

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

RESOURCE COMMITTEE MEETING

Wednesday, May 3, 2023 at 7:00 p.m.
Roy H. Wilfong Boardroom, 1994 Fisher Drive, Peterborough, Ontario

A G E N D A

- ITEM 1. CALL TO ORDER AND LAND ACKNOWLEDGEMENT
- ITEM 2. ADOPTION OF AGENDA
- ITEM 3. DECLARATIONS OF CONFLICTS OF INTEREST
- ITEM 4. ADOPTION OF MINUTES
for the Meeting held on Wednesday March 1, 2023
- ITEM 5. PRESENTATIONS / DELEGATIONS
- ITEM 6. BUSINESS ARISING FROM THE MINUTES
- ITEM 7. DECISION ITEMS
 - 7.1 Review of Board Policy ES-2.1, Emergency Preparedness
 - 7.2 Review of Board Policy, ES-3.14, Student Activity Fees
 - 7.3 Review of Board Policy, BA-6.3, School Playground Equipment
 - 7.4 Surplus Property
- ITEM 8. INFORMATION ITEMS
 - 8.1 2022-2023 Second Quarter Financial Variance Report
 - 8.2 Northglen Neighbourhood School Accommodation Planning
 - 8.3 Boundary Adjustment Review – Bowmanville Area Schools
- ITEM 9. CORRESPONDENCE
- ITEM 10. BOARD MEMBER ADDITIONS
- ITEM 11. FUTURE COMMITTEE MEETING DATES

Wednesdays at 7:00 p.m. in the Boardroom, unless noted otherwise.

June 7, 2023

- ITEM 12. ADJOURNMENT

*Note: If unable to attend, please advise Michelle Williams at
michelle_williams@kprdsb.ca*

SUBJECT TO COMMITTEE APPROVAL

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

DRAFT RESOURCE COMMITTEE MEETING MINUTES

Held March 1, 2023, at 7:00 p.m.
Roy H. Wilfong Boardroom, 1994 Fisher Drive, Peterborough, Ontario

Present: Trustees Cathy Abraham (Committee Chairperson), Terry Brown and Angela Lloyd

Trustees Sean Conway and Cyndi Dickson attended via the Webex platform.

Also Present: R. Russo, A. Foster, S. Gohil, M. Loya, A. Morton and M. Williams.

Trustees Jaine Klassen Jeninga (Vice-chairperson of the Board), Rose Kitney and Diane Lloyd; D. Fitzgerald, J. Thompson attended via the Webex platform.

CALL TO ORDER AND LAND ACKNOWLEDGEMENT

Committee Chairperson Abraham called the meeting to order at 7:00 p.m. and recognized and acknowledged that the committee was meeting on the traditional territory of the Mississauga First Nations.

ADOPTION OF AGENDA

It was,

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

That the agenda be adopted as printed.

CARRIED

CONFLICTS OF INTEREST

Nil.

ADOPTION OF MINUTES

It was,

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

That the minutes of the Resource Committee meeting of February 1, 2023, be adopted as recorded.

CARRIED

PRESENTATIONS/DELEGATIONS

Jemma Racine and Rachel Dyson – Student Accommodation Plan: Elementary Family of Schools – Port Hope High School

Jemma Racine began her presentation by thanking the board, school administrators and trustees for the community consultations that took place in December and January. The consultations were extremely engaging and there has been a lot of positive feedback from the community.

A presentation was shared which outlined the delegates “preferred path” in creating the best student outcomes and creating a successful transition. A recent community survey of 96 parents from the North Hope Public School (PS), Beatrice Strong PS and Ganaraska Trail PS catchment areas resulted in option 3 - A second Port Hope area French Immersion program be established at Beatrice Strong PS being the preferred option with a favour of 86.3%. Reasons for favouring this option include transportation, mental health, student success and equity.

J. Racine spoke of what a successful transition would look like including new junior kindergarten students in 2023 from North Hope PS attending Beatrice Strong PS, application for portables, and an open house for Beatrice Strong introducing the French Immersion (FI) program and the Grade 6 students at Dr. M.S. Hawkins Senior PS receiving support. J. Racine suggested a transition team and funding for FI students. Looking ahead to 2026 onwards, J. Racine requested a transition of Grade 6 students at Dr. M.S. Hawkins Senior PS back to Ganaraska Trail PS.

J. Racine spoke to her opinion of what a successful transition would look like and requested a direct email to parents outlining next steps in order to avoid confusion.

J. Racine concluded by thanking the board for the community consultations and involvement in the decision.

Rachel Dyson thanked everyone for making it an easy process.

It was,

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

That the presentation by delegate Jemma Racine and Rachel Dyson, regarding Student Accommodation Plan: Elementary Family of Schools – Port Hope High School be received for information and with thanks.

CARRIED

DECISION ITEMS

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.

Presented on October 26 for the completion of the review was shared.
Posted on website October 27 showing input from community, teachers, principals,

Superintendent Gohil reported that a consultation resource that included a background study and scenarios for consideration was developed to inform the review. The consultation resource was shared with stakeholders and posted on the board website. 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.

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 Grades 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 Grades 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 Grades 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 under Student Accommodation Planning: Elementary Family of Schools – Port Hope High School.

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.

- 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 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 Grades 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.

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, all new registrations for out-of-boundary students will not be accepted.

Administration responded to trustee questions regarding portable use at Ganaraska Trail PS to deal with the overcrowding during the status quo year. It was noted that portable placement is being reviewed.

It was,

Moved by: Trustee T. Brown
Seconded by: Trustee J. Klassen Jeninga

That a second Port Hope area French Immersion program be established at Beatrice Strong PS, effective September 2024.

CARRIED

Draft Board Policy B-10, Electronic Monitoring

Dan Fitzgerald, Executive Officer, ICT reported in October 2022, Bill 88, Working for Workers Act 2022, mandated that any employer with over 25 employees, must have an electronic monitoring policy in place. Information and Communications Technology worked with Human Resource Services and Facilities Services to identify technologies and infrastructures that were in use at Kawartha Pine Ridge District School Board to ensure they were included in the draft policy.

Superintendent Loya responded to questions about the effect on labour relations regarding employee reaction to the policy. Labour Management has had discussions of this mandated bill. Clarification was provided that the board during disciplinary action is still required to follow policy and law when using this data and does not provide the board with greater permissibility to use these technologies for surveillance. D. Fitzgerald clarified that the draft policy is in line with mandates set forth from Bill 88 and does not deviate from the structures in place for the Bill.

It was,

Moved by: Trustee T. Brown
Seconded by: Trustee S. Conway

That Draft Board Policy B-10, Electronic Monitoring Report, be approved.

CARRIED

Multi-Function Devices Renewal

D. Fitzgerald reported that on December 17, 2017, the Board approved the Xerox OEMC-C-2011-145-01 Ontario Education Collaborative Marketplace (OECM) Office Multi-Function Devices and Managed Print Services Agreement for the renewal of Multi-Function Devices at a cost of \$432,200 annually. Kawartha Pine Ridge District School Board (KPR) is nearing the completion of a five-year contract with Xerox for all multi-function devices throughout the system. These multi-function devices are used in all schools and have taken the place of classroom and office-based printers throughout KPR.

D. Fitzgerald reported that the current OECM Client-Supplier Agreement with Xerox expires in July 2023 and with an increase in the number of multi-function devices throughout the Board from the previous agreement as well as cost increases of multi-function devices, the value of the OECM contract has increased. The OECM cost to refresh the 334 devices and procure the software to support all KPR devices for the next five years is \$609,656.80 annually.

D. Fitzgerald reported that the refresh of the 334 multi-function devices is scheduled to begin September 2023.

Administration responded to trustee questions.

It was,

Moved by: Trustee S. Conway
Seconded by: Trustee J. Klassen Jeninga

That the Ontario Education Collaborative Marketplace Office Multi-Function Devices and Managed Print Services Agreement for the renewal of Multi-Function Devices, for a five-year period commencing July 2023, at a renewal price of \$609,656.80 per year, be approved.

CARRIED

Board Policy BA-3.1, Disposition of Annual Surplus Deficit

A. Foster reported that Board Policy BA-3.1, Disposition of Annual Surplus/Deficit was last reviewed in September 2017 and is up for review on the regular five year cycle.

In May 2022, the Director presented a framework for policy renewal that was approved by trustees. A. Foster reported as the renewal framework questions were considered, it became apparent that this policy is no longer relevant as a standalone policy as it speaks to a practice that is well established through financial statement approval both at Resource Committee and Audit Committee.

The policy says that the Board recognizes that the financial results of each fiscal year will not be identical to the approved operating budget. Variances in operating revenues and expenditures will result in operating surpluses and deficits. It then speaks to administration making recommendations for the disposition of the surplus or deficit.

Each year administration brings forward recommendations for the disposition of the surplus/deficit to the Resource Committee, through the Accumulated Surplus/Deficit and Deferred Revenue Report. The report includes both the long narrative describing each of the boards reserves and the changes to them. As well as, charts showing the change year over year and the reserves. This report is approved by the Resource Committee and the adjustments are incorporated into the annual audited financial statements that are brought forward to the Audit Committee annually. The financial statements require Board of Trustee approval.

Each year administration will allocate the in-year surplus/deficit. As part of the financial statement approval, these allocations are recommended by the Audit Committee to the Board, for trustee approval. As the Accumulated Surplus/Deficit note is a requirement of the annual audited financial statements, having a policy reiterating this requirement is considered redundant. A jurisdictional scan was completed, and it was determined that there are no other in the area have a policy of this nature.

It was,

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

That Board Policy BA-3.1, Disposition of Annual Surplus/Deficit, be rescinded.

CARRIED

Baltimore Public School Roof Replacement Tender

A. Foster reported that due to the timing of when this tender was issued and closed Board Policy BA-5.1 revisions had not yet been approved which is why this tender report is being brought for committee approval. Prior to the February 28, 2023 board meeting, Board Policy BA-5.1, Purchasing Procedures, requires Board approval for capital project tenders and consulting services in excess of \$1,000,000 or expenditures which exceed the budgeted amount by 10% and \$100,000. This policy has since been revised and approved increasing the Board approval for capital project tenders and consulting services in excess of \$2,000,000.

On October 25, 2022 the Board approved capital expenditures for Maintenance and Program Enhancements to schools. Included in the approved project listing was the Baltimore Public School Roof Replacement.

11 bids were received with the lowest bidder being Always Roofing Ltd.

It was,

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

That the Baltimore Public School Roof Replacement Tender be awarded to Always Roofing Ltd. in the amount of \$1,251,460 including net taxes (2.16%).

CARRIED

It was,

Moved by: Trustee S. Conway
Seconded by: Trustee C. Dickson

That the Committee move to In-camera Session (8:25 p.m.).

CARRIED

The Open Session of the meeting resumed (8:32 p.m.).

Chairperson Abraham drew attention to the future committee meeting dates.

ADJOURNMENT

It was,

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

That the Resource Committee meeting be adjourned (8:33 p.m.).

CARRIED

Cathy Abraham
Committee Chairperson
March 1, 2023

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Resource Committee

TOPIC: **Review of Board Policy ES-2.1, Emergency Preparedness**

INITIATOR: John Ford, Superintendent, Student Achievement

BACKGROUND

1. Board Policy B-1.1, Board Operation and Policy Framework states that policies are to be reviewed on a five-year cycle. In accordance with the Policy Review Schedule, Board Policy ES-2.1, Emergency Preparedness, has been reviewed.

STATUS

2. Revisions reflecting updated language and practice are being recommended for Board Policy ES-2.1, Emergency Preparedness (Appendix A).

RECOMMENDATION

1. That Board Policy ES-2.1, Emergency Preparedness, be approved as revised.

John Ford
Superintendent, Student Achievement



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Policy Name: Emergency Preparedness
Section: Educational Services

Policy Code: ES-2.1

Established: April 27, 2000

Revised or

Reviewed: May 28, 2009; February 27, 2014; DRAFT February 21, 2023

1. POLICY STATEMENT

The Kawartha Pine Ridge District School Board recognizes the importance of maintaining school environments that are safe for employees to work. The Board further
~~The Kawartha Pine Ridge District School Board~~ acknowledges that the safety of the student is of prime importance and all necessary steps will be taken to protect their welfare in an emergency situation.

2. OBJECTIVE

This policy formally establishes the Board's commitment to creating safe learning and working environments.

3. DEFINITIONS

Administrative Regulation

A document issued through the Director of Education, governing the implementation of a Board policy, or required to coordinate and control certain aspects of system operations.

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 of Trustees

The elected governance branch of the Board.

Emergency

Any abnormal situation which endangers people, property, or the environment and which requires prompt action beyond normal procedures.

Emergency Response Database

A repository where Emergency Response Plans are stored.

Emergency Response Plan

A comprehensive plan that outlines the procedures to follow in the event of an emergency situation. This plan identifies essential school/Board staff and their roles and responsibilities.

Employees

All KPR staff members and management personnel, including occasional, temporary and full-time staff.

Ontario Fire Code

An Ontario Regulation under the Fire Protection and Prevention Act, 1997, that applies across Ontario and consists of a set of minimum requirements for fire safety within and around existing buildings and facilities.

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.

4. APPLICATION

This policy applies to all employees involved in the development, review and practice of emergency procedures.

5. RESPONSIBILITY

The Board of Trustees is responsible for establishing and approving Board policies.

The superintendent responsible for school operations, or designate, is responsible for the guidelines and directives within this policy and related administrative regulation, in addition to the maintenance of the Emergency Response Database.

The Family of Schools Superintendent and the Executive Officer of Facilities Services, or designate, are responsible to review the Emergency Preparedness Plan for each school or Board site.

The principal/manager of each school/site is responsible for the development and review of the Emergency Response Plan for their location.

6. POLICY

- 6.1 The Ontario Fire Code requires all boards to establish procedures that shall be followed in the event of fire and other emergencies that may develop on, or adjacent to, school property and to provide for drills in such procedures. All persons in a Board building must take part in emergency drills.

- 6.2 It is the responsibility of each school principal/manager to ensure adequate preparations are made to respond in an organized and expeditious manner in the event of an emergency situation. Therefore, an emergency ~~preparedness~~ response plan will be devised by each principal/manager, or designate, and be updated by September 30 each year and submitted to the family of schools superintendent of ~~Student Achievement~~ and the Executive Officer of Facilities Services, by uploading to the Emergency Response Database.

7. RELATED POLICIES, ADMINISTRATIVE REGULATIONS OR PROCEDURAL DOCUMENTS

Board Policies:

[BA-8.5, Bus Accidents and Resulting Injuries](#)

[ES-1.1, Safe and Caring Schools](#)

[ES-1.5, Health and Medical Needs](#)

[ES-3.6, Program Safety](#)

Administrative Regulations:

[BA-8.5.1, Bus Accidents and Resulting Injuries: Process](#)

[ES-1.1.6, Safe and Caring Schools – Critical Incidents](#)

[ES-1.1.8, Safe and Caring Schools – Procedures in the Event of a Bomb Threat](#)

[ES-1.5.1, Health and Medical Needs](#)

[ES-1.5.1, Appendix A Plan of Care, Administration of Medication Log](#)

[ES-1.5.1, Appendix B Program Safety Guidelines for Concussions](#)

[ES-1.5.1, Appendix C Diabetes Management Protocol](#)

[ES-2.1.1, Emergency Preparedness](#)

Procedural Documents:

Emergency Response Plan Template

Program Safety Guidelines for Out-of-Classroom Programs

Nuclear Emergency Response Procedures

Violence Threat Risk Assessment (VTRA)

8. REFERENCE DOCUMENTS

Legislation:

[Accessibility for Ontarians with Disabilities Act](#)

[Education Act](#)

[Fire Protections and Prevention Act](#)

[Ontario Regulation 213/07: Fire Code, section 2.8](#)

[Ontario Regulation 298: Operations of Schools – General](#)

Police School Board Protocol (2016) (to be linked)

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Resource Committee

TOPIC: **Review of Board Policy ES-3.14, Student Activity Fees**

INITIATOR: John Ford, Superintendent, Student Achievement

BACKGROUND

1. Board Policy B-1.1, Board Operation and Policy Framework states that policies are to be reviewed on a five-year cycle. In accordance with the Policy Review Schedule, Board Policy ES-3.14, Student Activity Fees, has been reviewed.

STATUS

2. Revisions of clarification are being recommended for Board Policy ES-3.14, Student Activity Fees (Appendix A).

RECOMMENDATION

1. That Board Policy ES-3.14, Student Activity Fees, be approved as revised.

John Ford
Superintendent, Student Achievement



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Policy Name: Student Activity Fees
Section: Educational Services

Policy Code: ES-3.14

Established: September 29, 2011
Revised or
Reviewed: May 26, 2016; DRAFT April 24, 2023

1. POLICY STATEMENT

In accordance with the Education Act, every student has the right to attend a school, where they are a qualified resident pupil, without payment of a fee. Students attending schools in Kawartha Pine Ridge District School Board will be provided with the materials and resources required to complete a regular course of study, without the payment of a fee.

2. OBJECTIVE

It is recognized that fees may be appropriate in cases where schools choose to offer enhancements or supplementary learning materials beyond the core curriculum. Where fees are appropriate, they should be minimized as much as possible, with the goal of supporting student participation in programs and activities regardless of individual economic circumstances.

3. DEFINITIONS

Enhanced Programming and Materials

Voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (e.g., music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Optional Programming

Refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Advanced Placement, International Baccalaureate and Hockey Canada Skills Academy programs.

Student Activity Fees

Voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

4. APPLICATION

This policy applies to all employees involved in the delivery of enhanced or optional educational programs where additional fees and/or learning materials are required for courses of study.

5. RESPONSIBILITY

The families of schools superintendents, or designates, are responsible to review this policy with school administrators and to monitor administration of student fees to ensure consistent application and compliance with this policy and its associated administrative regulation.

The principal of each school is responsible for review of this policy and its associated administrative regulation with appropriate staff and provide leadership and guidance to staff when determining whether fee charges may be appropriate.

