learning in this area, and as such it is important that an Indigenous lens be applied to the learning in our system. Land-based learning is essential to Indigenous student success and all students in the system benefit from a holistic approach to engaging with outdoor education and land-based learning. Superintendent Brake shared that he and J. Outram, Principal of Indigenous Education, had the opportunity to spend a day with the naturalists at the four Outdoor Education centres within the board. Current resources were assessed and opportunities for future offerings were discussed with the committee.

KPR Land Acknowledgement Review

Superintendent Brake requested support of the committee to review the Land Acknowledgement to include all Treaty areas that the Board encompasses. Once it has been updated, it will be brought back to the committee for review.

Circle

Each attendee, from the perspective of their individual role, shared items of interest with the group that highlighted an awareness and understanding of Indigenous culture and inclusionary practices, new educational programs and activities that support families and students, and pertinent information from the broader Indigenous community.

Future Meeting Dates

May 3, 2023

RECOMMENDATION

1. That the Indigenous Education Advisory Committee Report, dated February 28, 2023, be received for information.

Sean Conway
Committee Chairperson

Item 19. February 28, 2023

Kawartha Pine Ridge District School Board

Future Meeting Dates

2022-2023

* February 1, 2023	Resource Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
February 2, 2023	Tentative – Student Trustee Elections	(3:30 p.m.)	TBD
* February 7, 2023	Special Education Advisory Committee Mtg	(3:30 p.m.)	Room 158
* February 7, 2023	Program Review Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
February 8, 2023	First Nations Education Services Agreement	(9:30 a.m.)	Room 158
February 8, 2023	Indigenous Education Advisory Cmte. Mtg.	(10:30 a.m.)	Room 158
February 13, 2023 *changed	Audit Committee Mtg.	(3:00 p.m.)	Roy H. Wilfong Boardroom
February 13, 2023 *w/Jan 30	Parent Involvement Committee Mtg.	(6:30 p.m.)	Room 158
* February 28, 2023	Regular Board Mtg.	(IC 6:15 p.m. / OS 7:00 p.m.)	Roy H. Wilfong Boardroom
* March 1, 2023	Resource Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
* March 7, 2023	Special Education Advisory Cmte. Mtg.	(3:30 p.m.)	Room 158
* March 7, 2023	Program Review Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
March 20, 2023	Parent Involvement Committee Mtg.	(6:30 p.m.)	Room 158
March 27, 2023 *NEW	Pre-Budget Consultation Mtg. for Trustees	(7:00 p.m.)	Roy H. Wilfong Boardroom
March 28, 2023	Regular Board Mtg.	(IC 6:15 p.m. / OS 7:00 p.m.)	Roy H. Wilfong Boardroom
March 29, 2023	STSCO Governance Committee Mtg.	(3:00 p.m.)	STSCO Office
* March 29, 2023	Chairpersons' Committee Mtg.	(6:00 p.m.)	Roy H. Wilfong Boardroom
April 3, 2023 *changed	Audit Committee Mtg.	(3:00 p.m.)	Roy H. Wilfong Boardroom
* April 4, 2023	Special Education Advisory Cmte. Mtg.	(3:30 p.m.)	Room 158
* April 4, 2023	Program Review Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
April 5, 2023	Equity, Diversity & Inclusion Cmte. Mtg.	(9:30 a.m.)	Room 158
* April 5, 2023	Resource Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
* April 25, 2023	Regular Board Mtg.	(IC 6:15 p.m. / OS 7:00 p.m.)	Roy H. Wilfong Boardroom
* May 1, 2023 *Postponed	Budget Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
* May 2, 2023	Special Education Advisory Cmte. Mtg.	(3:30 p.m.)	Room 158
May 3, 2023	First Nations Education Services Agreement	(9:30 a.m.)	Room 158
May 3, 2023	Indigenous Education Advisory Cmte. Mtg.	(10:30 a.m.)	Room 158
* May 3, 2023	Resource Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
May 4, 2023	Trustee/School Council Dialogue	(6:00 p.m.)	TBD
* May 9, 2023	Program Review Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
* May 10, 2023 *NEW	Equity, Diversity & Inclusion Cmte. Mtg.	(9:30 a.m.)	Room 158
* May 16, 2023 *changed	Chairpersons' Committee Mtg.	(6:00 p.m.)	Roy H. Wilfong Boardroom
* May 15, 2023 *changed	Budget Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
* May 18, 2023	MPP/Trustee Dialogue	(7:00 p.m.)	Roy H. Wilfong Boardroom
* May 23, 2023	Regular Board Mtg.	(IC 6:15 p.m. / OS 7:00 p.m.)	Roy H. Wilfong Boardroom
* May 29, 2023	Budget Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
* May 30, 2023	Special Education Advisory Cmte. Mtg.	(3:30 p.m.)	Room 158
* May 31, 2023 *NEW	Budget Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
* June 5, 2023 *NEW	Budget Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
June 6, 2023	Employee Recognition Dinner	(5:30 p.m.)	TBD
* June 7, 2023	Resource Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
June 8, 2023	STSCO Governance Committee Mtg.	(3:00 p.m.)	STSCO Office

June 12, 2023	Audit Committee Mtg.	(3:00 p.m.)	Roy H. Wilfong Boardroom
* June 13, 2023	Program Review Committee Mtg.	(7:00 p.m.)	Roy H. Wilfong Boardroom
* June 20, 2023	Special Education Advisory Cmte. Mtg.	(3:30 p.m.)	Room 158
* June 27, 2023	Regular Board Mtg.	(IC 6:15 p.m. / OS 7:00 p.m.)	Roy H. Wilfong Boardroom

IC – In-camera Session OS – Open Session

* Most Regular Board Meetings, Budget Committee Meetings, and Special Education Advisory Committee Meetings are livestreamed via the KPR YouTube Channel - <https://youtube.com/user/kprschools>.