6. POLICY

In certain circumstances, following consultation with the school community, some schools may choose to offer optional enhanced programming. When students, in consultation with their parents, select optional enhanced courses or programs, parents may be asked to contribute resources in the way of time, money or materials to support these programs or activities. Fees may also be appropriate in cases where schools choose to offer enhancements or supplementary learning materials beyond the core curriculum. In cases where this occurs, opportunities to complete the course requirements, at no cost, will be provided. Student activity fees may also be charged for extra-curricular activities.

7. RELATED POLICIES, ADMINISTRATIVE REGULATIONS OR PROCEDURAL DOCUMENTS

Administrative Regulations:
ES-3.14.1, Student Activity Fees
[ES-3.14.1 Student Activity Fees](#)

8. REFERENCE DOCUMENTS

Legislation:
[Education Act](#)

Other Documents:
[Fees for Learning Materials and Activities at Schools](#)

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Resource Committee

TOPIC: **Review of Board Policy BA-6.3, School Playground Equipment**

INITIATOR: Rita Russo, Director of Education
Glen Payne, Executive Officer, Facilities Services

BACKGROUND

1. Board Policy B-1.1, Board Operation and Policy Framework states that policies are to be reviewed on a five-year cycle. In accordance with the Policy Review Schedule for 2022-2023, Board Policy BA-6.3, School Playground Equipment has been reviewed.

STATUS

2. Revisions reflecting updated language and current practice are being recommended for Board Policy BA-6.3, School Playground Equipment (Appendix A).

RECOMMENDATION

1. That Board Policy BA-6.3, School Playground Equipment, be approved as revised.

Rita Russo, Director of Education

Glen Payne
Executive Officer, Facilities Services



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Policy Name: School Playground Equipment
Section: Business and Administrative Services

Policy Code: BA-6.3

Established: June 21, 2001

Revised or

Reviewed: September 28, 2006; October 25, 2012; November 23, 2017;
DRAFT April 24, 2023; DRAFT May 3, 2023

1. POLICY STATEMENT

The Board recognizes the inherent value of physical activity and recognizes that the public and school community are generally supportive of having playground equipment on school property.

2. OBJECTIVE

As a responsible community partner, the Board recognizes the need to promote positive play experiences with a safe environment and its obligation to inspect playground structures to ensure maintenance is managed and to reduce risk of injury.

3. DEFINITIONS

AODA
Accessibility for Ontarians with Disabilities Act

CSA
Canadian Standards Association

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 of Trustees
The elected governance branch of the Board.

4. APPLICATION

This Board Policy applies to all school sites and all school playground equipment whether provided by the Board as part of a capital project or purchased by a school community and donated to the Board as part of a local school initiative. School playground equipment includes structural equipment used for play(e.g., ~~shade structures~~).

5. RESPONSIBILITY

5.1 Board of Trustees

The Board of Trustees is responsible for reviewing this policy in accordance with the overall Board priorities and within the approved policy review cycle. Concerns or issues with school playground equipment received by any member of the Board of Trustees will be brought to the attention of the appropriate Family of Schools Superintendent and/or the Executive Officer, Facilities Services.

5.2 Director of Education

The Director of Education shall allocate staff and resources to support this policy and associated administrative regulation.

5.3 Principals

The principal will forward any concerns, hazards or other issues regarding playground equipment to the attention of the Executive Officer, Facilities Services. The principal will share the annual inspection report with the school council.

5.4 Facilities Services

The annual inspections will be provided or coordinated by the Board Facilities Services and will be based on the current CSA standards. Directives and/or recommendations from these inspections will be the final authority for local school administrators administration to follow.

6. POLICY

It is the policy of the Kawartha Pine Ridge District School Board that new playground installations and replacement parts comply with current ~~Accessibility for Ontarians with Disabilities Act (AODA) and Canadian Standards Association (CSA)~~ standards on children's play spaces and equipment. Existing equipment installed prior to these standards shall be maintained and modified as required, or removed, through consultation with the school principal.

The funding of new playground structures, the upgrading of existing structures (new parts), ground cover, and cribbing is the responsibility of the local school. School fundraising plans must include a playground maintenance objective to offset the cost of any future repairs.

~~In this regard the~~ The Board will endeavour to provide resources for minor maintenance as determined through the budget process and inspection services through the inspection services and as determined through the budget processes. The Board's liability policy covers the use of this equipment.

The Board will provide inspection services for this equipment. The annual inspection report will be shared with principals who ~~will~~ shall review with school councils, recommendations regarding any major repair, deficiencies and possible removal.

7. RELATED POLICIES, ADMINISTRATIVE REGULATIONS OR PROCEDURAL DOCUMENTS

Board Policies:

[B-3.3, Human Rights: Code-based Discrimination and Harassment](#)

[B-3.4, Accessibility for Persons with Disabilities](#)

[BA-4.7, Fidelity Insurance](#)

[BA-4.8, Fundraising](#)

[ES-1.1, Safe, Caring and Restorative Schools](#)

[HR-4.1, Occupational Health and Safety](#)

Administrative Regulations:

[B-3.3.1, Human Rights: Code-based Discrimination and Harassment](#)

[B-3.4.1, Accessibility for Persons with Disabilities](#)

[BA-4.8.1, Fundraising Guidelines](#)

[BA-4.8.1, Fundraising Guidelines – Appendix A – School Fundraising Plan](#)

Procedural Documents (Internal):

Playground Support Manual (currently in development)

8. REFERENCE DOCUMENTS

Legislation:

[Accessibility for Ontarians with Disabilities Act](#)

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Resource Committee

TOPIC: **Surplus Property**

INITIATOR: April Foster, Superintendent, Business and Corporate Services

BACKGROUND

1. School Boards in Ontario are required to comply with Ontario Regulation 444/98 when disposing of surplus real property. This regulation also states that property must be declared surplus by the Board prior to its disposal. The Regulation also provides a list of public bodies in which the Board must issue a proposal to sell, lease or otherwise dispose of the real property at fair market value. If there is no interest in the real property by the public bodies, then the Board may sell, lease or otherwise dispose of a property at fair market value to any other body or person.
2. Board Policy BA-6.5, Surplus Board Real Estate – Disposal/Rental states, “the Board shall determine whether or not surplus property is to be retained for future use, leased or sold, in keeping with applicable Board policies and administrative regulations and provincial legislation and regulations”.
3. Administrative Regulation BA-6.5.1, Surplus Board Real Estate – Disposal/Rental identifies the first step in the process of surplus real estate is that the Board must deem the property to be surplus and approve of its disposal.
4. Clause 1.2 Administrative Regulation BA-6.5.1, Surplus Board Real Estate – Disposal/Rental states that once the real estate is deemed surplus, the Board must obtain an appraisal from an accredited appraiser to assist in determining fair market value.

STATUS

5. Westwood Property – Cobourg
 - a. The vacant land consists of two properties, 699 Westwood Drive and 687 Burwash Street in the Town of Cobourg, comprising of 14 acres (5.66 hectares) (refer to Figure 1). The property is located adjacent to a municipal park, Westwood Park. Municipal services (i.e., water, sanitary) are available.

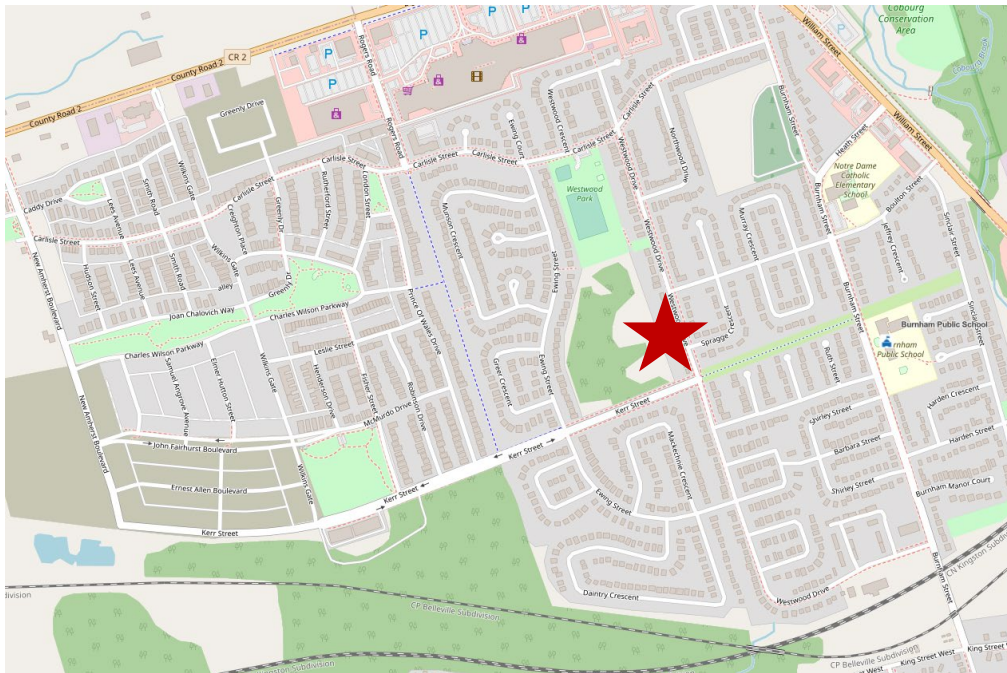


Figure 1: Location of the Westwood Property

- b. The site is designated “Major Institutional” in the Town of Cobourg Official Plan and is zoned “Residential 2 (R2)” and “Development (D)” in the Town of Cobourg Comprehensive Zoning By-law 85-2003.
- c. Staff have corresponded with Town of Cobourg planning staff to determine potential growth in Cobourg. Presently, there are active plans of subdivision to the west of this site, which are anticipated to yield approximately 200 elementary students. These subdivisions are within the Burnham Public School (PS) boundary. Burnham PS remains below on the ground capacity and would be able to accommodate these students.
- d. Future residential development plans are in the east end of Cobourg (refer to Figure 2). This area is known as the Cobourg East Community Secondary Plan. The Board entered into an ‘Option to Purchase Agreement’ with Tribute Communities late last year for a school site within this development area. There are several other potential sites identified in the secondary plan that the Board will have an opportunity to consider as the residential development is realized.

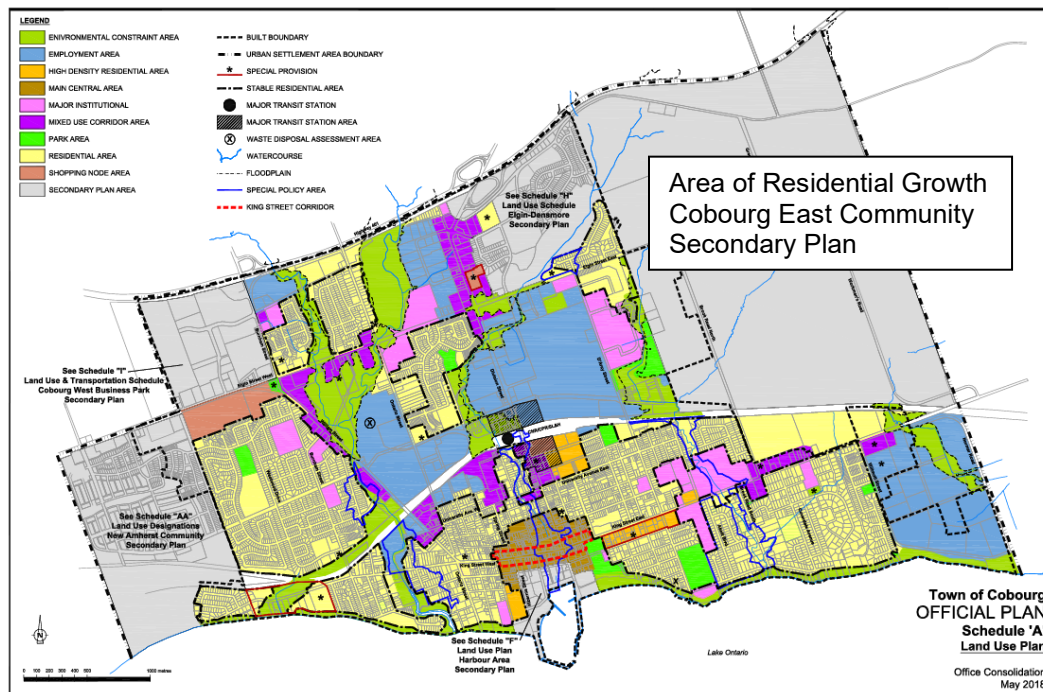


Figure 2: Town of Cobourg Official Plan Schedule

6. Ridpath Junior Public School

- a. The former Ridpath Junior PS property is located at 39 Ermatinger Street in Lakefield, on a 5.5-acre site (refer to Figure 3). The building is 35,593 square feet, with a capacity of 435 pupil spaces.

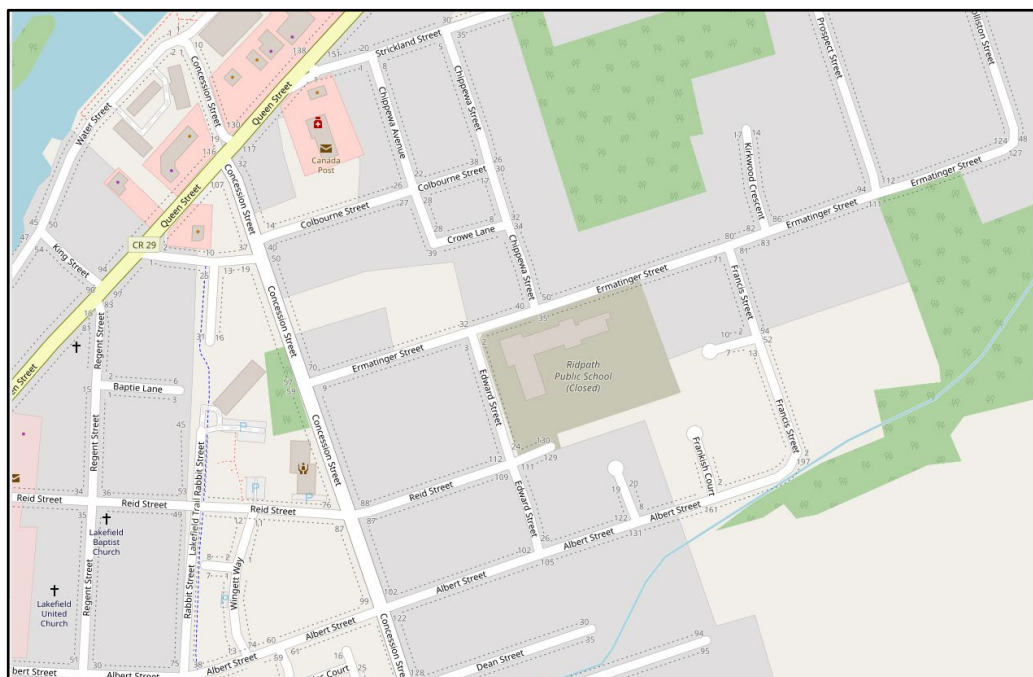


Figure 3: Location of the former Ridpath Junior Public School

- b. On April 26, 2018, the Board deemed the real estate to be surplus to the Board and to be disposed of in accordance with Board policies and Ontario Regulation 444/98.
- c. Board administration plans to initiate the Ontario Regulation 444/98 process at this time.

7. Maple Grove Road Property – Vacant Land

- a. The vacant property located at 2226 Maple Grove Road was once home to Lord Elgin PS which operated from 1952 to 1983 (refer to Figure 4). Following the school's closure, the building served as the Western Area Maintenance Shop until 1992, and then as the Bowmanville Area Centre for Individual Studies until 2004. In 2011, the school building was demolished. Since that time the property has been vacant. The property is 5.6 acres in area, and is not serviced via municipal services (i.e., water and sanitary).

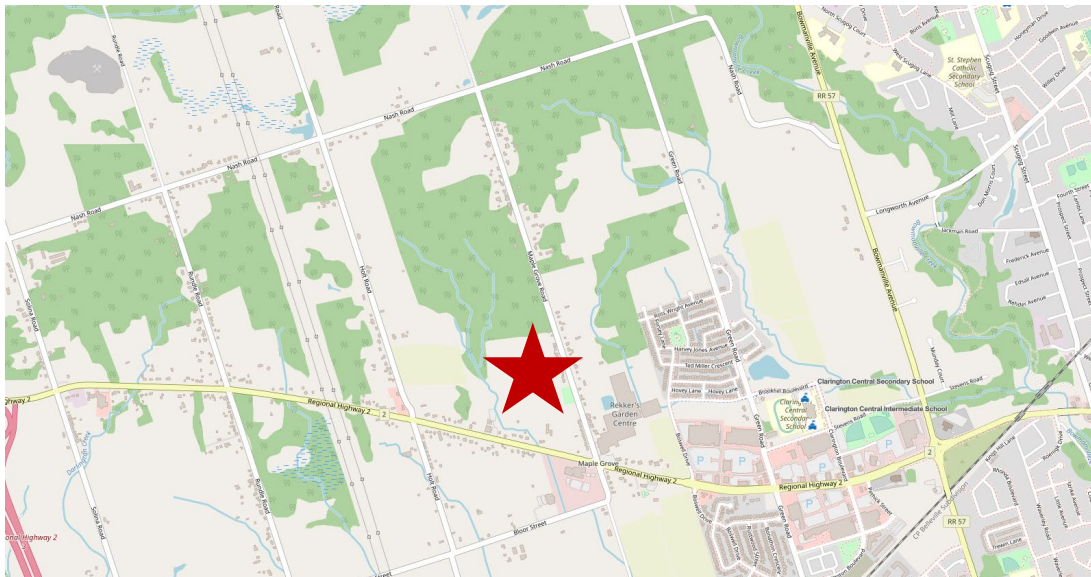


Figure 4: Location of the Maple Grove Property

- b. On April 26, 2018, the Board deemed the real estate to be surplus to the Board and to be disposed of in accordance with Board policies and Ontario Regulation 444/98.
- c. Board administration plans to initiate the Ontario Regulation 444/98 process at this time.

RECOMMENDATION

1. That the Westwood property, located at 699 Westwood Drive and 687 Burwash Street, Cobourg, Ontario, be deemed surplus to the Board and disposed of in accordance with Ontario Regulation 444/98, Disposition of Surplus Real Property and Acquisition of Real Property, and Board Policy No. BA-6.5, Surplus Board Real Estate – Disposal/Rental.

April Foster
Superintendent, Business and Corporate Services

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Resource Committee

TOPIC: **2022-2023 Second Quarter Financial Variance Report**

INITIATOR: April Foster, Superintendent, Business and Corporate Services

BACKGROUND

1. In accordance with Board Policy BA-4.5, Financial Reporting, administration presents interim financial reports to the Board. In addition, an annual report of variances between the approved budget and actual performance is presented in conjunction with the Board's Audited Financial Statements.

STATUS

2. The 2022-2023 Second Quarter Financial Variance Report (Appendix A) is based on finalized October 31, 2022 enrolment, projected March 31, 2023 enrolment, and six months' financial activity, ending February 28, 2023.
3. Total enrolment is 523.85 ADE higher than budget, and is comprised of 583.00 ADE favourable elementary, and 59.15 ADE unfavourable secondary.
4. Revenue has increased by \$1.459M; Expenses have increased by \$2.397M, resulting in a projected increase in deficit of \$0.937M. The change is comprised primarily of the following:
 - \$3,679,000 increase in grant allocations due to higher enrolment
 - (\$1,974,000) decrease in revenue due to a reduction in overall teacher qualification and experience funding
 - \$686,000 increase in other revenue due to increased rental revenue, pupil tuition fees, and interest revenue
 - (\$3,284,000) increase in instructional costs due to additional teachers and administrators added to support the system and the increase in enrolment
 - Increase in Funded Programs revenue and expenditures of \$1.92M
5. The projected 2022-2023 Capital spending is forecasted to be \$10.4M higher than budget.

RECOMMENDATION

1. That the 2022-2023 Second Quarter Financial Variance Report be received for information.

April Foster
Superintendent, Business and Corporate Services

Kawartha Pine Ridge District School Board

2022/23 Second Quarter Variance Report - Summary

Summary of Financial Results

(\$ Thousands)	Budget	Projected	In Year Change	
			\$	%
Revenue				
Provincial Grants - Operating	424,416	426,121	1,705	0.40%
Capital Debt Support Payments	3,138	3,138	-	0.00%
Minor Tangible Capital Assets	(3,086)	(3,086)	-	0.00%
Short Term Interest on Capital	150	150	-	0.00%
Renewal	2,700	2,700	-	0.00%
Trustees' Association Fees	58	58	-	0.00%
<i>Total Grant Allocation</i>	427,375	429,081	1,705	0.40%
Other	10,728	11,222	494	4.61%
Amortization - DCC	26,282	23,623	(2,659)	-10.12%
Funded Programs - Other	3,354	5,273	1,919	57.21%
Total Revenue	467,740	469,199	1,459	0.31%
Expenditures				
Instruction	351,049	354,316	(3,267)	-0.93%
Administration	11,285	11,197	88	0.78%
Transportation	25,585	25,635	(50)	-0.19%
School Operations and Maintenance	37,689	37,597	92	0.24%
Funded Programs - Other	3,354	5,273	(1,919)	-57.21%
Amortization	26,392	23,734	2,659	10.07%
Capital Debt Service Expense	3,293	3,293	-	0.00%
PSAB Related	6,615	6,615	-	0.00%
Renewal and Other Pupil Accommodation	2,725	2,725	-	0.00%
Total Expenditures	467,988	470,384	(2,397)	-0.51%
Surplus/(Deficit) for Ministry Reporting	(248)	(1,185)	(937)	0.00%

Summary of Enrolment

ADE	Budget	Projected	In Year Change	
			ADE	%
Elementary				
JK to 3	12,545.00	12,839.00	294.00	2.34%
4 to 8	12,490.00	12,779.00	289.00	2.31%
Total Elementary	25,035.00	25,618.00	583.00	2.33%
Secondary Under 21				
Total Secondary	9,772.18	9,713.03	(59.15)	-0.61%
Total Under 21	34,807.18	35,331.03	523.85	1.51%

Summary of Staffing

FTE	Budget	Projected	In Year Change	
			FTE	%
Classroom				
Teachers	2,150.0	2,189.7	39.7	1.85%
Non-Teachers	784.0	768.6	(15.4)	-1.96%
Total Classroom	2,934.0	2,958.3	24.3	0.83%
Non-Classroom	875.2	847.6	(27.6)	-3.15%
Total	3,809.2	3,805.9	(3.3)	-0.09%

Kawartha Pine Ridge District School Board

2022/23 Second Quarter Surplus/(deficit) for Ministry Compliance

	Budget	Q2 Projection	Change
	(\$ Thousands)		
Surplus/(Deficit) for Ministry Reporting	(248)	(1,185)	(937)
Adjust Items Unavailable for Compliance			
Amortization of Future Benefits Liability	(3,057)	(3,057)	-
Committed Capital Projects	110	110	-
Total Adjustments	(2,947)	(2,947)	-
Surplus/(Deficit) for Compliance	(3,195)	(4,132)	(937)
<i>1% of Operating Revenue - \$4,261,207</i>			

Kawartha Pine Ridge District School Board
2022/23 Second Quarter Variance Report - Detailed Revenue

Budget Assessment				
	a	b	c = b - a	d = c / a
	2022/23			
	Budget	Projected	Change	
			\$ Increase (Decrease)	% Increase (Decrease)
Grant Allocations				
Foundation Allocation - Elementary	141,023,842	144,335,187	3,311,345	2.35%
Foundation Allocation - Secondary	57,365,920	56,455,357	(910,563)	-1.59%
School Foundation	28,124,696	28,236,401	111,705	0.40%
Special Education	61,827,847	61,773,357	(54,490)	-0.09%
Language	6,339,517	6,476,242	136,725	2.16%
Supported School		13,160	13,160	0.00%
Remote and Rural	21,400	21,029	(371)	-1.73%
Rural and Northern Education	780,928	780,928	-	0.00%
Learning Opportunities	4,691,612	4,702,026	10,414	0.22%
Continuing Education Allocation and Other Program	1,356,343	1,343,343	(13,000)	-0.96%
Teacher Qualification and Experience	33,284,583	31,310,562	(1,974,021)	-5.93%
New Teacher Induction Program	322,514	322,514	-	0.00%
ECE Q and E	2,467,847	2,517,432	49,585	2.01%
Restraint Savings	(161,490)	(161,490)	-	0.00%
Transportation	23,653,086	24,319,450	666,364	2.82%
Administration and Governance	9,911,056	9,989,891	78,835	0.80%
School Operation	36,789,509	37,040,427	250,918	0.68%
Community use of Schools	479,559	479,559	-	0.00%
Declining Enrolment	-	0	-	0.00%
Indigenous Education	3,670,163	3,718,838	48,675	1.33%
Mental Health and Well-Being	1,899,611	1,879,451	(20,160)	-1.06%
Supports for Students Fund	3,466,205	3,466,205	-	0.00%
Program Leadership	1,000,496	1,000,496	-	0.00%
Permanent Financing of NPF	1,120,831	1,120,831	-	0.00%
COVID-19 Learning Recovery Fund	4,979,506	4,979,506	-	0.00%
Total Operating:	424,415,581	426,120,702	1,705,121	0.40%
Adjustments				
Capital Debt Support Payments - Interest Portion	3,137,663	3,137,663	-	0.00%
Minor Tangible Capital Assets	(3,086,000)	(3,086,000)	-	0.00%
Short Term Interest on Capital	150,000	150,000	-	0.00%
Renewal	2,700,165	2,700,165	-	0.00%
Trustees' Association Fees	58,084	58,084	-	0.00%
Other Grants	2,959,912	2,959,912	-	0.00%
Total Grant Allocations:	427,375,493	429,080,614	1,705,121	0.40%
Other Revenue				
Funded Programs	3,354,353	5,273,498	1,919,145	57.21%
School Generated Funds	5,500,000	5,500,000	-	0.00%
First Nations Tuition Fees	2,176,696	2,328,265	151,569	6.96%
Transportation Recoveries: First Nations	50,000	50,000	-	0.00%
Interest	300,000	400,000	100,000	33.33%
Other Revenue - School College to Work	386,775	386,775	-	0.00%
Individuals - Day School Other	280,500	415,000	134,500	47.95%
Rental Revenue - Community Use	251,250	251,250	-	0.00%
Rental Revenue - Other	517,500	817,500	300,000	57.97%
Secondment	1,039,278	847,601	(191,677)	-18.44%
Other Revenue - Miscellaneous	226,028	226,028	-	0.00%
Amortization of Deferred Capital Contributions	26,282,157	23,622,740	(2,659,417)	-10.12%
Total Other Revenue	40,364,537	40,118,657	(245,880)	-0.61%
TOTAL REVENUES	467,740,030	469,199,271	1,459,241	0.31%

Kawartha Pine Ridge District School Board
2022/23 Second Quarter Variance Report - Detailed Expenditures

	Budget Assessment					
	a	b	c = b - a	d = c / a	e	f
	2022/23				Actual to	
	Budget	Projected	Change		28-Feb-23	28-Feb-22
			\$ Increase (Decrease)	% Increase (Decrease)	% of Forecast Spent	% of Actual Spent
Operating Instruction						
Teachers	222,907,528	225,038,253	2,130,725	0.96%	47.18%	50.28%
Supply Staff	10,558,608	10,558,608	-	0.00%	56.12%	42.66%
Teacher Assistants	33,199,378	33,199,378	-	0.00%	49.09%	53.52%
Early Childhood Educators	10,738,367	10,738,367	-	0.00%	54.84%	55.01%
Textbooks and Supplies	9,212,574	9,127,574	(85,000)	-0.92%	37.83%	40.55%
Professionals and Paraprofessionals	19,068,173	19,132,659	64,486	0.34%	57.41%	49.13%
Library and Guidance	8,763,108	8,763,108	-	0.00%	51.64%	50.00%
Staff Development	930,976	930,976	-	0.00%	39.09%	50.22%
Department Heads	492,935	492,935	-	0.00%	33.99%	49.52%
Principal and Vice-Principals	18,193,338	19,349,963	1,156,625	6.36%	50.13%	45.78%
School Office	9,393,093	9,393,093	-	0.00%	58.57%	52.36%
Co-ordinators and Consultants	7,003,336	7,003,336	-	0.00%	40.76%	45.76%
Continuing Education	587,664	587,664	-	0.00%	67.48%	26.76%
Total Instruction	351,049,078	354,315,914	3,266,836	0.93%	48.89%	49.56%
Administration						
Trustees	276,399	276,399	-	0.00%	41.45%	37.99%
Director and Supervisory Officers	1,887,600	1,887,600	-	0.00%	67.45%	48.48%
Board Administration	9,121,205	9,032,995	(88,210)	-0.97%	55.94%	46.69%
Total Administration	11,285,204	11,196,994	(88,210)	-0.78%	57.52%	46.87%
Transportation	25,584,857	25,634,620	49,763	0.19%	51.56%	44.20%
School Operations and Maintenance	37,688,961	37,596,769	(92,192)	-0.24%	51.57%	46.23%
TOTAL OPERATING	425,608,100	428,744,297	3,136,197	0.74%	44.99%	45.39%
Amortization	26,392,191	23,733,525	(2,658,666)	-10.07%		
Capital Debt Service	3,293,163	3,293,163	-	0.00%	58.85%	49.88%
Funded Programs - Other	3,354,353	5,273,498	1,919,145	57.21%		
PSAB Related Expenditures	6,614,796	6,614,796	-	0.00%		
Renewal and Other Pupil Accommodation	2,725,165	2,725,165	-	0.00%	69.89%	95.07%
TOTAL EXPENDITURES	467,987,768	470,384,444	2,396,676	0.51%	46.02%	44.43%

Kawartha Pine Ridge District School Board

2022/23 Second Quarter Variance Report - Funded Programs

2022/23 Second Quarter Variance Report - Funded Programs		Projection		
Budget		Revenue	Expense	
209,436	Ontario Youth Apprenticeship Program (OYAP)	279,183	279,183	
20,000	Anti-Sex Trafficking Protocol Development & Implementation	19,946	19,946	
43,900	De-streaming Implementation Supports	43,894	43,894	
112,200	Early Intervention in Math for Special Education	112,233	112,233	
30,000	Entrepreneurship Education Pilots	30,000	30,000	
139,917	French as a Second Language	-	-	(1)
115,400	Indigenous Grad Coaches	115,385	115,385	
52,700	Keeping Students in School	-	-	(2)
632,000	Math Strategy	632,000	632,000	
342,500	SHSM Expansion	342,500	342,500	
14,000	Skilled Trade Bursary	14,000	14,000	
15,900	Special Education AQ Subsidy for Educators	15,886	15,886	
152,100	Summer Learning Special Education Supports	-	-	(3)
1,474,300	Tutoring Supports	1,474,323	1,474,323	
-	Ministry of Labour, Training and Skills Development - Adult Non-Credit ESL	83,536	83,536	
-	Children and Youth in Care - Transportation	78,000	78,000	
-	Connectivity at Schools (ICT)	388,000	388,000	
-	Demographic Data Gathering	34,716	34,716	
-	Digital Math Tools	256,403	256,403	
-	Experiential Learning for Guidance Teacher Counsellors	51,090	51,090	
-	Focus on Youth	253,936	253,936	
-	Math AQ Courses	81,250	81,250	
-	Personal Support Worker Student Financial Support (PSW Program)	350,112	350,112	
-	Professional Assessments and Systematic Evidence-Based Reading Programs	78,672	78,672	
-	Supporting Online Learning (OeLC)	500,000	500,000	
-	Ukrainian Student Supports	38,432	38,432	
3,354,353		5,273,498	5,273,498	

- (1) Note that at the time of budget, French as a Second Language was budgeted as a Funded Program. As of 2022-23 French as a Second Language is now funded through Grants for Student Needs (GSN).
- (2) Per discussion with The Ministry, in the 2021-22 school year, most boards reported underspending in this program. As a result, the ministry re-allocated the funds from this project toward professional learning training for all school boards. Details of this training are set to be released in the fall of 2023.
- (3) Note that this funding was used in the summer of 2022 and relates to the 2021-22 funding year. There is no revenue or expenses for the 2022-23 funding year.

Kawartha Pine Ridge District School Board
2022/23 Second Quarter Enrolment Report

2021/22		2022/23		
Actual		Budget	Projected	Difference
Clarington				
912.00	JK	845.00	886.00	41.00
945.00	SK	982.00	950.00	(32.00)
2,690.50	GR 1 to 3	2,739.00	2,832.00	93.00
4,347.50	GR 4 to 8	4,419.00	4,484.00	65.00
8,895.00	Total Elementary	8,985.00	9,152.00	167.00
2,931.63	Total Secondary	3,153.96	3,082.10	(71.86)
11,826.63	Total Under 21	12,138.96	12,234.10	95.14
38.00	Over 21	40.00	31.25	(8.75)
Northumberland				
621.50	JK	632.00	664.00	32.00
700.50	SK	678.00	686.00	8.00
2,147.50	GR 1 to 3	2,172.00	2,199.00	27.00
3,459.50	GR 4 to 8	3,419.00	3,563.00	144.00
6,929.00	Total Elementary	6,901.00	7,112.00	211.00
2,714.49	Total Secondary	2,739.46	2,783.45	43.99
9,643.49	Total Under 21	9,640.46	9,895.45	254.99
20.09	Over 21	20.00	21.00	1.00
Peterborough				
850.50	JK	836.00	844.00	8.00
885.00	SK	872.00	929.00	57.00
2,833.00	GR 1 to 3	2,789.00	2,849.00	60.00
4,575.50	GR 4 to 8	4,652.00	4,732.00	80.00
9,144.00	Total Elementary	9,149.00	9,354.00	205.00
3,681.13	Total Secondary	3,878.76	3,847.48	(31.28)
12,825.13	Total Under 21	13,027.76	13,201.48	173.72
71.20	Over 21	70.00	50.00	(20.00)
Total Board				
2,384.00	JK	2,313.00	2,394.00	81.00
2,530.50	SK	2,532.00	2,565.00	33.00
7,671.00	GR 1 to 3	7,700.00	7,880.00	180.00
12,382.50	GR 4 to 8	12,490.00	12,779.00	289.00
24,968.00	Total Elementary	25,035.00	25,618.00	583.00
9,327.25	Total Secondary	9,772.18	9,713.03	(59.15)
34,295.25	Total Under 21	34,807.18	35,331.03	523.85
129.29	Over 21	130.00	102.25	(27.75)

Kawartha Pine Ridge District School Board
2022/23 Second Quarter Variance Report - Capital

<u>Actual to February 28, 2023</u>		<u>Budget 2022/23</u>	<u>Projected 2022/23</u>	<u>Change</u>
	Buildings :			
5,101,592	School Condition Improvement	15,095,457	15,095,457	-
1,262,583	School Renewal	3,654,403	3,654,403	-
-	Temporary Accommodations	596,170	596,170	-
13,856	COVID-19 Resilience Infrastructure Stream (CVRIS)	-	1,301,382	1,301,382
<u>6,364,175</u>	Building Expenditures Subtotal	<u>19,346,030</u>	<u>20,647,412</u>	<u>1,301,382</u>
	Construction In Progress			
293,209	Brighton P.S - Child Care	-	650,363	650,363
20,862	Northglen Neighborhood School	-	7,977,805	7,977,805
45,204	Murray Centennial P.S - Addition	-	456,123	456,123
<u>359,275</u>	Construction In Progress Subtotal	<u>-</u>	<u>9,084,291</u>	<u>9,084,291</u>
	Moveable Type Assets (Equipment) :			
1,240,215	Computer Hardware	2,881,000	2,881,000	-
-	Vehicles	205,000	205,000	-
<u>1,240,215</u>	Moveable Type Assets (Equipment) Subtotal	<u>3,086,000</u>	<u>3,086,000</u>	<u>-</u>
<u>7,963,665</u>	Total 2022/23	<u>22,432,030</u>	<u>32,817,703</u>	<u>10,385,673</u>

Kawartha Pine Ridge District School Board

2022/23 Second Quarter Variance Report -Transfer from (to) Accumulated Surplus

(\$ Thousands)	Budget	Projected	In Year Change	
			\$	%
Surplus/(Deficit) for Ministry Reporting	(248)	(1,185)	(937)	0.00%
Transfer from (to) Internally Appropriated Surplus	(25)	(25)	-	0.00%
Transfer from (to) Employee Future Benefits	(3,057)	(3,057)	-	0.00%
Transfer from (to) Committed Capital Projects	110	110	-	0.00%
Unallocated Surplus/(Deficit) for KPRDSB	(3,220)	(4,157)	(937)	

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Resource Committee

TOPIC: **Northglen Neighbourhood School Accommodation Planning**

INITIATOR: April Foster, Superintendent, Business and Corporate Services
Jamila Maliha, Superintendent, Student Achievement

BACKGROUND

1. The Northglen neighbourhood school was approved as part of the Ministry of Education's (MOE) 2021-2022 Capital Priorities Program. The original submission requested a new 562-pupil-place school to be situated on Board-owned property in the Northglen neighbourhood in Bowmanville. At that time, the Board also submitted a request for a 2-storey, 242-pupil-place addition to M.J. Hobbs Senior Public School (PS). The MOE approved a new 769-pupil-place Junior Kindergarten (JK)–Grade 8 school along with a four-room childcare centre (1 infant, 1 toddler, 2 preschool) at the Northglen neighbourhood school site. The school is intended to reduce accommodation pressures at Charles Bowman PS, Hampton Junior PS and M.J. Hobbs Senior PS.
2. The Board is part of a rapid build pilot project in partnership with the MOE and Infrastructure Ontario. The projected occupancy date is September 2024. To prepare for the 2024-2025 budget process and staffing deadlines, this review must be completed by December 2023. This will ensure that students being relocated due to this review can be moved promptly in the system and will allow enough time to project the enrolment figures for the schools impacted for the start of the September 2024 school year.

STATUS

3. The original Capital Priorities submission contemplated the following:
 - Moving the Grade 7 and 8 students out of Clarington Central Secondary School (SS) and returning them to either Charles Bowman PS or the proposed new Northglen neighbourhood school based upon new school boundaries. This would free up capacity at Clarington Central SS which will be needed as secondary enrolment (Grades 9-12) will exceed the school's capacity by 2023.
 - Removing the "holding school" designation from new residential development in the Charles Bowman PS/Northglen area and right sizing enrolment at Harold Longworth PS (the "holding school").
 - Providing a solution to programming needs for the Grade 7 and 8 students at Central PS, a 132-year-old building that does not meet the needs of this student population.

4. The current situation at the area schools is:

Charles Bowman Public School

- Enrolment continues to trend upwards.
- Births in catchment are trending higher than in past years.

Northglen Neighbourhood

- West half of existing development attends Charles Bowman PS.
- East half of existing development attends Harold Longworth PS as a holding school.
- The remainder of the development is being directed to Harold Longworth PS as a holding school.

Harold Longworth Public School Holding School

- Presently 82 students from the Northglen neighbourhood are attending Harold Longworth PS as a holding school.

Brookhill Neighbourhood

- The existing developed area attends Hampton Junior PS or M.J. Hobbs Senior PS.
- Part of the undeveloped area is being directed to Lydia Trull PS as a holding school. The other part of the undeveloped neighbourhood is within Waverley PS school boundary.
- As planning applications come forward, students will continue to be directed to a holding school (i.e., Lydia Trull PS).

Clarington Central Intermediate School/Secondary School

- Clarington Central Intermediate School (IS) was established within available space at Clarington Central SS in September of 2018.
- At that time, Clarington Central SS was under capacity and Charles Bowman PS was experiencing significant accommodation pressure.
- However, recent enrolment projections which factor in the rapid growth and development in the area illustrates that both Clarington Central IS and Clarington Central SS are trending to remain above capacity.

5. Planning Services staff completed a preliminary review of the September 2022 enrolment numbers and met with Superintendents Foster and Maliha and Executive Officer, Facilities Services, Glen Payne. Based on the preliminary review and the ensuing discussion, the following scenarios have been explored:

- Split the school boundary area between the Northglen neighbourhood school and Charles Bowman PS. Both schools would become JK-Grade 8 schools.
- Relocation of Harold Longworth PS holding school students to the Northglen neighbourhood school.
- Relocation of the Grade 7 and 8 students from Central PS to Charles Bowman PS.

- Students at Clarington Central IS be relocated to either the Northglen neighbourhood school or Charles Bowman PS depending on which school boundary they reside in. Clarington Central IS would be dissolved, freeing up space for the secondary school.
 - Review of Hampton Junior PS/M.J. Hobbs Senior PS school boundaries to balance enrolment between these schools and the Northglen neighbourhood school.
 - Determine feeder schools (i.e., Northglen neighbourhood school to feed into Clarington Central SS, Charles Bowman PS continue to feed into Bowmanville HS).
 - Consider a change in the grade cohort at Hampton Junior PS (i.e., JK-Grade 3) and M.J. Hobbs Senior PS (i.e., Grades 4-8).
 - Consider including the undeveloped part of the Brookhill neighbourhood as part of the Waverley PS catchment.
 - Review of the catchment boundary between Harold Longworth PS and John M. James PS to balance enrolment between schools.
 - Review of the catchment boundary between Waverley PS, Central PS and Vincent Massey PS to balance enrolment between schools.
6. Planning Services staff have completed a Background Study and Options Report: Student Accommodation Planning (Appendix A). The existing catchments were divided into study areas and an analysis was completed based on a combination of the study areas, program and cohort changes (detailed in Section 4 of Appendix A).

The following viable options have been presented within the report:

Option 1A:

- Students residing in study area CB-1 will continue to attend Charles Bowman PS.
- Students residing in study area CB-2, including the students attending Harold Longworth PS holding school, will attend the new Northglen neighbourhood school.
- Students residing in study area HH-1 will continue to attend Hampton Junior PS/M.J. Hobbs Senior PS.
- Students residing in study areas HH-2, HH3 and HH-5 will attend the new Northglen neighbourhood school.
- Students residing in study area HH-4 will attend Waverley PS.
- Clarington Central Intermediate School will be dissolved. Students residing in Study Area CB-1 will attend Charles Bowman PS, and students residing in study area CB-2 will attend the new Northglen neighbourhood school.
- Grade 7 and 8 students at Central PS will be relocated to Charles Bowman PS.

Option 1B:

- Same as Option 1A
- There would be a change in the grade cohort between Hampton Junior PS and M.J. Hobbs Senior PS, with Hampton Junior PS becoming a JK-3 school and M.J. Hobbs Senior PS becoming a Grade 4-8 school.

Option 2A:

- Students residing in study area CB-1 will continue to attend Charles Bowman PS.
- Students residing in study area CB-2, including the students attending Harold Longworth PS holding school, will attend the new Northglen neighbourhood school.
- Students residing in study areas HH-1, HH-2, HH-4 and HH-5 will continue to attend Hampton Junior PS/M.J. Hobbs Senior PS.
- Students residing in study area HH-3 will attend the new Northglen neighbourhood school.
- Clarington Central Intermediate School will be dissolved. Students residing in study area CB-1 will attend Charles Bowman PS, and students residing in study area CB-2 will attend the new Northglen neighbourhood school.
- Grade 7 and 8 students at Central PS will be relocated to Charles Bowman PS.

Option 2B:

- Same as Option 2A
- Intermediate students would remain at Enniskillen PS instead of attending M.J. Hobbs Senior PS for Grades 7 and 8.

Option 3:

- Students residing in study area CB-1 will continue to attend Charles Bowman PS.
- Students residing in study area CB-2, including the students attending Harold Longworth PS holding school, will attend the new Northglen neighbourhood school.
- Students residing in study areas HH-1 and HH-2 will continue to attend Hampton Junior PS/M.J. Hobbs Senior PS.
- Students residing in study areas HH-3 and HH-5 will attend the new Northglen neighbourhood school.
- Students residing in study area HH-4 will attend Waverley PS.
- Clarington Central Intermediate School will be dissolved. Students residing in study area CB-1 will attend Charles Bowman PS, and students residing in study area CB-2 will attend the new Northglen neighbourhood school.
- Grade 7 and 8 students at Central PS will be relocated to Charles Bowman PS.

7. Section 5 of the Background Study and Options Report: Student Accommodation Planning provides a detailed analysis of each of these options, outlining the results and implications of each option.
8. Administration will proceed with the accommodation planning review using the timeline and the five options as detailed in the Background Study and Options Report: Student Accommodation Planning attached as Appendix A.
9. Administration will provide the Resource Committee with updates following public engagement sessions detailing feedback received. A final recommendation report will be made to the Resource Committee, and subsequently to the Board of Trustees, in December 2023.

RECOMMENDATION

1. That the Northglen Neighbourhood School Accommodation Planning Report, dated May 3, 2023, be received for information.

April Foster
Superintendent, Business and Corporate Services

Jamila Maliha
Superintendent, Student Achievement

Background Study and Options Report
Student Accommodation Planning

New Northglen Neighbourhood School

Bowmanville High School and
Clarington Central Secondary School
Families of Schools

May 2023

Background Study and Options Report: Student Accommodation Planning

1 Introduction

1.1 Background

The Northglen neighbourhood school was approved as part of the Ministry of Education's (MOE) 2021-2022 Capital Priorities Program. The original submission requested a new 562-pupil-place school to be situated on Board-owned property in the Northglen neighbourhood in Bowmanville. At that time, the Board also submitted a request for a 2-storey, 242-pupil-place addition to M.J. Hobbs Senior Public School (PS). Instead of approving the requested school addition, MOE staff recommended a change in scope to the Northglen neighbourhood school, which would reduce accommodation pressures at Hampton Junior PS and M.J. Hobbs Senior PS. The MOE ultimately approved a new 769-pupil-place Junior Kindergarten (JK)-Grade 8 school along with a four-room child care centre (1 infant, 1 toddler, 2 preschool) at the Northglen neighbourhood school site.

The Board is part of a rapid build pilot project in partnership with the MOE and Infrastructure Ontario. The projected occupancy date is September 2024. To prepare for the 2024-2025 budget process and staffing deadlines, this planning review must be completed by December 2023. This will ensure that students being relocated due to this review can be moved promptly in the system and will allow enough time to project the enrolment figures for the schools impacted for the start of the September 2024 school year.

1.2 Purpose of the Report

Planning Services staff have completed a preliminary analysis focusing on capacity and space limitations in the Bowmanville/West Clarington area and have noted that the area is experiencing uneven accommodation pressures within its schools. As the goal of long-term accommodation planning is to identify viable, long-term solutions to accommodation pressures, Planning Services staff recommend that a fulsome review be completed.

The purpose of this review is to provide the Board of Trustees with sufficient information to initiate a review of school boundaries, program offerings and age cohorts involving the Bowmanville High School (HS) Family of Schools and Clarington Central Secondary School (SS) Family of Schools.

Notwithstanding the above, the primary purpose of this report is to establish the student population/cohort and school boundary for the new Northglen neighbourhood school. Further, this report will evaluate the new

Background Study and Options Report: Student Accommodation Planning

Northglen neighbourhood school and Charles Bowman PS as feeder schools for Bowmanville HS and Clarington Central SS.

An accompanying Background Study and Options Report will be completed to address accommodation needs at the other area schools, specifically, Harold Longworth PS, John M. James PS, Vincent Massey PS, Dr. Ross Tilley PS and Lydia Trull PS.

1.3 Board-Wide Accommodation Planning Goals

The following goals relate to every accommodation planning review that the Board undertakes and must be considered in this review:

- Provide school accommodation which optimizes and supports the learning environment.
 - Provide a healthy student learning and work environment.
 - Recognize the diversity of students and seek to accommodate their needs, where possible.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
 - Maximize the use of existing Board-owned permanent facilities over the long term.
 - Minimize the use of non-permanent accommodation (i.e., portables, holding areas) as a long-term strategy while recognizing that these are part of the solution in the short-term).
- Create school boundaries that consider:
 - natural geographic boundaries;
 - bus transportation and road patterns;
 - relative location of schools (i.e., walkability); and
 - municipal boundaries.
- Develop accommodation options with consideration for MOE capital funding formulas and the Board's Long Term Accommodation Plan (LTAP).

2 Accommodation Planning Review Process

2.1 Relevant Policies and Regulations

The accommodation planning review will follow Administrative Policy BA-7.1, Student Accommodation/School Boundaries and its associated regulation BA-7.1.1, Student Accommodation/School Boundaries to the greatest extent possible. The policy briefly addresses boundary reviews:

After thorough consultation with school councils and the community impacted by the boundary changes, the boundaries for elementary and secondary schools shall be set by the Board on the recommendation of administration. If a student is to be relocated, the principal shall communicate this requirement to the parent(s)/guardian(s) in writing, in a

Background Study and Options Report: Student Accommodation Planning

timely fashion ensuring reasonable time for alternate arrangements to be made.

The associated regulation states:

2. School Boundaries

2.1 Attendance area boundaries will be established for each school taking into consideration natural geographic boundaries, bus transportation, road patterns, municipal boundaries, relative locations of schools and amount of accommodation provided by permanent school facilities.

2.2 School attendance boundaries may require adjustment from time-to-time. Long range planning will be used to predict accommodation needs and provide adequate notice of boundary changes to parent(s)/guardian(s) and staff. School councils will have the opportunity for input into proposed boundary changes before recommendations are made to the Board.

The policy also states:

At such time as administration determines a holding area designation is no longer required, students from the holding area, attending the designated holding school, and within two years of graduation effective the first September the holding designation is removed, will be allowed to remain at the former holding school. If originally eligible for transportation, that would also continue. All other students would be required to attend their applicable home school.

To be consistent with this policy, any students that are relocated as a result of this review and are within two years of graduation, will have the option of remaining at the former school whether it is a holding school or their regular home school.

Board Policy BA-1.2, Pupil Accommodation Review: School Closure/Consolidation focuses on school closures/consolidations and therefore has limited applicability in this boundary review. Similarly, the Ministry of Education Accommodation Review Guidelines (2018) applies only to reviews contemplating school closures or moving more than 50% of a school's enrolment and therefore is not applicable to this review.

Background Study and Options Report: Student Accommodation Planning

2.2 Initial Staff Report

This report shall serve as the Initial Staff Report to guide the boundary review process. This report will provide all relevant background information, potential timelines, and initial options for consideration.

2.3 Steering Committee

A Steering Committee (SC) has been established, and is composed of the following staff positions:

- Superintendent of Education: Student Achievement, Clarington Family of Schools
- Superintendent, Business and Corporate Services
- Manager, Planning Services
- Manager of Operations, Student Transportation Services of Central Ontario
- Planning GIS Technician, Planning Services

Other staff members will be consulted on an ad hoc basis:

- Executive Officer, Corporate Affairs
- Senior Manager, Communications and Community Outreach
- Executive Officer, Facilities Services
- Senior Administration
- Principal(s) of the affected schools

The role of the SC is to:

- Guide the review process
- Prepare and present reports/materials to senior administration, Board of Trustees, and other staff as required
- Facilitate community consultation
- Review community input/feedback
- Present a final recommendation for the Board of Trustee's consideration

2.4 Public Consultation

Several options are being presented within this initial report for trustee and community feedback. Feedback will be collected through in-person and online engagement opportunities. Staff will review and summarize community feedback and identify the preferred options. An additional community engagement meeting will be conducted to help identify a preferred solution.

Background Study and Options Report: Student Accommodation Planning

2.5 Recommendation and Approval

After the public consultation phase ends, a final staff report will be brought to the Resource Committee for review and presented to the Board of Trustees for final approval. The report will summarize the process, the public consultation and the recommendations being put forward. The final staff report will be available to the public. The Board of Trustees will make the final decision.

2.6 Timelines

It is proposed that the boundary review would commence in April 2023, with the approval of the final report/recommendation by December 2023 (Attachment A).

3 Historical Growth Mitigation Strategies

Existing school boundaries are presented in Attachment B. The schools that are part of this boundary review have employed several growth mitigation strategies (e.g., use of temporary accommodations, boundary and program/cohort changes, school additions, etc.) over the past several years to manage the accommodation pressures. The following provides a summary of the different mitigation methods employed.

3.1 Charles Bowman Public School

Charles Bowman PS was built in 2011 as a 516-pupil-place Kindergarten to Grade 8 school. In 2015, a seven-room addition was completed increasing the On-the-Ground Capacity (OTG) to its current 686. In 2018, Clarington Intermediate School (IS) was established (refer to Section 4.2) to reduce accommodation pressures at Charles Bowman PS. As can be referenced in Table 1, Charles Bowman PS has a current enrolment of 913 which is a utilization rate of 133%.

3.2 Clarington Central Intermediate School

Following community consultation, Clarington Central IS was established within available space at Clarington Central Secondary School (SS) in September of 2018. At that time, Clarington Central SS was under capacity and Charles Bowman PS was experiencing significant accommodation pressure. Therefore, the decision was made to move the Grade 7 and 8 students from Charles Bowman PS into the newly established intermediate school. However, as can be noted in Table 1 recent enrolment projections which factor in the rapid growth and development in the area illustrates that both Clarington Central IS and Clarington Central SS are above capacity.

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3.3 Central Public School

In 2018, Grade 7 and 8 students attending Vincent Massey PS from the Central PS catchment area were returned to Central PS, to alleviate accommodation pressures being experienced at Vincent Massey PS from the on-going development activity. While keeping Grade 7 and 8 students from Central PS within their own catchment area has worked out well from a capacity utilization perspective, the 132-year-old facility has proven to be inadequate for Grade 7 and 8 students. Currently, Grade 7 and 8 students utilize the gymnasium at the nearby United Church, as the gymnasium in the Central PS is inadequate to accommodate intermediate sports.

3.4 Harold Longworth Public School as a Holding School

As a growth mitigation strategy, holding areas were established in the Charles Bowman PS catchment area in 2018. Students from three development sites within the Northglen neighbourhood are currently being directed to a holding school - Harold Longworth PS (refer to Attachment B). At present 93 students from the Northglen neighbourhood are attending Harold Longworth PS. It is anticipated that by 2024, the entire development will be built out, with an anticipated 124 students from the Northglen neighbourhood attending the Harold Longworth PS holding school. Table 1 illustrates the impact of the Harold Longworth PS holding school on the total enrolment of the school.

3.5 Duke of Cambridge Public School

In 2017 a French Immersion program was established at Newcastle PS, to alleviate accommodation pressure at Duke of Cambridge PS. As noted in Table 1, Duke of Cambridge PS is slightly over capacity, however it is projected to maintain steady enrolment at or slightly above capacity in the five- to-ten-year planning horizon.

3.6 Hampton Junior Public School and M.J. Hobbs Senior Public School

A school boundary adjustment was completed in 2012-2013 between the Hampton Junior PS/M.J. Hobbs Senior PS and Charles Bowman PS catchment areas to better balance the students between the schools. However, as illustrated in Table 1, Hampton Junior PS and M.J. Hobbs Senior PS are experiencing accommodation pressures, notably from the Brookhill neighbourhood development area. Presently, any new students generated from the pending development in the Brookhill neighbourhood will be directed to Lydia Trull PS as a holding school.

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The Board's 2021-2022 capital priorities submission included an addition to M.J. Hobbs Senior PS; however, the MOE opted to approve a larger pupil place school in the Northglen neighbourhood, with the intention of that school accommodating students from the Hampton Junior PS/M.J. Hobbs Senior PS catchment area.

Table 1: Actual and Projected Enrolment

School	OTG	2022-2023 Actual Enrolment	2022-2023 Actual Utilization	2024 Projected Enrolment	2024 Projected Utilization
Secondary Panel					
Bowmanville HS	903	1170	130%	1287	142%
Clarington Central SS	915	937	102%	1032	113%
Elementary Panel					
Central PS	234	235	100%	270	115%
Charles Bowman PS	686	915	133%	992	155%
Clarington Central IS	161	215	134%	249	137%
Duke of Cambridge PS	703	811	115%	806	114%
Enniskillen PS	219	235	107%	253	116%
Hampton Junior PS	144	171	119%	160	111%
Harold Longworth PS	585	616	105%	682	117%
M.J. Hobbs Senior PS	285	321	113%	333	117%
Lydia Trull PS	469	325	69%	370	79%
Waverley PS	432	363	84%	399	92%

3.7 Waverley Public School

Waverley PS was constructed in 1979, with additions being completed in 2009 and 2014. This school has been identified as a holding school for students being generated by the on-going residential development in Newcastle. This school is seeing enrolment trending upwards.

3.8 Enniskillen Public School

Enniskillen PS was constructed in 1926, with additions being completed in 1968 and 1972. Enrolment at this school remains steady, near or slightly above capacity. Given its rural location, and limited residential development activity within the catchment, enrolment is expected to remain steady.

Background Study and Options Report: Student Accommodation Planning

3.9 Lydia Trull PS as a Holding School

Lydia Trull PS was established as a holding school for Bowmanville area development in 2018. Since that time, planning staff have directed students from five (5) development applications to the holding school, which could generate up to 67 elementary students. Thirty-two of those students are anticipated to come from the Brookhill neighbourhood and would otherwise attend Hampton Junior PS/M.J. Hobbs Senior PS. Historically, Lydia Trull PS has seen minimal growth and has been well below capacity. However, recently the school has seen an increase in enrolment. Although Lydia Trull PS is still well below capacity with a 69% utilization rate in 2022-2023, it is expected that the public school will be at 79% utilization by 2024-2025.

3.10 Bowmanville High School

Bowmanville HS was constructed in 1972 on an 18.7-acre site with an OTG of 903. Presently, there are seven (7) portables on the site. Currently Bowmanville HS is above capacity at 130% utilization and is projected to grow steadily.

3.11 Clarington Central Secondary School

Clarington Central SS was constructed in 2005 on a 15-acre site, with an OTG of 1,404. As noted in Section 3.2, Clarington Central IS was established within available space at the Clarington Central SS in September of 2018. Since that time both schools have seen a steady increase in enrolment and are now both experiencing accommodation pressures.

4 Study Area Analysis

To analyze enrolment patterns and boundary options, each school involved in the review has been divided into study areas (Attachment C). French Immersion students have not been included in this study as these students will remain at Duke of Cambridge PS, a single-track French Immersion, Senior Kindergarten (SK)-Grade 8 school.

4.1 Charles Bowman Public School

Presently Charles Bowman PS is a JK-Grade 6 school. The students are fed into Clarington Central IS (Grades 7 and 8) and are provided with a choice to attend either Clarington Central SS or Bowmanville HS for secondary school.

Background Study and Options Report: Student Accommodation Planning

For the purposes of this analysis, the Charles Bowman PS school boundary has been divided into two (2) study areas, CB-1 and CB-2, separated by Concession 3 (refer to Attachment C). Study area CB-2 incorporates the developing Northglen neighbourhood, including the area designated as the Harold Longworth PS holding school (refer to Section 4.2).

As illustrated in Table 2, there are 703 students in study area CB-1 attending Charles Bowman PS, with an additional 24 students anticipated to be generated from on-going development activity. Students in this study area would continue to attend Charles Bowman PS.

There are 404 students in study area CB-2 attending Charles Bowman PS or Clarington Central IS. It is anticipated that an additional 100 students will be generated from the on-going development activity. This study area would be part of the new Northglen school attendance boundary.

4.2 Harold Longworth Public School as a Holding School

Harold Longworth PS is a JK-Grade 8 school, which feeds into Bowmanville HS. As noted in Section 3.4 of this report, students from the Northglen neighbourhood have been attending Harold Longworth PS as a designated holding school. The holding school area is part of CB-2. Presently there are 97 students attending Harold Longworth PS holding school from study area CB-2. It is anticipated that the holding designation would be removed, and these students would attend the new Northglen neighbourhood school.

Table 2: Study Area Analysis

Study Area	Existing Enrolment	Potential Enrolment	Total Enrolment
Charles Bowman PS Attendance Boundary			
CB-1	703	24	727
CB-2	404	83	487
CB-2 (Harold Longworth PS Holding School)	97	17	114
Hampton Junior PS/M.J. Hobbs Senior PS Attendance Boundary			
HH-1	226	0	226
HH-2	129	28	157
HH-3	18	0	18
HH-4	4	25	36
HH-5	47	0	39

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4.3 Hampton Junior Public School/M.J. Hobbs Senior Public School

Students currently in this school boundary attend Hampton Junior PS from JK-Grade 2 and M.J. Hobbs Senior PS from Grades 3-8. These schools feed into Clarington Central SS. For the purposes of this analysis, the Hampton Junior PS/M.J. Hobbs Senior PS school boundary area has been divided into five (5) study-areas, HH-1, HH-2, HH-3, HH-4, and HH-5 (Attachment C).

Study area HH-1 consists of the school boundary area north of Concession 4 and west of Green Road. There are 80 students in this area attending Hampton Junior PS and 146 students attending M.J. Hobbs Senior PS in study area HH-1. Currently, there are no development applications in this study area.

Study area HH-2 consists of the school boundary area west of Green Road and south of Nash Road across Regional Highway 2. The study area incorporates a significant portion of the developed Brookhill neighbourhood. There are 58 students in this area attending Hampton Junior PS and 71 students attending M.J. Hobbs Senior PS, with an additional 28 students anticipated to be generated from on-going development activity.

Study area HH-3 consists of the school boundary area south of Concession 4 to the existing Charles Bowman PS attendance boundary, and the general area east of Green Road to the existing Charles Bowman PS attendance boundary. There are 7 students in this area attending Hampton Junior PS and 11 students attending M.J. Hobbs Senior PS.

Study area HH-4 consists of the school boundary area south of Brookhill Boulevard to Regional Highway 2, and east of Boswell Drive to the existing Hampton Junior PS/M.J. Hobbs Senior PS attendance boundary. The study area incorporates a small undeveloped draft plan of subdivision, which is anticipated to generate 25 students. Presently, these students are being directed to Lydia Trull PS as a holding school. Otherwise, this study area is largely comprised of commercial and institutional development. There are 2 students in this area attending Hampton Junior PS and 2 students attending M.J. Hobbs Senior PS.

Study area HH-5 includes Green Road and east to the existing Hampton Junior PS/M.J. Hobbs Senior PS school boundary. This study area includes the developed area along Green Road. There are 30 students in this area attending Hampton Junior PS and 17 students attending M.J. Hobbs Senior PS. Currently, there are no development applications in this study area.

4.4 Clarington Central Intermediate School

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As noted above, the Grade 7 and 8 students from Charles Bowman PS feed into Clarington Central IS. In Section 5 the option of the Grade 7 and 8 students remaining at Charles Bowman PS and the new Northglen Neighbourhood school will be explored. The space being utilized as the intermediate school would revert to secondary school space.

4.5 Central Public School

Presently, Central Public School is a JK-Grade 8 school feeding into Bowmanville HS. As noted in Section 3.3, the school does not adequately address the needs of the intermediate students. Relocating the Grade 7 and 8 students to Charles Bowman PS, which has adequate facilities, will be explored in Sections 5.

5 Accommodation Options for Northglen Neighbourhood School

Section 5 will outline proposed accommodation options for the new Northglen neighborhood school. Students within two (2) years of graduation (i.e., in Grades 7 and 8) will be provided with the option to remain at their home school or holding school. The projections assume that these students would choose to remain at their home/holding school. Please refer to Attachment D for the proposed attendance boundaries of each option presented.

5.1 Option 1

5.1.1 Option 1A

In Option 1A the following is proposed:

- Students residing in study area CB-1 will continue to attend Charles Bowman PS.
- Students residing in study area CB-2, including the students attending Harold Longworth PS holding school, will attend the new Northglen neighbourhood school.
- Students residing in study area HH-1 will continue to attend Hampton Junior PS/M.J. Hobbs Senior PS.
- Students residing in study areas HH-2, HH3 and HH-5 will attend the new Northglen neighbourhood school.
- Students residing in study area HH-4 will attend Waverley PS.
- Clarington Central IS will be dissolved. Students residing in study area CB-1 will attend Charles Bowman PS, and students residing in study area CB-2 will attend the new Northglen neighbourhood school.

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- Grade 7 and 8 students at Central PS will be relocated to Charles Bowman PS.

5.1.2 Option 1B

In Option 1B the following is proposed:

- Same as Option 1A
- There would be a change in grade cohorts between Hampton Junior PS and M.J. Hobbs Senior PS, with Hampton Junior PS becoming a JK-Grade 3 school and M.J. Hobbs Senior PS becoming a Grade 4 to 8 school.

Option 1A - Enrolment Projections							
School	OTG (Capacity)	2024-2025 Projected Opening		2029-2030 5-YR Projection		2034-2035 10-YR Projection	
		Students	Utilization	Students	Utilization	Students	Utilization
Northglen neighbourhood school (JK-8)	769	729	95%	862	112%	931	121%
Central PS (JK-6)	234	239	102%	249	106%	249	106%
Charles Bowman PS (JK-8)	686	791	115%	819	119%	852	124%
Hampton Junior PS (JK-2)	144	47	33%	58	40%	87	60%
Harold Longworth PS (JK-8)	585	583	100%	576	98%	482	82%
M.J. Hobbs Senior PS (3-8)	285	200	70%	254	89%	257	90%
Waverley PS (JK-8)	432	401	93%	450	104%	432	100%

Option 1B - Enrolment Projections							
School	OTG (Capacity)	2024-2025 Projected Opening		2029-2030 5-YR Projection		2034-2035 10-YR Projection	
		Students	Utilization	Students	Utilization	Students	Utilization
Northglen neighbourhood school (JK-8)	769	729	95%	862	112%	931	121%
Central PS (JK-8)	234	239	102%	249	106%	249	106%
Charles Bowman PS (JK-8)	686	791	115%	819	119%	852	124%
Hampton Junior PS (JK-3)	144	67	47%	68	47%	107	74%
Harold Longworth PS (JK-8)	585	583	100%	576	98%	482	82%
M.J. Hobbs Senior PS (4-8)	285	179	63%	224	79%	231	81%
Waverley PS (JK-8)	432	401	93%	450	104%	432	100%

5.1.3 Analysis

Northglen Neighbourhood School

- Northglen neighbourhood school is proposed to be a JK-Grade 8 school.
- Enrolment will exceed the school's OTG (capacity) within the 5-year projection period.

Background Study and Options Report: Student Accommodation Planning

- It is anticipated that accommodation pressures over the 10-year projection period could be managed via portables.

Central Public School

- Central PS becomes a JK-Grade 6 school.
- Enrolment is projected to remain stable at the school's OTG (capacity).

Charles Bowman Public School

- Charles Bowman PS becomes a JK-Grade 8 school.
- Enrolment will continue to exceed the school's OTG (capacity) within the 10-year projection period, however it is not anticipated that enrolment will achieve historic levels of 850+ students.
- It is anticipated that accommodation pressures over the 10-year projection period could be managed via portables.

Hampton Junior Public School

- In Option 1A, Hampton Junior PS remains a JK-Grade 2 school. In Option 1B, Hampton Junior PS becomes a JK-Grade 3 school.
- In Option 1A the school will be significantly underutilized during the 10-year projection period. In Option 1B enrolment approaches capacity over the 10-year projection period but does remain underutilized.

Harold Longworth Public School

- The Harold Longworth PS holding school designation is removed. As per Board Policy BA-7.1, Student Accommodation/School Boundaries, all students JK-Grade 6 would attend the Northglen neighbourhood school. Grade 7 and 8 students would be provided with the option to remain at Harold Longworth PS or attend the new school. Projections were completed assuming the Grade 7 and 8 students would choose to remain at Harold Longworth PS.
- Enrolment is anticipated to decline over the 10-year projection period.

M.J. Hobbs Senior Public School

- In Option 1A, M.J. Hobbs Senior PS remains a Grade 3-8 school. In Option 1B, M.J. Hobbs Senior PS becomes a Grade 4-8 school.

Background Study and Options Report: Student Accommodation Planning

- In Option 1A the school will be significantly underutilized during the 10-year projection period. In Option 1B enrolment approaches capacity over the 10-year projection period but does remain underutilized.
- In both options the school will be underutilized, however in Option 1A, the school nears capacity within the 10-year projection period.

Waverley Public School

- Waverley Public School would remain a JK-Grade 8 school.
- The school boundary would include a development area that is presently part of the Lydia Trull holding school. The removal of this designation would provide for additional space at Lydia Trull PS.
- In this option, Waverley PS would approach capacity.
- Please note that Waverley PS is also a holding school for development occurring in the Newcastle area. The projections include students from this area. If the Board is successful in its request for a new school in Newcastle, the projections will be updated.

5.2 Option 2

5.2.1 Option 2A

In Option 2A the following is proposed:

- Students residing in study area CB-1 will continue to attend Charles Bowman PS.
- Students residing in study area CB-2, including the students attending Harold Longworth PS holding school, will attend the new Northglen neighbourhood school.
- Students residing in study areas HH-1, HH-2, HH-4 and HH-5 will continue to attend Hampton Junior PS/M.J. Hobbs Senior PS.
- Students residing in study area HH-3 will attend the new Northglen neighbourhood school.
- Clarington Central IS will be dissolved. Students residing in study area CB-1 will attend Charles Bowman PS, and students residing in study area CB-2 will attend the new Northglen neighbourhood school.
- Grade 7 and 8 students at Central PS will be relocated to Charles Bowman PS.

Background Study and Options Report: Student Accommodation Planning

5.2.2 Option 2B

Option 2B the following is proposed:

- Same as Option 2A
- Intermediate students would remain at Enniskillen PS instead of attending M.J. Hobbs Senior PS for Grades 7 and 8.

Option 2A - Enrolment Projections							
School	OTG (Capacity)	2024-2025 Projected Opening		2029-2030 1-YR Projection		2034-2035 5-YR Projection	
		Students	Utilization	Students	Utilization	Students	Utilization
Northglen neighbourhood school (JK-8)	769	596	78%	710	92%	773	101%
Charles Bowman PS (JK-8)	686	791	115%	819	119%	852	124%
Central PS (JK-6)	234	239	102%	249	106%	249	106%
Hampton Junior PS (JK-2)	144	135	94%	145	101%	171	119%
Harold Longworth PS (JK-8)	585	583	100%	576	98%	482	82%
M.J. Hobbs Senior PS (3-8)	285	359	126%	301	106%	341	120%

Option 2B - Enrolment Projections							
School	OTG (Capacity)	2024-2025 Projected Opening		2029-2030 1-YR Projection		2034-2035 5-YR Projection	
		Students	Utilization	Students	Utilization	Students	Utilization
Northglen neighbourhood school (JK-8)	769	596	78%	710	92%	773	101%
Central PS (JK-6)	234	239	102%	249	106%	249	106%
Charles Bowman PS (JK-8)	686	791	115%	819	119%	852	124%
Enniskillen PS (JK-8)	219	294	134%	296	135%	293	134%
Hampton Junior PS (JK-2)	144	135	94%	145	101%	171	119%
Harold Longworth PS (JK-8)	585	583	100%	576	98%	482	82%
M.J. Hobbs Senior PS (3-8)	285	326	114%	235	82%	275	96%

5.2.3 Analysis

Northglen Neighbourhood School

- Northglen neighbourhood school is proposed to be a JK-Grade 8 school.
- Enrolment approaches the school's OTG (capacity) within the 10-year projection period.

Central Public School

- Same as Option 1 (refer to Section 5.1.3).

Background Study and Options Report: Student Accommodation Planning

Charles Bowman Public School

- Same as Option 1 (refer to Section 5.1.3).

Enniskillen Public School

- In Option 2B, Grade 7 and 8 students at Enniskillen PS would remain at Enniskillen PS instead of attending M.J. Hobbs Senior PS for their intermediate years.
- Enrolment would be above capacity throughout the 10-year projection period.

Hampton Junior Public School

- Hampton Junior PS remains a JK-Grade 2 school.
- The school approaches capacity and will be above capacity within the 10-year projection period.

Harold Longworth Public School

- Same as Option 1 (refer to Section 5.1.3).

M.J. Hobbs Senior Public School

- In Option 2A, M.J. Hobbs Senior PS remains a Grade 3-8 school. In Option 2B, Grade 7 and 8 students at Enniskillen PS would remain at that school instead of attending M.J. Hobbs Senior PS.
- In Option 2A the school will remain overutilized during the 10-year projection period. In Option 2B enrolment is stable at capacity over the 10-year projection period.

5.3 Option 3

5.3.1 Option 3

In Option 3 the following is proposed:

- Students residing in study area CB-1 will continue to attend Charles Bowman PS.
- Students residing in study area CB-2, including the students attending Harold Longworth PS holding school, will attend the new Northglen neighbourhood school.
- Students residing in study areas HH-1 and HH-2 will continue to attend Hampton Junior PS/M.J. Hobbs Senior PS.

Background Study and Options Report: Student Accommodation Planning

- Students residing in study areas HH-3 and HH-5 will attend the new Northglen neighbourhood school.
- Students residing in study area HH-4 will attend Waverley PS.
- Clarington Central IS will be dissolved. Students residing in study area CB-1 will attend Charles Bowman PS, and students residing in study area CB-2 will attend the new Northglen neighbourhood school.
- Grade 7 and 8 students at Central PS will be relocated to Charles Bowman PS.

Option 3 - Enrolment Projections							
School	OTG (Capacity)	2024-2025 Projected Opening		2029-2030 5-YR Projection		2034-2035 10-YR Projection	
		Students	Utilization	Students	Utilization	Students	Utilization
Northglen neighbourhood school (JK-8)	769	630	82%	741	96%	801	104%
Central PS (JK-6)	234	239	102%	249	106%	249	106%
Charles Bowman PS (JK-8)	686	791	115%	819	119%	852	124%
Hampton Junior PS (JK-2)	144	131	91%	145	101%	147	102%
Harold Longworth PS (JK-8)	585	583	100%	576	98%	482	82%
M.J. Hobbs Senior PS (3-8)	285	289	101%	346	121%	349	122%
Waverley PS (JK-8)	432	401	93%	450	104%	432	100%

5.3.2 Analysis

Northglen Neighbourhood School

- Northglen neighbourhood school is proposed to be a JK-Grade 8 school.
- Enrolment approaches the school's OTG (capacity) within the 10-year projection period.

Central Public School

- Same as Option 1 (refer to Section 5.1.3).

Charles Bowman Public School

- Same as Option 1 (refer to Section 5.1.3).

Hampton Junior Public School

- Hampton Junior PS remains a JK-Grade 2 school.
- Enrolment remains relatively stable at capacity throughout the 10-year projection period.

Background Study and Options Report: Student Accommodation Planning

Harold Longworth Public School

- Same as Option 1 (refer to Section 5.1.3).

M.J. Hobbs Senior Public School

- M.J. Hobbs Senior PS remains a Grade 3-8 school.
- Enrolment is stable at capacity throughout the 10-year projection period.

Waverley Public School

- Same as Option 1 (refer to Section 5.1.3).

6 Conclusion

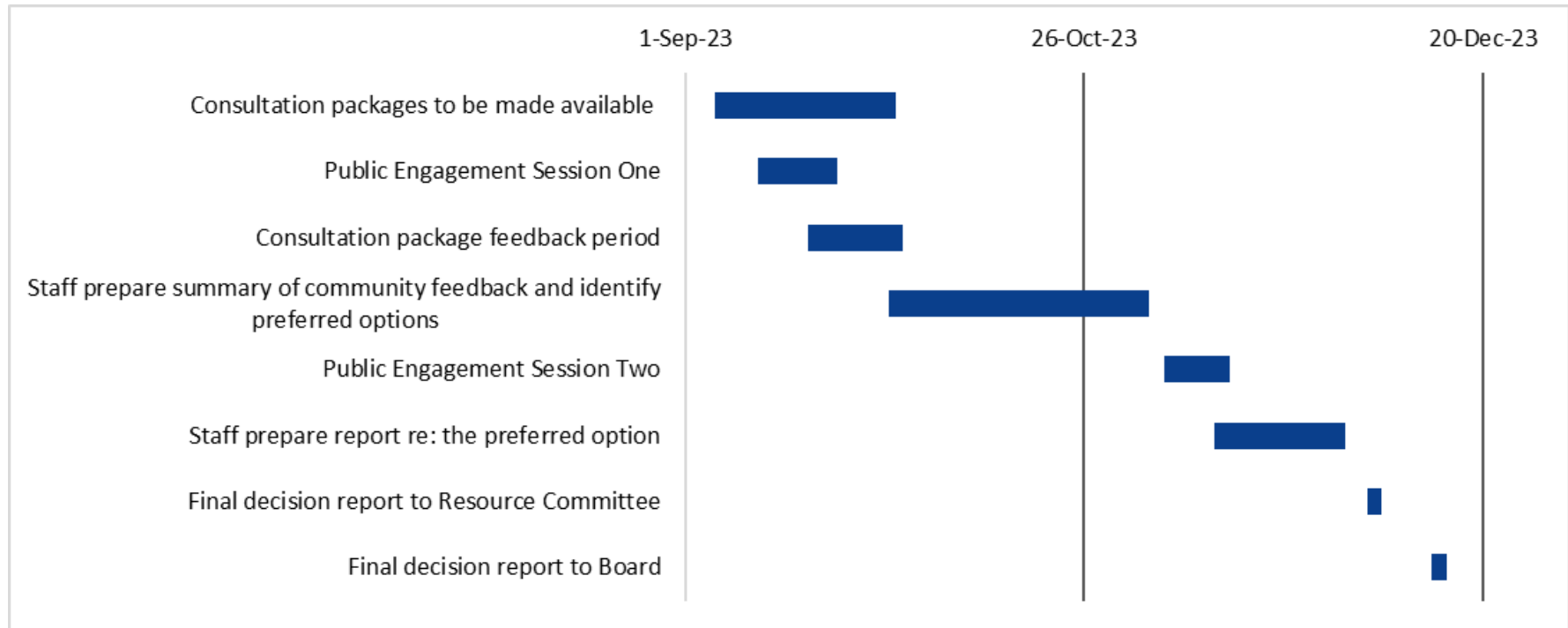
The new Northglen neighbourhood school is anticipated to open September 2024, and as such the student population/cohort and school boundary must be established.

With the planning review commencing on May 23, 2023, it is anticipated that the review will be completed no later than December 31, 2023.

Once a decision is made, a separate committee will be established to support students, families and staff as they transition to their new schools.

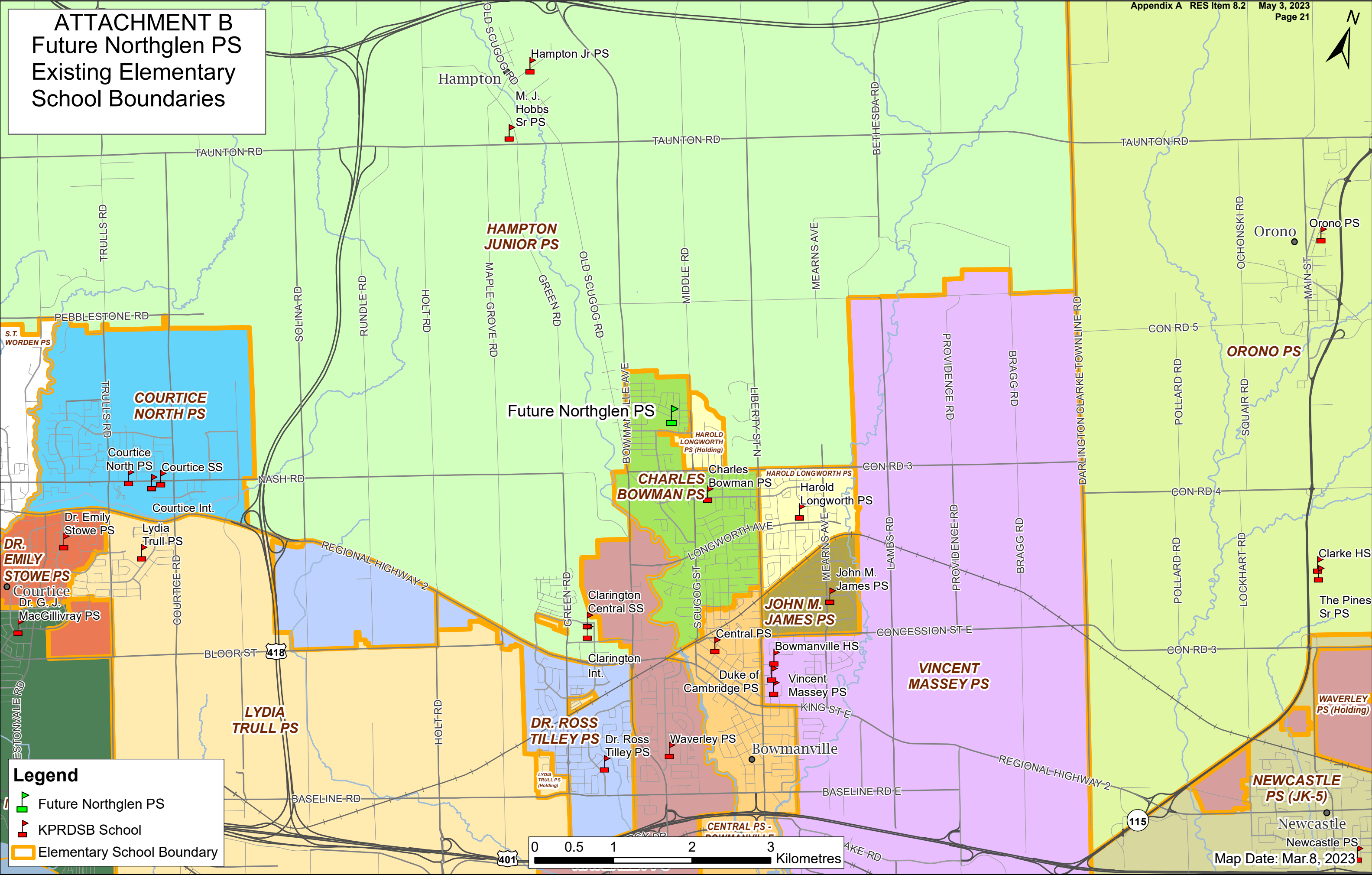
Proposed Northglen Neighbourhood School Accommodation Planning Timeline

ATTACHMENT A

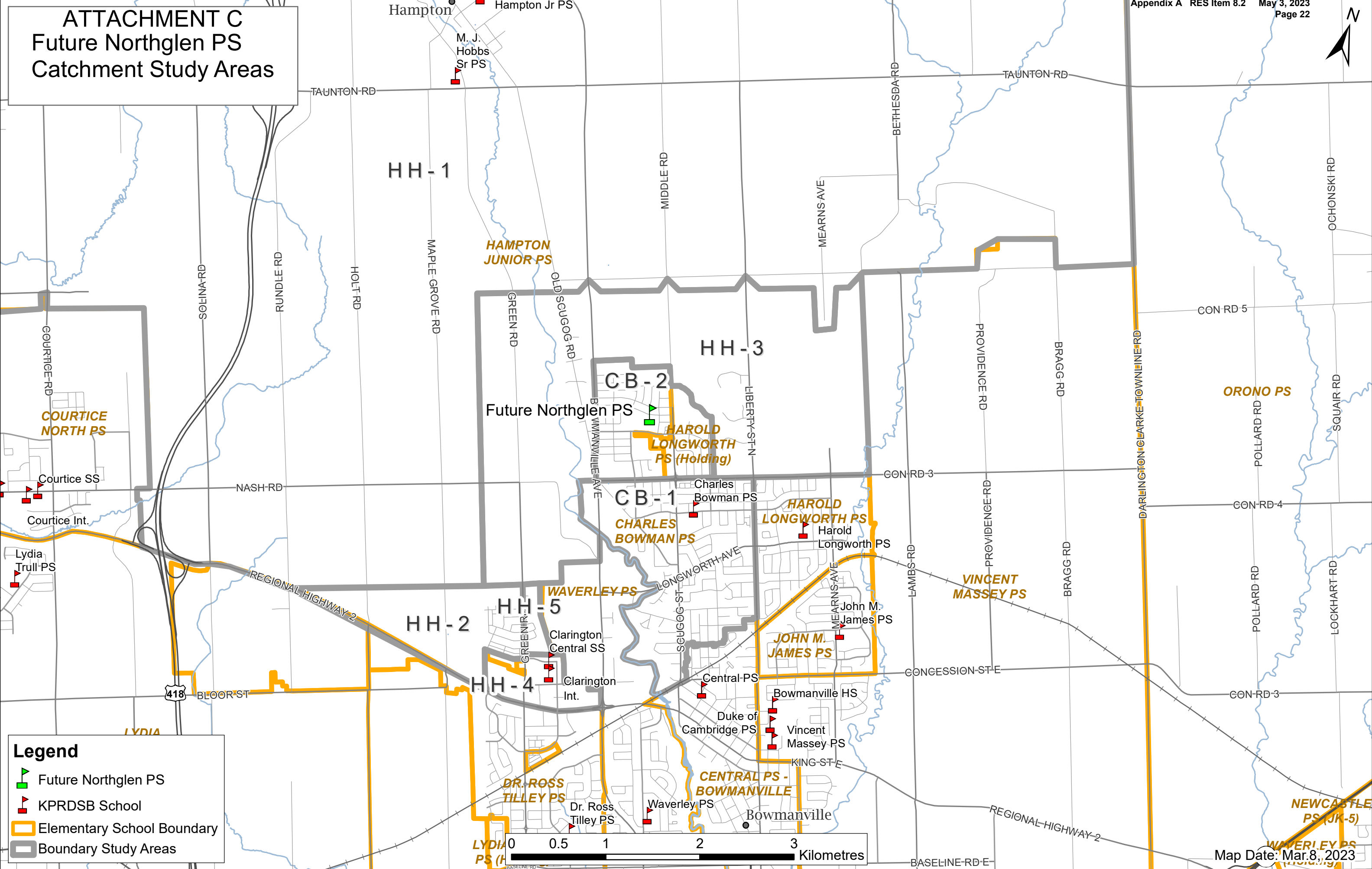




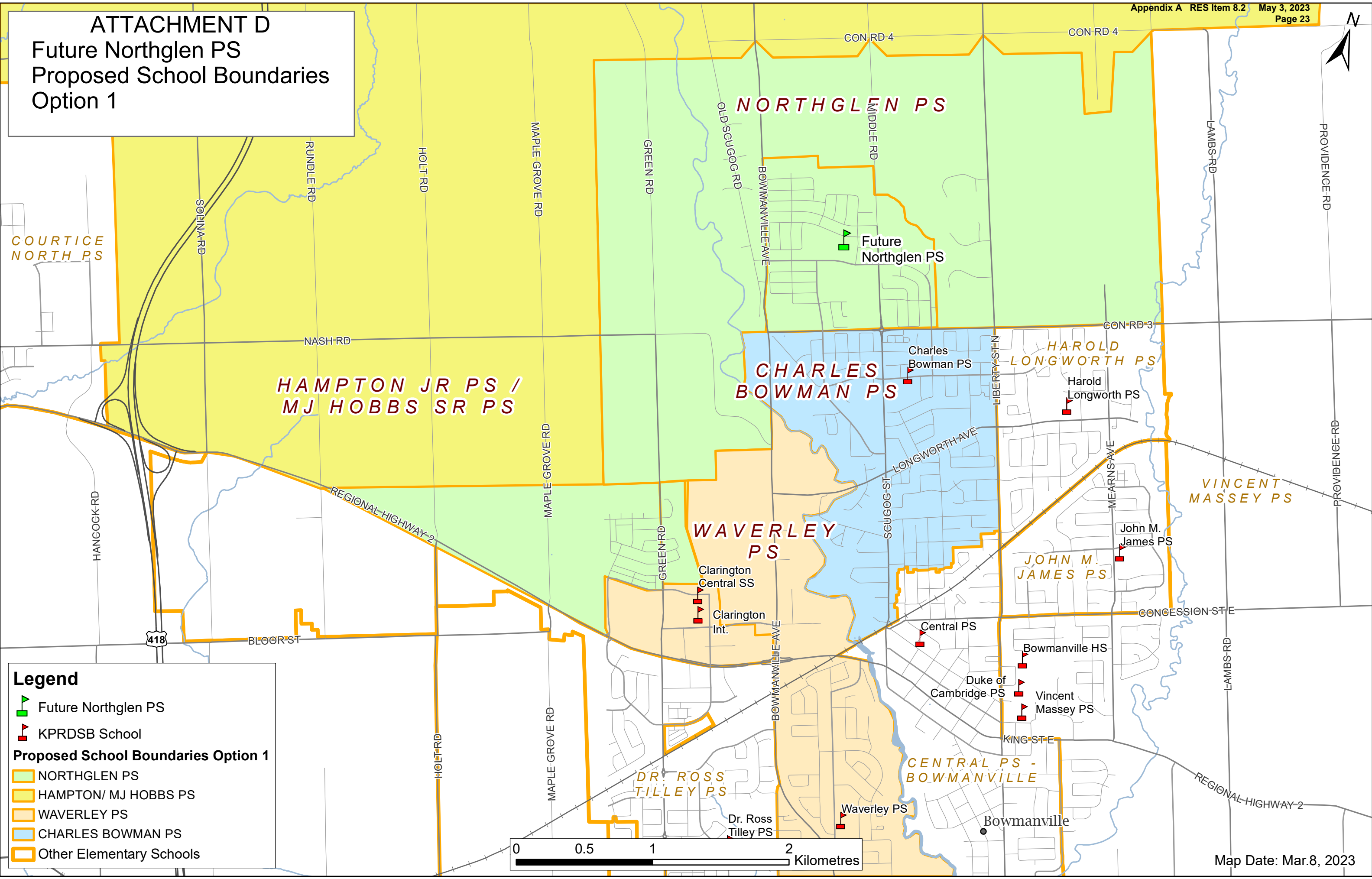
ATTACHMENT B
Future Northglen PS
Existing Elementary
School Boundaries



ATTACHMENT C
Future Northglen PS
Catchment Study Areas

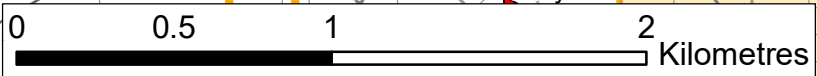


ATTACHMENT D
Future Northglen PS
Proposed School Boundaries
Option 1

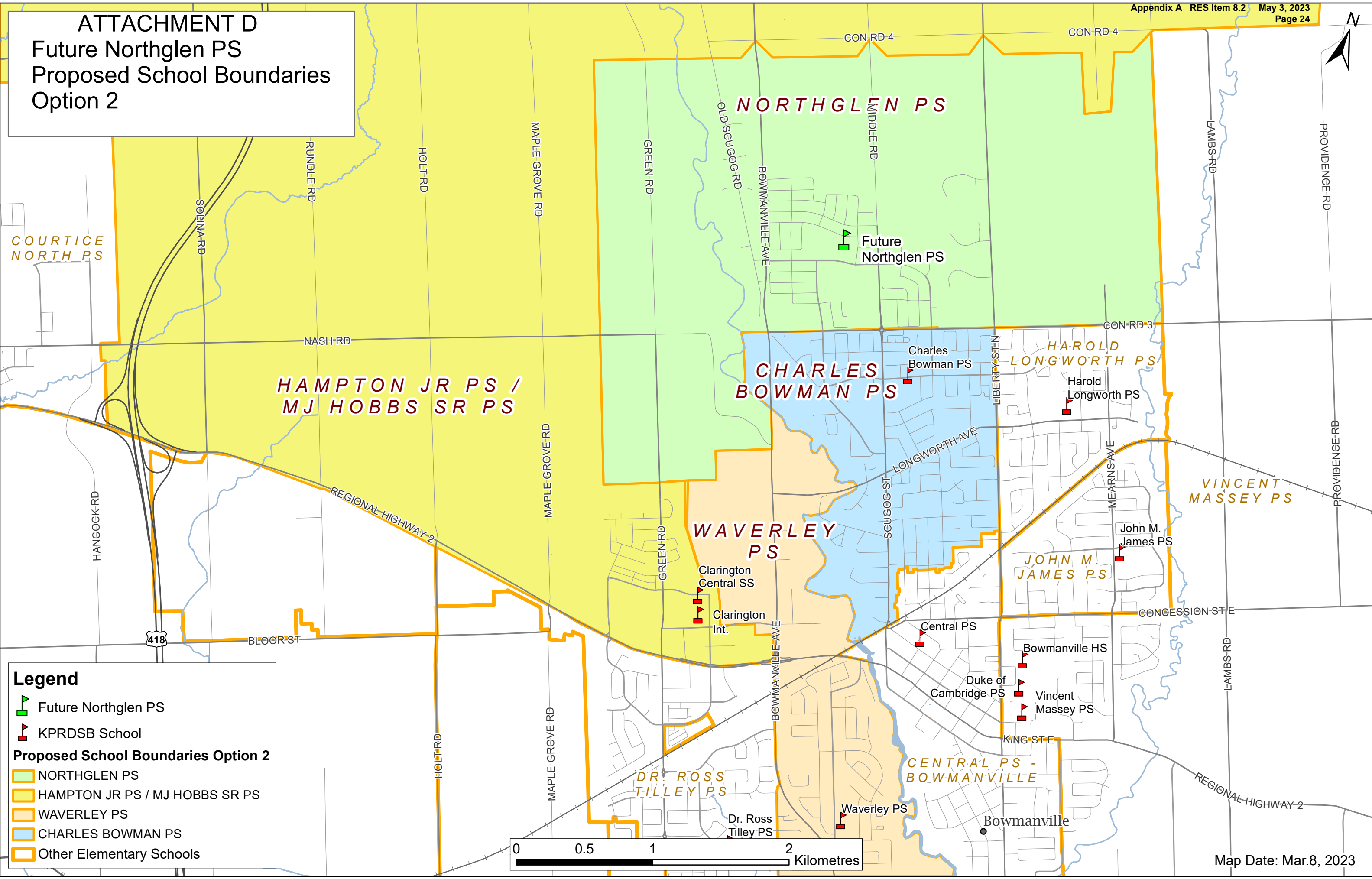


Legend

- Future Northglen PS
- KPRDSB School
- Proposed School Boundaries Option 1**
- NORTHGLEN PS
- HAMPTON/ MJ HOBBS PS
- WAVERLEY PS
- CHARLES BOWMAN PS
- Other Elementary Schools

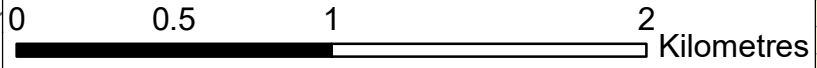


ATTACHMENT D
Future Northglen PS
Proposed School Boundaries
Option 2

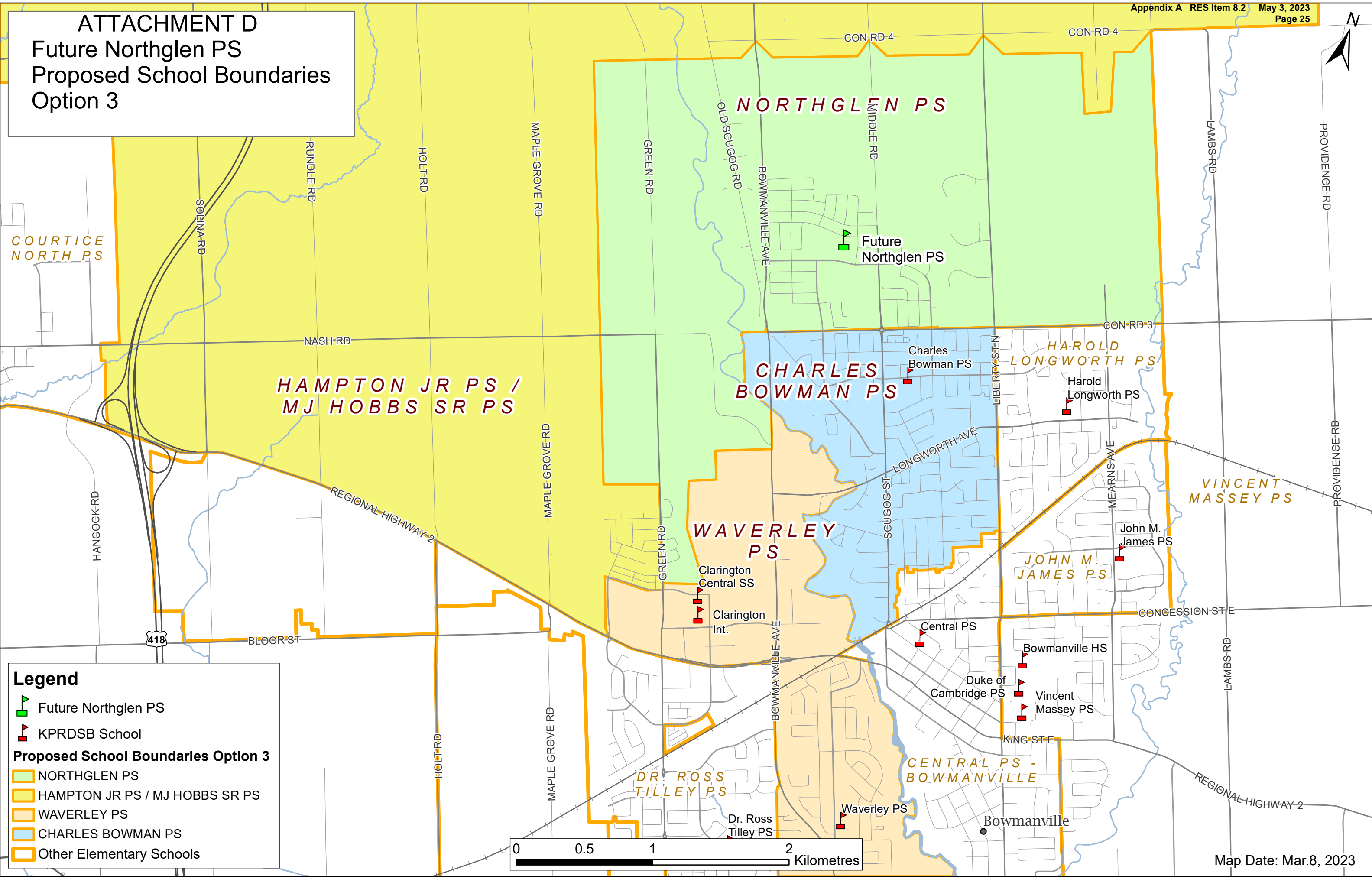


Legend

- Future Northglen PS
- KPRDSB School
- Proposed School Boundaries Option 2**
- NORTHGLEN PS
- HAMPTON JR PS / MJ HOBBS SR PS
- WAVERLEY PS
- CHARLES BOWMAN PS
- Other Elementary Schools

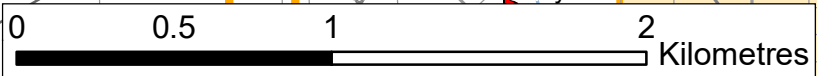


ATTACHMENT D
Future Northglen PS
Proposed School Boundaries
Option 3



Legend

- Future Northglen PS
- KPRDSB School
- Proposed School Boundaries Option 3**
- NORTHGLEN PS
- HAMPTON JR PS / MJ HOBBS SR PS
- WAVERLEY PS
- CHARLES BOWMAN PS
- Other Elementary Schools



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

TO: Resource Committee

TOPIC: **Boundary Adjustment Review – Bowmanville Area Schools**

INITIATOR: April Foster, Superintendent, Business and Corporate Services
Jamila Maliha, Superintendent, Student Achievement

BACKGROUND

1. The Board is presently undergoing a review to identify the school boundary for the new Northglen neighbourhood school, which was approved as part of the Ministry of Education's (MOE) 2021-2022 Capital Priorities Program. As part of this review, Planning Services staff have completed a preliminary analysis focusing on capacity and space limitations in the Bowmanville/West Clarington area schools and have noted that these schools are experiencing uneven accommodation pressures.

STATUS

2. Planning Services staff completed a preliminary review of the September 2022 enrolment numbers and met with Superintendents Foster and Maliha and Executive Officer, Facilities Services, Glen Payne. Based on the preliminary review and the ensuing discussion, the following scenarios have been explored:
 - Review of the school boundaries between Harold Longworth Public School (PS), John M. James PS and Vincent Massey PS to balance enrolment between schools.
 - Review of the school boundaries between Dr. Ross Tilley PS and Lydia Trull PS to balance enrolment between schools.
 - Consideration of relocating Grade 7 and 8 students from Central PS to Charles Bowman PS.
 - Review of school boundaries between Waverley PS and Hampton Junior PS/M.J. Hobbs Senior PS, including consideration of including the undeveloped part of the Brookhill neighbourhood as part of the Waverley PS catchment.
3. Planning Services staff completed a Background Study and Options Report: Student Accommodation Planning (Appendix A) in order to initiate the review process. The existing catchments were divided into study areas, and an analysis was completed (refer to Section 3 of the report for details). The following options have been presented within the report:
 - a. Boundary adjustment between Harold Longworth PS and John M. James PS:
 - Staff identified a possible boundary adjustment between these two schools which considered 'walkability'. However, as there is a level

railway crossing – it was determined that a boundary adjustment between these two schools is not a viable option.

- b. Boundary adjustment between Harold Longworth PS and Vincent Massey PS:
 - Staff identified a possible boundary adjustment between these two schools, which would redirect students from Vincent Massey PS to Harold Longworth PS.
 - There are eight students within this area that would be impacted by the proposed boundary adjustment.
 - There is a draft approved plan of subdivision located within this area, which is not yet developed. This development has the potential to generate 155 elementary students, which would be directed to Harold Longworth PS.
- c. Boundary adjustment between Dr. Ross Tilley PS and Lydia Trull PS:
 - A boundary adjustment between these schools would provide relief from the accommodation pressures at Dr. Ross Tilley PS.
 - Lydia Trull PS has the capacity to accept these students.
 - Further, the proposed school boundary adjustment would better align the school boundaries for transportation purposes.
 - There would be a change in the grade cohort between Hampton Junior PS and M.J. Hobbs Senior PS, with Hampton Junior PS becoming a JK-Grade 3 school and M.J. Hobbs Senior PS becoming a Grades 4-8 school.
- d. Relocation of the Grade 7 and 8 students from Central PS to Charles Bowman PS:
 - Being considered as part of the Northglen neighbourhood school boundary review.
- e. Boundary adjustment between Waverley PS and Hampton Junior PS/M.J. Hobbs Senior PS:
 - The Northglen neighbourhood school boundary review recommends a boundary adjustment between these schools to incorporate an undeveloped portion of the Brookhill neighborhood.
 - Waverley PS is a holding school for Newcastle PS – therefore, at this time, no further boundary adjustments are recommended. However, a boundary adjustment should be explored when Newcastle area students are no longer attending Waverley PS.

4. Section 4 of the Background Study and Options Report: Student Accommodation Planning – Boundary Adjustment Review provides a detailed analysis of each of these options, outlining the results and implications of each option. Based on this information, a review of options b. and c. noted in Item 3 will be completed.
5. Administration will proceed with the boundary adjustment review using the timeline and recommendations as detailed in the Background Study and Options Report: Student Accommodation Planning as attached in Appendix A.
6. Following public engagement meetings, administration will provide the Resource Committee with updates on the feedback gathered. A final recommendation report will be presented to the Resource Committee and subsequently to the Board of Trustees in December 2023.

RECOMMENDATION

1. That the Boundary Adjustment Review – Bowmanville Area Schools Report, dated May 3, 2023, be received for information.

April Foster
Superintendent, Business and Corporate Services

Jamila Maliha
Superintendent, Student Achievement

Background Study and Options Report Student Accommodation Planning

Boundary Adjustment Review

Bowmanville High School and
Clarington Central Secondary School
Families of Schools

May 2023

Background Study and Options Report: Student Accommodation Planning

1 Introduction

1.1 Background

The Board is presently undergoing a review to identify school boundaries for the new Northglen neighbourhood school, which was approved as part of the Ministry of Education's (MOE) 2021-2022 Capital Priorities Program.

Planning Services staff have completed a preliminary analysis focusing on capacity and space limitations in the Bowmanville/West Clarington area schools and have noted that these schools are experiencing uneven accommodation pressures. As the goal of long-term accommodation planning is to identify viable, long-term solutions to accommodation pressures, Planning Services staff recommend that a fulsome review be completed.

1.2 Purpose of the Report

The purpose of this report is to address accommodation pressures being experienced at Bowmanville/West Clarington area schools, specifically, Harold Longworth Public School (PS), John M. James PS, Vincent Massey PS, Dr. Ross Tilley PS and Lydia Trull PS.

1.3 Board-Wide Accommodation Planning Goals

The following goals relate to every accommodation planning review that the Board undertakes and must be considered in this review:

- Provide school accommodation which optimizes and supports the learning environment.
 - Provide a healthy student learning and work environment.
 - Recognizes the diversity of students and seeks to accommodate their needs, where possible.
- Ensure an efficient use of system resources by balancing enrolment and facilities.
 - Maximizing the use of existing Board-owned permanent facilities over the long term.
 - Minimizing the use of non-permanent accommodation (i.e., portables, holding areas) as a long-term strategy while recognizing that these are part of the solution in the short-term.
- Create school boundaries that consider:
 - natural geographic boundaries;
 - bus transportation and road patterns;
 - relative location of schools (i.e., walkability); and
 - municipal boundaries.

Background Study and Options Report: Student Accommodation Planning

- Develop accommodation options with consideration for MOE capital funding formulas and the Board's Long Term Accommodation Plan (LTAP).

2 Accommodation Planning Review Process

2.1 Relevant Policies and Regulations

The accommodation planning review will follow board policy BA-7.1, Student Accommodation/School Boundaries and its associated administrative regulation BA-7.1.1, Student Accommodation/School Boundaries to the greatest extent possible. The policy briefly addresses boundary reviews:

After thorough consultation with school councils and the community impacted by the boundary changes, the boundaries for elementary and secondary schools shall be set by the Board on the recommendation of administration. If a student is to be relocated, the principal shall communicate this requirement to the parent(s)/guardian(s) in writing, in a timely fashion ensuring reasonable time for alternate arrangements to be made.

The associated regulation states:

2. School Boundaries

2.1 Attendance area boundaries will be established for each school taking into consideration natural geographic boundaries, bus transportation, road patterns, municipal boundaries, relative locations of schools and amount of accommodation provided by permanent school facilities.

2.2 School attendance boundaries may require adjustment from time-to-time. Long range planning will be used to predict accommodation needs and provide adequate notice of boundary changes to parent(s)/guardian(s) and staff. School councils will have the opportunity for input into proposed boundary changes before recommendations are made to the Board.

The policy also states:

At such time as administration determines a holding area designation is no longer required, students from the holding area, attending the designated holding school, and within two years of graduation effective the first September the holding designation is removed, will be allowed to remain at the former holding school. If originally eligible for transportation, that

Background Study and Options Report: Student Accommodation Planning

would also continue. All other students would be required to attend their applicable home school.

To be consistent with this policy, any students that are relocated as a result of this review and are within two years of graduation, will have the option of remaining at the former school whether it is a holding school or their regular home school.

Board policy BA-1.2, Pupil Accommodation Review: School Closure/Consolidation focuses on school closures/consolidations and therefore has limited applicability in this boundary review. Similarly, the Ministry of Education Accommodation Review Guidelines (2018) applies only to reviews contemplating school closures or moving more than 50% of a school's enrolment and therefore is not applicable to this review.

2.2 Initial Staff Report

This report shall serve as the Initial Staff Report to guide the boundary review process. This report will provide all relevant background information, potential timelines, and initial options for consideration.

2.3 Steering Committee

A Steering Committee (SC) has been established, and is composed of the following staff positions:

- Superintendent of Education: Student Achievement, Bowmanville area schools;
- Superintendent, Business and Corporate Services;
- Manager, Planning Services;
- Manager of Operations, Student Transportation Services of Central Ontario;
- Planning GIS Technician, Planning Services.

Other staff members will be consulted on an ad hoc basis:

- Executive Officer, Corporate Affairs
- Senior Manager, Communications and Community Outreach
- Executive Officer, Facility Services
- Senior Administration
- Principal(s) of the affected schools

The role of the SC is:

- To guide the review process
- Prepare and present reports/materials to senior administration, Board of Trustees, and other staff as required

Background Study and Options Report: Student Accommodation Planning

- To facilitate community consultation
- To review community input/feedback
- Present a final recommendation for the Board of Trustee's consideration.

2.4 Public Consultation

Several options are being presented within this initial report for trustee and community feedback. Feedback will be collected through engagement meeting(s), on-line forms and written forms. Staff will review and summarize community feedback and identify the preferred options. An additional community engagement meeting will be conducted to help identify a preferred solution.

2.5 Recommendation and Approval

After the public consultation phase ends, a final staff report will be brought to the Resource Committee for review and presented to the Board of Trustees for final approval. The report will summarize the process, the public consultation and the recommendations being put forward. The final staff report will be available to the public. The final decision will be made by the Board of Trustees.

2.6 Timelines

It is proposed that the boundary review would commence in September 2023, with the approval of the final report/recommendation by December 2023 (Attachment A).

3 Historical Growth Mitigation Strategies

Existing school boundaries are presented in Attachment B. The schools that are part of this boundary review have employed several growth mitigation strategies (e.g., use of temporary accommodations, boundary and program/cohort changes, school additions, etc.) over the past several years to manage the accommodation pressures. The following provides a summary of the different mitigation methods employed.

3.1 Central Public School

In 2018, Grade 7 and 8 students attending Vincent Massey PS from the Central PS catchment area were returned to Central PS, to alleviate accommodation pressures being experienced at Vincent Massey PS from the on-going development activity. While keeping Grade 7 and 8 students from Central PS within their own catchment area has worked out well from

Background Study and Options Report: Student Accommodation Planning

a capacity utilization perspective, the 132-year-old facility has proven to be inadequate for Grade 7 and 8 students. Currently, Grade 7 and 8 students utilize the gymnasium at the nearby United Church, as the gymnasium in the Central PS is inadequate to accommodate intermediate sports. The concurrent Northglen neighbourhood school review considers relocating the Grade 7 and 8 students to Charles Bowman PS.

3.2 Dr. Ross Tilley Public School

Dr. Ross Tilley PS was constructed in 1996, with an addition completed in 2013. Although enrolment has been stable at capacity in recent years, enrolment at this school has been trending higher, with the trend projected to continue. A purposely built two-room daycare is within the school facility.

3.3 Harold Longworth Public School

Harold Longworth PS was constructed in 2003 as a Junior Kindergarten (JK)-Grade 8 school. As a growth mitigation strategy, holding areas were established in the Charles Bowman PS catchment area in 2018. Students from three development sites within the Northglen neighbourhood are currently being directed to a “holding school” at Harold Longworth PS. At present 93 students from the Northglen neighbourhood are attending Harold Longworth PS. It is anticipated that by 2024, the entire development will be built out, with an anticipated 124 students from the Northglen neighbourhood attending the Harold Longworth PS holding school. The concurrent Northglen neighbourhood school review considers removing the holding school designation and redirecting these students to the new Northglen neighbourhood school. The enrolment projection for 2024-2025 shown on Table 1 assumes the holding school designation has been removed and the students are attending the new Northglen neighbourhood school.

3.4 John M. James Public School

John M. James PS was constructed in 2001, with an addition being completed in 2013. Presently there are four portables on site. Facilities staff have indicated that the site cannot support any additional portables. 2022-2023 enrolment is 484 or 112% utilization. The upward enrolment growth trend is expected to continue.

The YMCA is currently operating a three-room childcare at the site which utilizes purposely renovated/constructed space within the school.

Background Study and Options Report: Student Accommodation Planning

3.5 Lydia Trull Public School

Lydia Trull PS was constructed in 1998 as a JK-Grade 8 school. In 2018 a holding school was established at Lydia Trull PS for Bowmanville area development. Since that time, planning staff have directed students from five development applications to the holding school, which could generate up to 67 elementary students. Historically, Lydia Trull PS has seen minimal growth and has been well below capacity. However, recently Lydia Trull PS has seen an increase in enrolment. Although Lydia Trull PS is still well below capacity with a 69% utilization rate in 2022-2023, it is expected that the public school will be at 79% utilization by 2024-2025. The concurrent Northglen neighbourhood school review considers removing the holding school designation and redirecting these students to the new Northglen neighbourhood school, Waverley PS and/or Hampton Junior PS/M.J. Hobbs Senior PS.

3.6 Vincent Massey Public School

Vincent Massey PS was constructed in 1954, with additions being completed in 1956 and 1990. As noted in Section 3.1, Grade 7 and 8 students from the Central PS catchment were relocated back to Central PS in order to alleviate accommodation pressures at Vincent Massey PS. The area is experiencing ongoing development, therefore enrolment at this school has been trending higher, with the trend projected to continue. Further, this area is part of the Bowmanville East Urban Centre Secondary Plan, which is expected to be developed with approximately 3,500 mixed-residential units by 2031.

3.7 Waverley Public School

Waverley PS was constructed in 1979, with additions being completed in 2009 and 2014. This school has been identified as a holding school for students being generated by the on-going residential development in Newcastle. This school is seeing enrolment trending upwards.

Background Study and Options Report: Student Accommodation Planning

School	OTG	2022-2023 Actual Enrolment	2022-2023 Actual Utilization	2024 Projected Enrolment	2024 Projected Utilization
Elementary Panel					
Central PS	234	235	100%	270	115%
Dr. Ross Tilley PS	457	584	127%	591	129%
Harold Longworth PS	585	616	105%	583	100%
John M. James	432	484	112%	529	122%
Lydia Trull PS	469	325	69%	370	79%
Vincent Massey PS	395	370	94%	426	108%
Waverley PS	432	363	84%	399	92%

Table 1: Actual and Projected Enrolment

4 School Boundary Adjustment Options

Section 4 will outline proposed school boundary adjustment options for the aboved noted schools. Students within two (2) years of graduation (i.e., in grades 7 and 8) will be provided with the option to remain at their home school or holding school. The projections assume that these students would choose to remain at their home/holding school. Please refer to Attachment C for the proposed attendance boundaries of each option presented.

4.1 Central Public School

As the Northglen neighbourhood school review considers relocating the Grade 7 and 8 students to Charles Bowman PS, enrolment at this school remains stable at or near capacity. Therefore, currently no further changes to this school's enrolment population are recommended.

Impact of Grade Cohort Change - Central Public School							
School	OTG (Capacity)	2024-2025 Projected Opening		2029-2030 5-YR Projection		2034-2035 10-YR Projection	
		Students	Utilization	Students	Utilization	Students	Utilization
Central PS - Status Quo (JK-8)	234	270	115%	298	127%	298	127%
Central PS - Grade Cohort Change (JK-6)	234	239	102%	249	106%	249	106%

4.2 Dr. Ross Tilley Public School & Lydia Trull Public School

A study area west of Maple Grove Road within the school boundary was created (Attachment C). At present, there are twenty-eight students located in this area. Enrolment projections were completed with these students attending Lydia Trull PS.

Background Study and Options Report: Student Accommodation Planning

Impact of Boundary Adjustment Between Dr. Ross Tilley PS & Lydia Trull PS							
School	OTG (Capacity)	2024-2025 Projected Opening		2029-2030 5-YR Projection		2034-2035 10-YR Projection	
		Students	Utilization	Students	Utilization	Students	Utilization
Dr. Ross Tilley PS Status Quo (JK-8)	456	591	130%	694	152%	785	172%
Dr. Ross Tilley PS Boundary Adjustment (JK-8)	456	545	120%	658	144%	753	165%
Lydia Trull PS Status Quo (JK-8)	469	370	79%	427	91%	433	92%
Lydia Trull PS Boundary Adjustment (JK-8)	469	398	85%	451	96%	453	97%

As noted in the above table, the proposed boundary adjustment provides relief from the accommodation pressures at Dr. Ross Tilley PS, and Lydia Trull PS has the capacity to accept these students. Further, as can be seen in Attachment C, the proposed school boundary adjustment would round out the Lydia Trull PS school boundary.

4.3 Harold Longworth Public School and John M. James Public School

John M. James PS was divided into two areas, with the area north of Sprucewood Crescent to the existing school boundary being a study area. This area was selected as it is within the walk zone of Harold Longworth PS. However, as the railway crossing is a level crossing, it was determined that a boundary adjustment between these two schools is not a viable option.

4.4 Harold Longworth Public School and Vincent Massey Public School

Vincent Massey PS was divided into two areas, with the area north of Concession Street East to the existing school boundary being a study area. There are eight students within this study area. Further, there is an approved plan of subdivision in this area that has the potential to generate 155 elementary students. Enrolment projections have been completed with these students attending Harold Longworth PS.

Impact of Boundary Adjustment Between Harold Longworth PS & Vincent Massey PS							
School	OTG (Capacity)	2024-2025 Projected Opening		2029-2030 5-YR Projection		2034-2035 10-YR Projection	
		Students	Utilization	Students	Utilization	Students	Utilization
Harold Longworth PS Status Quo (JK-8)	585	583	100%	576	98%	510	87%
Harold Longworth PS Boundary Adjustment (JK-8)	585	593	101%	692	118%	585	100%
Vincent Massey PS Status Quo (JK-8)	395	426	108%	491	124%	457	116%
Vincent Massey PS Boundary Adjustment (JK-8)	395	416	105%	481	122%	447	113%

Background Study and Options Report: Student Accommodation Planning

As can be seen in the above table, with Harold Longworth PS no longer being designated as a holding school, there is residual capacity at the school. The school boundary adjustment enrolment projections include the students that will potentially be generated from the approved plan of subdivision that is currently within the Vincent Massey PS school boundary. Vincent Massey PS has limited room to accept these students, whereas Harold Longworth PS will be able to.

4.5 Waverley Public School & Hampton Junior Public School/M.J. Hobbs Senior Public School

The Northglen neighbourhood school boundary review recommends a boundary adjustment between these schools to incorporate an undeveloped portion of the Brookhill neighborhood.

As Waverley PS is a holding school for development areas within the Newcastle PS school boundary, it is anticipated that enrolment will continue to trend upwards as Waverley PS welcomes these students. Therefore, currently, no further boundary adjustments are recommended. However, when Newcastle students are accommodated in their own neighbourhood schools, it is recommended that a boundary adjustment between Waverley PS and Hampton Junior PS/M.J. Hobbs Section PS be explored.

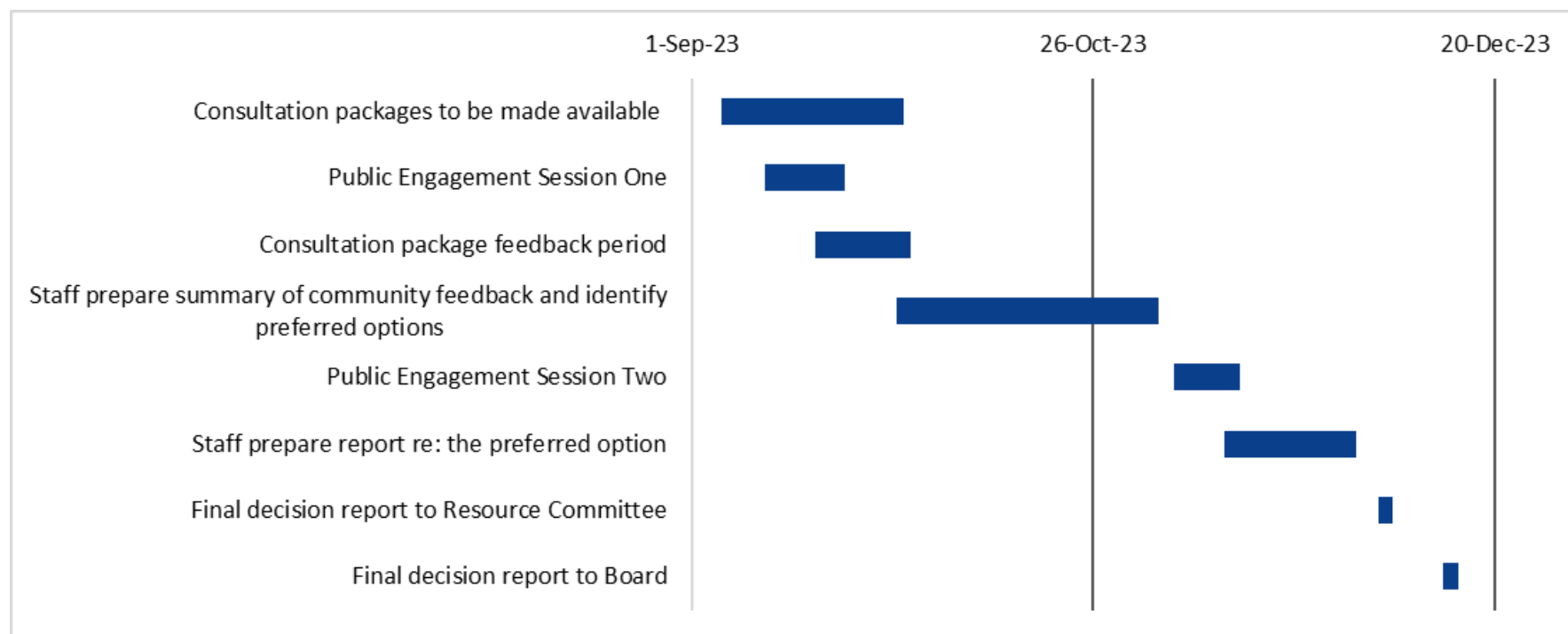
5 Conclusion

With the opening of the new Northglen neighbourhood school planned for September 2024, new school boundaries and school population/cohort changes will be established affecting Charles Bowman PS, Central PS, Hampton Junior PS/M.J. Hobbs Senior PS, Harold Longworth PS and Waverly PS. As part of a larger area review staff noted uneven accommodation pressures in the Bowmanville area schools. Therefore, staff have made school boundary adjustment recommendations between Harold Longworth PS and Vincent Massey PS, and between Dr. Ross Tilley PS and Lydia Trull PS in order to address some of these accommodation pressures.

With the planning review commencing in September 2023, it is anticipated that the review will be completed no later than December 31, 2023.

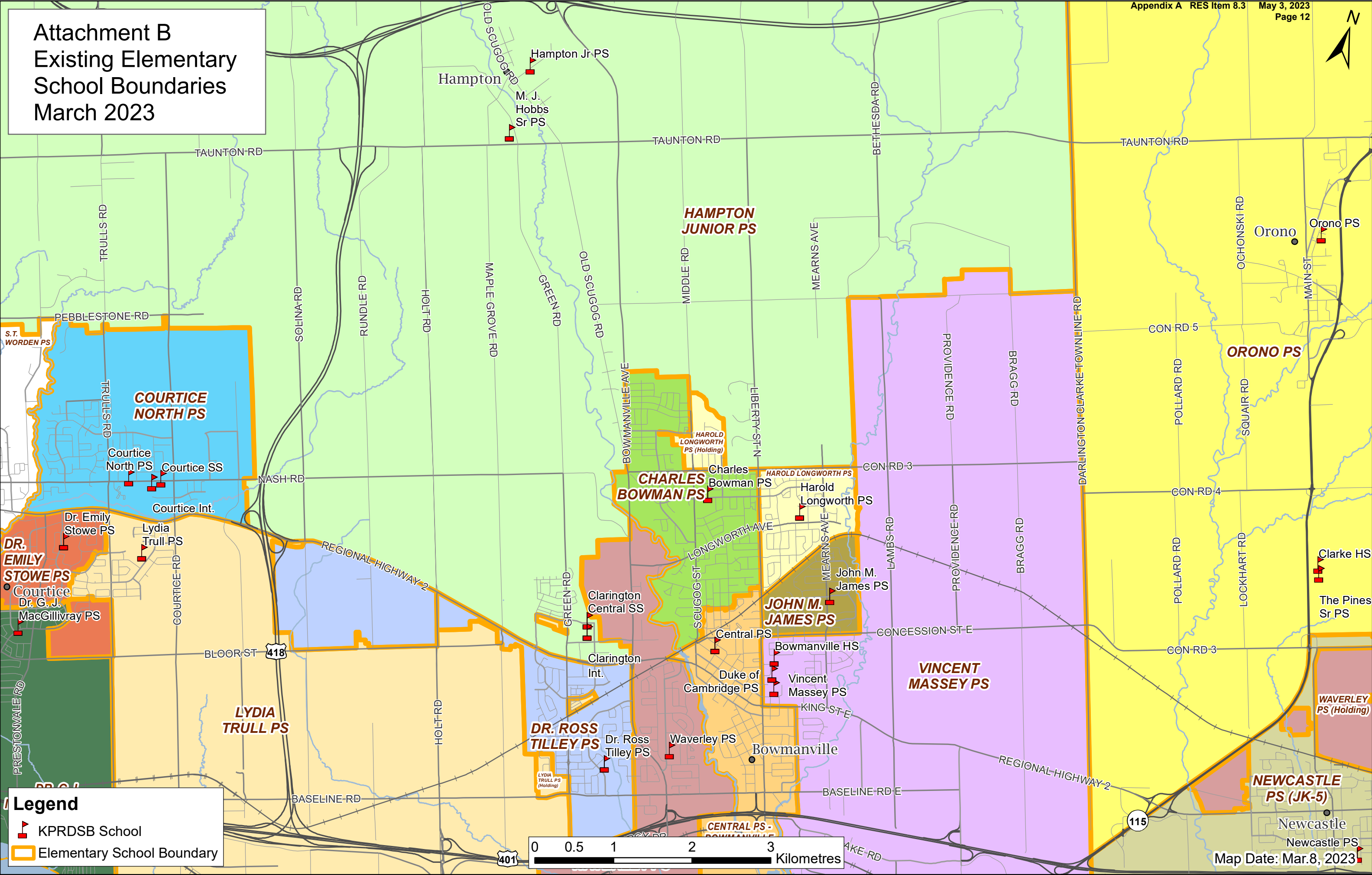
Once a decision is made, a separate committee will be established to support students, families and staff as they transition to their new schools.

Attachment A: Proposed Bowmanville Area Boundary Adjustment Review Timeline





Attachment B
Existing Elementary
School Boundaries
March 2023



Legend

- KPRDSB School
- Elementary School Boundary



Map Date: Mar. 8, 2023

Attachment C

Harold Longworth PS and Lydia Trull PS

Catchment Adjustments

